Blackboard Faculty Satisfaction Survey Executive Summary

The Center for Learning Design (CLD) in collaboration with Information Technology Services (ITS) determined a need to assess faculty satisfaction with Blackboard use. The IT & Media Services Subcommittee of the Faculty Senate reviewed and offered feedback on the developed Qualtrics survey prior to distribution. The CLD emailed 1,070 faculty, adjunct, and teaching staff members on 12/3/19, requesting completion of the survey ascertaining overall satisfaction with Stockton's current learning management system (LMS), Blackboard Learn 9.1. Reminder email notifications were sent on 12/13/19, 12/18/19, 12/23/19, 1/8/20, and 1/13/20. The survey closed on 1/17/20 with a **total of 225 responses** (21% response rate).
Complete survey data is available upon request. Contact cld@stockton.edu.

DEMOGRAPHIC DATA

Respondents primary role at Stockton: 58% faculty, 31% adjunct, 7% staff & 4% management.
Years teaching at Stockton: 21% = < 1 yr, 43% = 1-5 yrs, 22% = 6-10 yrs, & 14% = > 10 yrs.
97% of respondents **use Blackboard** at Stockton.
Years using Blackboard: 14% = < 1 yr, 37% = 1-5 yrs, 23% = 6-10 yrs & 26% = > 10 yrs.

BLACKBOARD USE

The highest reported **uses of Blackboard** included: **file repository (154** responses), face to face classes (124 responses), hybrid or blended courses (101 responses), and online courses (76).

The **top 10 Blackboard course elements** most frequently used by respondents are:
Blackboard Assignments (count: 179), Gradebook (174), Announcements (152), Content Items and Files (147), Discussion Board (117), E-mail (108), Web links (107), Test (93), Course Messages (90), and Turnitin Assignments (65).

Forty-three (19%) of respondents reported **using another learning management system** (LMS) or tool to make course materials available to Stockton students. Of those reporting use of an alternate LMS system, Canvas was reported by 15 survey participants, Google Classroom (13) and Google Drive (7). Single responses included Odigia, Schoology, Taskstream and publisher options.

BLACKBOARD SATISFACTION

Faculty **satisfaction** with Blackboard is reported at **72%** (28% extremely satisfied; 44% somewhat satisfied), 12% report neither satisfied or dissatisfied, and 16% report dissatisfaction (11% somewhat dissatisfied; 5% extremely dissatisfied).
A total of 167 **comments** from respondents were provided as text to explain their selected level of satisfaction with Blackboard (Bb). The comments were coded into the following responses:

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Satisfied	# of comments		Dissatisfied	# of comments
Satisfaction with Bb (positive comments)	30		Bad Interface/Needs to be More User Friendly	57
Requesting additional training*	22		Grade center not easy to use	23
Good to organize class	20		Unreliable/glitchy/slow	13
Bb is fine/adequate	12		Dissatisfied with attendance tool	9
			Issues with integrations	3

specific training requests included student preview, student assignment upload, move/copy course items, gradebook and grading papers. These training needs are addressed by available resources.

A total of 119 **comments** were provided as text to explain desired improvements to Blackboard. The comments were coded into the following responses (count):
- ✓ Enhance Interface/Make More User Friendly/Mobile Version or App/LTI (41)
- ✓ Improve features: Gradebook (24), Attendance tool (9), file management* (9), tests/quizzes (5), course copy (4), video** (4), calendar/appointment scheduler (3)
- ✓ Have more training (13)
- ✓ Replace Blackboard with another LMS (9)
- ✓ Provide an accessibility checker (1)

* comments include the ability to drag/drop to upload multiple files, collaborative spaces/folders for file share, etc.
**specific comments include making student uploads easier, more space for videos, ability to incorporate Vimeo.

SUMMARY OF CLD & ITS PRELIMINARY DISCUSSIONS
- ✓ Overall satisfaction with Blackboard is relatively high (72%).
- ✓ If the University is required to upgrade from Blackboard Learn to Ultra, most frequently used features are not impacted.
- ✓ Training faculty and staff for the new Ultra version involves learning a "new" LMS; if consideration of another LMS is worthwhile, a faculty committee to take part in a review process is recommended. Consider training capacity, time, cost, and burden of course conversion and file migration for any new LMS.
- ✓ Nineteen percent of respondents reported using other LMSs; others may not be aware of available options.
- ✓ Training requests are addressed, but CLD & ITS will continue to provide on-demand resources (tutorials) and other forms of assistance to improve user skills for LMS.
- ✓ Will continue conversation based on current factors (satisfaction, storage, Bb company) to determine most strategic way to proceed with LMS use and growth at Stockton.

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