

## Faculty Learning Management System Survey - August 2009

---

The Blackboard Task Force committee conducted a thirteen question survey to collect data from faculty regarding their experiences with Blackboard and to identify key instructional issues faculty face when using Blackboard. The survey included fill-in the blank, multiple choice, scaled, yes/no and open-ended questions. (See addendum Faculty Survey)

Approximately 700 faculty members across UNC received the electronic survey via email open to submit results from August 24 to September 11, 2009.

### Summary of survey data:

<b>Total Number of Respondents</b>		<b>194</b>
Teach at least one course with an online component each year.		161
Teach at least one totally online course per year		74
Teach an independent study online each year		19
Teach undergraduate		152
Teach graduate level		102

<b>Blackboard Use</b>	
For communication in face to face courses	59.4%
Teach in totally online program	14.4%

<b>Blackboard Features Used</b>	
Syllabus	80%
Announcement	75%
Course Materials	81.4%
Assignment	50.5%
Safe Assignments	37.1%
Gradebook	73.2%
Discussions	51%
Quizzes/Surveys	41.8%

<b>General questions concerning features.</b>	<b>Yes</b>	<b>No</b>
Something I would like to do that I could not.	35.5%	64.5%

<b>Why I could not do what I wanted to do.</b>	
Blackboard doesn't have the feature.	30.6%
I didn't have time to implement the feature.	29.2%
I could not figure the feature out.	6.5%

<b>Blackboard Usability and Productivity</b>		
	<b>Agree</b>	<b>Disagree</b>
Effectively complete tasks	89.6%	10.3%
Efficiently complete tasks	80%	20%
I Feel comfortable	91.8%	8.1%
Easy to learn	87.7%	12.2%
Easy for students	84.9%	15%
Blackboard is reliable	80%	20%
Overall satisfied	83%	17%

## Key Survey Concerns and Actions

---

1. Gradebook  
One of the most common comments was related to the inefficiency of the gradebook. This feature has been significantly revised and improved in both Version 8 and Version 9.
2. Lack of Printed Manuals/Classes Inconvenient/More information on advanced tools/Tip Sheets
  - a. New BB Support site has Quick Reference pages on many features and will be expanded over time.
  - b. Convenient times for classes will be researched and revised (Saturday mornings, evenings).
  - c. Scheduling training sessions at Centerra and UNC Denver will be considered.
  - d. Alternate methods will be developed including some video how to's.
3. Provide more detailed training for new faculty the week before classes.
  - a. This will be researched/planned for next year.
4. Concern about how System Announcements override instructor announcements.
  - a. Recommended policy restricts these announcements and requires them to be short (2 lines).
5. Blackboard doesn't integrate well with newer applications (facebook, twitter) or allow outside applications (simulations etc.) or have the ability to show videos that are shown in class.
  - a. There is a Building Block for facebook integration that can be researched.
  - b. Other research will be done as a part of the new version testing, since things may have changed in that version.
6. Post midterm and final grades from Blackboard
  - a. This is available – document was distributed to all faculty prior to midterm date this year.
7. Would like to block students from printing tests.
  - a. A support ticket has been submitted for this issue and is being researched.
8. Would like more personal communication, not emails from "LMS team".  
Communications are too technical.
  - a. There are advantages for the team approach, however the support model is working at developing a more personal approach (instructional designers in the queue).
  - b. Communications are now being edited to avoid technospeak.
9. Supported browsers issue.

- a. We will research this in new version.
  - b. TSC does recommend Safari and Firefox when students have browser issues.
10. Working to get "are you ready for distance learning quiz". Students need training in BB too.
- a. UNC has a license for the READI software that provides this.
  - b. READI is used in the new online student orientation course and can be available for individual instructors to use (contact tech support).
11. Help desk has limited BB knowledge.
- a. BB Support model is working to improve this.
  - b. Instructional Designers now in the queue to assist faculty.
  - c. Some supposed Blackboard issues are actually Banner and scheduling issues (shells not appearing, courses not merging correctly). The IDIT team (Instructional Designers and IT) is working to understand and develop procedures to avoid these issues.

## Summary of key instructional issues:

---

### **Support Documentation and Training:**

The major concerns identified were in the areas of ongoing support and the timeliness of that support. Specific comments identified the lack of training materials, documentation and training resources.

### **Productivity**

Many comments were gathered concerning the poor usability aspects of Blackboard. Comments such as the tool being cumbersome, clunky and too many clicks were consistent throughout the general comment portion of the survey.

### **Usability:**

Remarkable to note were a number comments concerning the unreliable use of exams. Issues such as problems locking up and timing out were consistent comments gathered particular to use of the assessment tool in Blackboard.

## Learning Management System Survey Results

Date: 9/13/2009

Total number of responses collected: 194

1. How many courses do you teach each year that have an online component?

Response	Frequency	Count
1	6.2%	12
2	9.8%	19
3	12.4%	24
4	9.3%	18
5	2.6%	5
6	17.0%	33
7	4.1%	8
8	11.9%	23
9	2.6%	5
10	3.6%	7
12	2.1%	4
Other Responses	1.5%	3

2. Please give a rough estimate of the number of each of the following course-types you teach online each year: **Technology Enhanced**

Response	Frequency	Count
1	5.7%	11
2	10.8%	21
3	9.3%	18
4	7.2%	14
5	5.2%	10
6	14.9%	29
7	4.6%	9
8	5.2%	10
9	2.1%	4
10	2.1%	4
12	1.0%	2
Other Responses	3.1%	6

2. Please give a rough estimate of the number of each of the following course-types you teach online each year: **Totally Online Course**

Response	Frequency	Count
1	8.8%	17
2	9.3%	18
3	7.2%	14
4	4.1%	8
5	1.0%	2
6	3.1%	6
7	1.0%	2
8	1.5%	3
Other Responses	2.1%	4

2. Please give a rough estimate of the number of each of the following course-types you teach online each year: **Independent Study**

Response	Frequency	Count
1	5.2%	10
1-2	1.0%	2
2	2.1%	4
3	1.0%	2
Other Responses	0.5%	1

2. Please give a rough estimate of the number of each of the following course-types you teach online each year: **Other**

Response	Frequency	Count
4	1.5%	3
Other Responses	1.5%	3

3. Please give a rough estimate of how many courses you teach at each level: **Undergraduate**

Response	Frequency	Count
1	5.7%	11
2	9.8%	19
3	10.3%	20
4	10.3%	20
5	9.8%	19
6	12.9%	25
7	4.6%	9
8	7.2%	14
9	1.5%	3
10	3.1%	6
Other Responses	3.1%	6

3. Please give a rough estimate of how many courses you teach at each level: **Graduate**

Response	Frequency	Count
1	14.4%	28
2	11.3%	22
3	9.8%	19
4	4.1%	8
5	3.6%	7
6	4.1%	8
8	2.6%	5
Other Responses	2.6%	5

4. Why do you use UNC's Learning Management System (Blackboard)?

Response	Frequency	Count
The program I teach for is all online, so I have no choice.	14.4%	27
I have decided to offer my course online to reach more students.	3.2%	6
I use an online component to enhance communication and use of resources in my face to face classes.	59.4%	111
I do not use Blackboard. (skip to question 7)	10.2%	19
Other	12.8%	24
Not Answered		7

5. Which of the following basic features do you use? (select all that apply)

Response	Frequency	Count
Syllabus	80.4%	156
Faculty Information	59.3%	115
Announcements	75.8%	147
Course Materials (post lectures, PowerPoints, articles, links)	81.4%	158
Assignment Tool (students submit assignment into the online course)	50.5%	98
Safe Assignment Tool (submitted assignments checked for plagiarism)	37.1%	72
Discussion Boards	51.0%	99
Quizzes or Surveys	41.8%	81
Gradebook	73.2%	142
Groups for Collaboration	26.8%	52
Glossary	3.1%	6
Digital Dropbox	18.0%	35

6. Which of the following additional features do you use? (select all that apply)

Response	Frequency	Count
Wimba voice lecture	8.8%	17
Wimba voice announcement	7.7%	15
Wimba voice discussion board	4.1%	8
Wimba classroom	6.2%	12
Wiki	5.7%	11
Blog	9.8%	19
Camtasia or other voice automated or voice over PowerPoint	7.7%	15
SoftChalk Modules	2.1%	4
Other	6.7%	13

7. Is there something you would like to do in an online course that you haven't been able to do?

Response	Frequency	Count
Yes	35.5%	61
No	64.5%	111
Not Answered		9

8. Why couldn't you do it?

Response	Frequency	Count
Blackboard doesn't seem to have it	30.6%	19
I tried but couldn't figure out how to do it	6.5%	4
I just didn't have time to try	29.0%	18
Other	33.9%	21
Not Answered		119

9. Please rate our current Learning Management System (Blackboard) on the following:

The following represents the number of responses in each category.

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
I can effectively complete my tasks using Blackboard	75	81	12	6
I can efficiently complete my tasks using Blackboard	67	72	22	11
I feel comfortable using Blackboard	92	65	7	7
It was easy to learn to use Blackboard	66	85	16	5
Blackboard is easy for students to use	50	91	22	3
When I make a mistake using Blackboard, I am able to recover quickly and easily	54	91	17	6
The interface of Blackboard is pleasant	40	88	31	12
The structure of Blackboard is effective in helping me complete my tasks	45	80	30	16
Blackboard has all the functions and capabilities I expect it to have	36	86	32	14
Blackboard is reliable (at UNC)	43	93	27	7
Overall, I am satisfied with Blackboard	48	93	25	4

10. Which statement best describes your knowledge and use of the services and building blocks (announcements, Gradebook, Discussion Board, Safe Assignment, etc.) available within the current campus Learning Management System (Blackboard)?

Response	Frequency	Count
All of the services and building blocks I need are available and well documented for my use of the Learning Management System.	39.9%	69
Providing fewer services and building blocks (concentrating more on the basics) would make the use of the Learning Management System easier.	8.1%	14
I limit my use of services and building blocks only to the items I am familiar with.	38.2%	66
I do not use the additional services and building blocks.	13.9%	24
Not Answered		8

## Open Survey Results

### Survey Deployed from August 24<sup>th</sup> to September 11, 2009

When I need to replace a document, I have to log out of BB after I've removed the original document, then log back in to attach the new document. Otherwise, BB just goes back and attaches the one I'm trying to replace -- if the names are the same.

Sometimes I wish the Bb support system is very quick to answer questions. Often, it takes more than 48 hours to get someone to speak to.

I am sad to see Alma go and I wish her the best, but I know many faculty are concerned about there not being a smooth transition when she leaves, since she did SO much for blackboard.

I was using a newer version at my previous institution. We need to upgrade. The tools and especially the gradebook are superior to this version. I'd also like to see better synchronous interaction capability- I don't know Wimba well, but it seems limited.

I love Bb for making my life easier and for helping students succeed. It also saves lots of paper to have many of the notes and other resources online.

The basic format for blackboard (basic menu) should be revised to reflect quality matters guidelines as much as possible and then instructors could customize.

My biggest beefs are: (1) not being able to do the same task for multiple items at once (e.g., check the box and change the due date for two assignments instead of having to open each one); (2) not being able to copy announcements from one course to another; and (3) having to click through so many screens for each task.

Although exams are much more reliable now than in the past, I still have students who have exams freeze and lock them out, for no apparent reason. However, BB is much more user friendly now than in the past, and there are fewer problems for students in using it. I like to keep the site simple because I have so many off-campus students, with different computer systems. I may use the Blog at some point, but will probably never use the voice or video functions, because of this.

Blackboard has been clunky and bug-ridden, with frequent interruptions in service over the years. Its inability to remain compatible with new browser releases is consistently frustrating. The lack of printed manuals (Help is clunky, and who has time for the online tutorials?) is really annoying.

I'd love to get rid of Blackboard for something better, but I can't say I'm in the mood to negotiate another learning curve!

The manual and supporting material is terrible. The classes offered are inconvenient and poor. On line courses, perhaps video, that can be assessed at any time would be perfect.

Black Board is cumbersome and awkward to use. I use it to save time on test taking and grading, but it often takes longer to create the test and I wonder if it a time saver. When it does work, Black Board does save me time. It also requires too many clicks to get from place to the next.

the gradebook has too much clicking involved. it needs to be simplified but I use it cause the students can get to it

I do not use Blackboard. I am non-teaching faculty in the University Libraries.

too new to add much at this point

Faculty who teach with Blackboard REGULARLY need to understand how students can or can't access material they link to the course site.

It can be frustrating and annoying when a general (Admin-generated) announcement overrides all other announcements, particularly when the upgrade/downtime/whatever is over and the announcement remains. I wish that these sort of announcements did not have to occupy the upper portion of the announcements screen, as my students often log-in or quickly check for updates. If they are not clever enough to scroll down, all they see, over and over, is the permanent announcement.

Thank you for asking.

Listing of names and columns to enter grades/scores should be next to each other--not placed at a distance.

I have been disappointed in the unreliability of the Testing component of our version of Blackboard.

Blackboard has far too many levels of clicking -- is a pain in the caboose. It is easy to use, for the most part. The gradebook is not flexible enough for me (dropping quizzes, etc.), so I end up using a spreadsheet in combination. I'd love more drag & drop features -- it would make the product SO MUCH more efficient and pleasant to use.

I appreciate the timely responses from Alma and the IT folks on making sure that I have what I need to use Blackboard (e.g., adding teaching assistants to the courses, adding Wimba capabilities, etc.)

I don't like the sometimes support is handled by people off site who don't know anything.

It is always cumbersome and not smooth when I have to call to have my courses opened to use Wimba. It would be easier if that were available always when I open my courses as I use this function in all courses I teach.

CETL is a waste of time and money, and I don't think we need to upgrade Blackboard with every upgrade for 50k or so at a shot. But for what it is, it works. Who knows what will happen, however, when Alma leaves this year.

A little more explanation regarding some of the advanced Blackboard tools would be helpful.

Blackboard does not integrate with web 2.0 (Facebook, YouTube, Twitter). The Blackboard interface is stuck somewhere in 1998 (no Ajax, Flash, Adobe AIR, Silverlight). The programmers who created Blackboard, I assume, consider it a fixed front end to a fixed and non-flexible database and it is evident that BB can not or will not upgrade its usability or extend its platform to allow outside and/or user-built applications (such as games, simulations, etc.). BB's revenue model is not sustainable especially since free and low-cost options (Google Docs, MS Mesh, Amazon Cloud Computing initiatives) are better and quickly evolving to support newer technologies.

Please provide more detailed training for new faculty the week before classes start. This would be MUCH more effective than the general orientation.

I am a brand new faculty member at UNC, but used the same version of Blackboard (7.3) at my previous institution, so my responses need to be considered in that light.

I like using Bb, both as a supplement providing materials to students and for an online course. I especially like the Discussion Board, which I use only in my grad courses. I don't use synchronous interaction, because I don't want to have to be in a place at a time. (I prefer writing to the Discussion Board at 5 am!)

I have found the support to be only adequate (probably because I haven't taken advantage of all the short courses CETL has), and when I couldn't get the help I needed, I have always called Alma Azama, who has been extremely helpful.

I found my students don't access Blackboard as they should. Also, students who did use it did not feel the need to talk with me. They decided sometimes to skip class and use notes from Blackboard instead. I want to be their primary resource. Also, I found Blackboard added to my chores.

Our program is considering creating a degree that is all online. However, our faculty do not find BB sufficiently interactive to do so. A major technical obstacle is the inability to show videos that we show in class.

The support staff for Blackboard, particularly with Alma Azama, is inadequate. Most of time I have asked for assistance, it is not completed in a timely manner. It sometimes takes multiple requests and multiple weeks to have a basic request fulfilled.

Alma Azama is the sole reason I feel confident with Blackboard, she has been extremely helpful with all aspects, trouble shooting and education. Since IT has taken over Bb, the level of assistance has changed and is far less individualized or personal

I like the blackboard interface for the most part but I also believe blackboard could be faster in its interface. It seems to take a long time for it to change from screen to screen at times, which is very annoying.

I wish I could post midterm and final grade directly from blackboard( Don't have to post those to Ursa again)

Although BB is fine as a tool to supplement face to face courses. I do not think it is an ideal tool for courses that are online or hybrid.

I would like the ability of blocking students' from printing their tests. I used to be able to do this in the older version of BB but the newer version for some reason does not allow me to block the printing capabilities.

When I had trouble with the assignment tool last summer, it took too long (more than 1 week) to resolve the issue. This is not acceptable. Class only met for 6 weeks so to lose this tool for over a week caused me and the students an lot of extra work.

Where's Alma? What happened here? Why do we not seem to have a Blackboard specialist anymore? Or do we?

Better communication, more personal communication. These e-mails from "LMS" are confusing and redundant. First, no one knows what "LMS" is. This is the kind of tech-ese language that is really uncomfortable for the rest of us. It's easier for us to call support when we know we are going to talk to a real person, not "LMS team".

The "supported browsers" issue is a travesty. We cannot be asking students to retro fit their browsers to work with Blackboard. The newest versions of Firefox and Safari seem to work in every possible way, but Jesse is hesitant to recommend them because of the Blackboard "rules." We need "best practices" that relate to real world use, not Blackboard's antiquated rules.

I think Blackboard looks terrible. I think it is boring and I would like each of my classes to look different so that students can get a sense of the course's personality via the aesthetics of the site.

I was working with Alma to get some kind of "are you ready for an on-line class" quiz that was very thorough and very informative. I can't remember what it was called, but Front Range uses it. Our little quiz is a joke in comparison and does not instruct the potential on-line student as to his or her strengths and weaknesses. What happened here? This is another example of an over-worked person and poor communication.

I have attended feedback sessions with Blackboard representatives and I have attended the LMS advisory meetings, but sometimes I feel as if this effort is not met with real change. Very frustrating often.

I teach intensive English language classes, and this is an ideal way for students to follow along with class.

For extended degree courses and other courses where the class stops meeting, say, in late October, yet projects and grades are due in late November, Blackboard sometimes becomes unavailable to those students. This has been a headache.

Using Blackboard for a large, entry-level course helps the students (because they skip class a lot), but it is a HUGE time sink for me to make materials available to them this way. I would prefer NOT to use it, but students have come to expect it.

Upgrades seem to happen right at the beginning of a semester, then often do not work well which makes the beginning of the semester difficult.

HELP desk seems to have very limited knowledge of Blackboard - need more training for those answering HELP desk questions about Blackboard.

It would be nice to have some tip sheets for the various functions. As various items are added to Blackboard via updates, it is difficult to go take a course to learn about it.

The one big glitch is with quizzes or exams. If students momentarily lose Internet connection or do something like hit the back button, they get kicked out of the quiz/exam and can't finish it. The grade shows the "in progress" symbol. I can clear it so they can go re-take it, but this is a pain.

I found it very useful as a teaching tool. I obviously could learn more about effective utilization. I'm new to this role and it does time to incorporate all the options appropriately.

Providing more training on how to use some of the features associated with Wimba or other synchronize features would be helpful. I know once in a while CETL provides training but not often enough to attend.

The support is wonderful to answer questions or help fix something.

BB was and remains a disaster. The interface is nonstandard and, worse, BB will let a user exit without a backup reminder. BB is slow and clumsy, clearly designed by IT people, not teachers. The Faculty wanted to switch, but noooooooo. IT thought it was just fine -- it isn't.

I am worried about the transition of BB help from Alma to LMS. While I'm glad to know that more than one person will be available to help (which was occasionally a problem), the loss of her expertise will surely be felt. Best wishes to the new staff tasked with this huge job.

Administrators: UNC frequently loses its most highly skilled people in this arena. What might keep them here is something that merits your close attention and planning. It is always very disruptive to faculty and students when this sort of change occurs.

It's fully functional.

This semester I have attempted to use the HELP desk for support per the new system. This has been completely ineffective. In order to solve the problem of my missing course shell I had to contact Extended Studies - who of course solved the problem. The HELP desk folks seemed very unprepared to help with the very basics. Jesse (the expert) did not seem to understand why my completely online course had no meeting time or location.

My other frustration has been with an unreliable assessment system. Over the years complete exams have been lost or deleted. This makes it a challenge to give exams. I have used this system here at UNC for 11 years and while I like the basics, it is often awkward and unstable.

the problem of students getting disconnected during exams has declined, I think, but it still happens a bit

I like SafeAssign

I like the features of Blackboard for my online course and my technology enhanced course. I believe it's easy to use. I would like to know how to delete some of my old courses to save space for the university

Sometimes when I just have a quick question (e.g., how to archive old classes), I don't really know who to ask. I've gone to Alma just because I know her and she responds to email.

...also good as a supplement in all our courses.

I have had many problems with students taking exams on blackboard and being kicked out or not able to press the "submit" button because it is blocked by another icon. Technical support has been very inconsistent in helping students with this problem.

I'm still in the process of learning how to use all of the features of Blackboard. The Blackboard is great; I just need to get better and more knowledgeable about using all of its features.

The expression "Learning Management System" is a blight upon the language. Blackboard may be a system for managing a good many things, but learning certainly isn't among them. Indeed, learning can't be managed.

I have not taught a course on BB in 5 years.

I preferred WebCT. I think that working within WebCT was much more manageable, cleaner and user friendly; both for facilitators and students. It would be nice to see the incorporation of this system into Blackboard

Support to date has been excellent.

There needs to be a better training system and more flexibility for non-traditional programs

I am not using Blackboard nor do I anticipate using it the future.

I already completed the survey, but I wanted to add a comment. Our BB system could really use a much more thorough help/documentation system. While a few primary tasks (building a course) are documented in detail, outside of them there is virtually no easily-accessible information. Perhaps someone should build a wiki or something.

Students do not often have the understanding of how to download, pick up feedback, and attach. They still need to have the technology on their end to enable me to enhance my course more than it is.

I love using Blackboard, and I also think that students really appreciate it as well. It makes my courses my organized, and students have a better idea of what is expected of them.

I'm afraid that my courses don't lend themselves to blackboard work.

less clicks to post documents would be nice

I wish a Saturday A.M. session could be scheduled...the scheduled training sessions always conflict with my schedule; maybe an evening session would work as well??

I am part of the UNC DO IT Center and we offer all of our courses online--approximately 18-20 in fall and spring. All of our teaching team are experienced with BB and overall we are very satisfied with its capabilities. We are now exploring the use of SoftChalk as an additional tool and believe that will further our satisfaction with overall course design and implementation.

Blackboard requires many more clicks than it needs to and the gradebook is extremely tedious (though I understand the latter problem has been largely corrected in 8.0)

The discussion board function in eCollege is much more sophisticated and better suited for courses which rely heavily on discussion as a graded exercise.

Hosting BB offsite is poor policy if we really want to expand our online programs (and any modern institution would be foolish not to). We need to be able to resolve problems right away.

I teach at UNC's Denver Campus. Could Bb folks come here to provide the support/tutorials? What of online supports/tutorials? With the expansion of UNC's Extended Studies Centerra Campus, I think this is something to be considered.

Adding and removing students and teaching assistants on my own. Blackboard communities - for purposes other than classes.

Blackboard is often way too slow to consider using it regularly. Why don't we host it on our own server instead of using blackboard.com?

Heavy course loads and administrative duties occupy much faculty time. Convincing faculty to leave familiar methods behind and to find time to learn supplemental building blocks in Bb is unlikely in such a climate, unless it were compensated for in some manner, either through teaching unit credits or pay. This is a fact, not an opinion.

I teach at another higher ed institution and use blackboard there as well. The UNC layout & system is much different so I am learning it. It has been difficult to find the simplest, and easiest places to begin to learn the UNC set up.

Don't spend more money on learning technology. No proven benefit.

I just need to expand my use of the optional tools that are available to enhance my online courses. I just need to dedicate the time to do this.

We do need a more efficient support center for faculty and students who have questions.

I wish we had better training for BB. I go to the classes, but nothing ever sticks. It all seems so easy when everyone's doing it at the same time. I would suggest looking at the way the instruction is done--we should be able to complete tasks on our own by the end.

The system seems somewhat limited and cumbersome in terms of the capabilities especially in the area of item upload/download. A "drag & drop" method would make information upload/download much quicker and easier than the current method which is too step intensive and clumsy.

Text formatting is very basic and limited. Also, the options associated with question style/type seem limited and lacking certain features like video capability and image compatibility.

Loading files can be time consuming

I like Blackboard, and use basic features always. What is annoying is when system Announcements override my announcement, which should be first, and those system announcements are up WAAYY too long.

I would like to use Safe Assignments, but haven't received training on it, as yet (my own fault!).

Why are we doing this survey after last year's rejection of an alternative platform even though it was found superior to Blackboard and recommended by faculty?

I would like my more flexibility with the gradebook. BB seems like a very slow program to use.

I am comfortable using blackboard. The system at UNC is easy to use.

I don't like that you can't change our student accounts/emails to faculty once we get a job at UNC. It is a pain that all my emails go out from my student account (which I rarely use because I'm not a student anymore) instead of my faculty account.

Given time I would love to use the other gizmos and doodads on blackboard, but I don't have time and often it makes more time for the students to learn the system too.

just need more time to learn the other tools and building blocks. I like the Blackboard classes, but I often not available at the times offered.

I have used blackboard for a while. I would like to use it more and also to continue the training of how to utilize all features available.

As an adjunct, unless there is a shell already provided by another instructor, I do not have the time or resources to get a course set up on Blackboard.

Blackboard and all the other technological tools are nice and help us to do our job. However, they are also a distraction. Often, students and faculty concentrate on the technological devices and forget about the basics.

My only complaint is that faculty do not have full access rights even within their own course. For example, I cannot add people to my course each semester without sending an email to someone to have it done for me. I teach several courses with lab components and each semester I have to have my lab TAs added to my course so they can view my materials. I also like to merge multiple sections of the same course, but this can't be done without sending an email to someone either. I have taught at another university where faculty could do these things themselves and it is frustrating not to be able to them at UNC.

documentation and help are weaknesses of current system

The interface is the biggest problem, too many links are required.

I've had troubles with file attachments on several occasions (e.g. copying a course from one semester to another) which caused quite a bit of redundant effort to prepare the course materials. Also, students often get locked out of BB quizzes (they are used to using the Back button on their internet browser) and this causes more work for the instructor to unlock the quiz, etc.

I do not like the Blackboard discussion board. I find it difficult to navigate and more difficult to grade (comments in context of other student's comments). I know how to grade but often comments don't make sense in isolation.

Support for Blackboard is very limited. Calling IT is not helpful because most of the people who answer the phone are not familiar with Blackboard. I can never reach Alma either via phone class or email; she does not answer either.

It would be nice if Blackboard was stable enough that my students could get through a 10 question multiple-choice quiz without getting kicked out.

Blackboard is ok... I had significant difficulty with student-quiz interface this summer and had to redo many of my quizzes because of these technical problems with a fully online course. Wasted a lot of my time.



# Learning Management System Survey

**This survey is being conducted by the Faculty Review Task Force of the Learning Management System Advisory Group. Its primary purpose is to collect data on faculty experiences with Blackboard and key instructional issues faculty face when using Blackboard. Its secondary purpose is to collect data relevant to decision-making regarding upgrades or changes to our Learning Management System in the future.**

1. How many courses do you teach each year that have an online component?

Number of courses

2. Please give a rough estimate of the number of each of the following course-types you teach online each year:

Technology enhanced	<input type="text" value="0"/>
Totally online course	<input type="text" value="0"/>
Independent Study	<input type="text" value="0"/>
Other	<input type="text" value="0"/>

3. Please give a rough estimate of how many courses you teach at each level:

Undergraduate   
 Graduate

4. Why do you use UNC's Learning Management System (Blackboard)?

- The program I teach for is all online, so I have no choice.
- I have decided to offer my course online to reach more students.
- I use an online component to enhance communication and use of resources in my face to face classes.
- I do not use Blackboard. (skip to question 7)
- Other

5. Which of the following basic features do you use? (select all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Syllabus   | <input type="checkbox"/> Discussion Boards        |
| <input type="checkbox"/> Faculty Information  | <input type="checkbox"/> Quizzes or Surveys       |
| <input type="checkbox"/> Announcements  | <input type="checkbox"/> Gradebook                |
| <input type="checkbox"/> Course Materials (post lectures, PowerPoints, articles, links) | <input type="checkbox"/> Groups for Collaboration |
| <input type="checkbox"/> Assignment Tool (students submit assignment into               |   |

the online course)

Safe Assignment Tool (submitted assignments checked for plagiarism)

Glossary

Digital Dropbox

6. Which of the following additional features do you use? (select all that apply)

Wimba voice lecture

Wimba voice announcement

Wimba voice discussion board

Wimba classroom

Wiki

Blog

Camtasia or other voice automated or voice over PowerPoint

Softchalk Modules

Other \_\_\_\_\_

Next

Conduct your own [online surveys](#)

## Learning Management System Survey

7. Is there something you would like to do in an online course that you haven't been able to do?

- Yes - go to question 8  
 No - go to question 10

8. What was it?

---

9. Why couldn't you do it?

- Blackboard doesn't seem to have it  
 I tried but couldn't figure out how to do it  
 I just didn't have time to try  
 Other \_\_\_\_\_

10. Please rate our current Learning Management System (Blackboard) on the following:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I can effectively complete my tasks using Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can efficiently complete my tasks using Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable using Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to learn to use Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard is easy for students to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make a mistake using Blackboard, I am able to recover quickly and easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interface of Blackboard is pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of Blackboard is effective in helping me complete my tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard has all the functions and capabilities I expect it to have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard is reliable (at UNC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which statement best describes your knowledge and use of the services and building blocks (announcements, Gradebook, Discussion Board, Safe Assignment, etc.) available within the current campus Learning Management System (Blackboard)?

- All of the services and building blocks I need are available and well documented for my use of the Learning Management System.  
 Providing fewer services and building blocks (concentrating more on the basics) would make the use of the Learning Management System easier.  
 I limit my use of services and building blocks only to the items I am familiar with.  
 I do not use the additional services and building blocks.

12. General Feedback: Please provide other comments in regard to likes, dislikes, support issues for you and your students, other platforms you currently use, or a wish list.

---

13. If you would be willing to answer follow up questions via email or phone please indicate the best way to reach you.

Name: \_\_\_\_\_

Contact Phone or Email:

|

Submit Survey

Conduct your own [online surveys](#)