

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 5 – E

DATE: March 31, 2016

SUBJECT: D2L User Survey Results & Future Steps

In 2010, the Desire2Learn (D2L) Management Committee administered a user survey to obtain feedback from instructors, students, and staff in order to ensure that D2L was meeting their needs. This feedback was also useful during contract renegotiations with D2L. As part of an effort to manage the long-term LMS needs of the SDBOR, and due to the fact that it had been four years since the last survey had been administered, the D2L Management Committee revised and administered the 2010 user survey in spring 2015. In total there were 2,289 respondents, of whom 1,887 fully completed the survey (82.4%).

A complete write-up of the results can be found in Attachment I. The two main questions the committee sought to answer with the survey were if the D2L platform was serving the needs of SDBOR users, and should the SDBOR consider other solutions? With respect to the former question, when asked, in general, as to whether or not they were satisfied with D2L, there was a **56% net satisfaction by instructors, and a 73% net satisfaction by students.** This roughly corresponded to the 2010 survey. In regards to investigating alternatives to D2L, **students' sentiment regarding this was neutral to slight disagreement. Instructors, on the other hand, were far more supportive, with over half agreeing (28%) or strongly agreeing (23%)** that alternatives to D2L should be investigated.

D2L Contract Status

The SDBOR has been using D2L since 2007. Subsequently, we have twice renewed our contract with D2L without any evaluation of the LMS market, and without a formal evaluation of whether or not D2L was serving our needs, save for the two user surveys (2010 & 2015). Our current contract is due to expire at the end of FY2017. It has been nearly a decade since the SDBOR has evaluated the LMS market (two of the three LMS solutions we evaluated in 2007 no longer exist today) and as stated in the conclusions section of the attached D2L User Survey Results document, there are a variety of areas of potential improvement that would better meet the LMS needs of the SDBOR:

- grades integration with WebAdvisor
- better interoperability with SDBOR systems, specifically Starfish

(Continued)

RECOMMENDED ACTION

Discussion and Recommendation.

- better interoperability between the LMS communication tools and institutional communication tools (i.e. email)
- better support of third-party integrations, especially when only one campus wishes to use a third-party tool
- improvements in mobile device support
- more robust data analytics and reporting
- improved customer service

Considering the fact that the Regental system continues to experience a number of support, stability, and performance issues with D2L, it would seem warranted to, at a minimum, take a cursory look at more recent developments in the LMS market. This could take the form of simple product demos, reviewing recent evaluations by other institutions/systems, etc. In terms of the timeline, given that our current contract with D2L will expire in about eighteen months, an informal review would likely need to take place within the next few months in order to allow time to review the findings and determine next steps: contract renewal with D2L, or a more formal evaluation. AAC representatives should be prepared to discuss institutional preferences for moving forward with some level of informal review in advance of the next contract renewal period.

Desire2Learn User Survey Results

Introduction

In 2010, the Desire2Learn (D2L) Management Committee administered a user survey to obtain feedback from instructors, students, and staff, in order to ensure that D2L was meeting their needs. This feedback was also useful during contract renegotiations with D2L.

Four years had passed since that survey, during which time the SDBOR signed a three-year contract extension D2L due to conclude at the end of the 2017 fiscal year (June 30th, 2017). As part of an effort to manage the long-term LMS needs of the SDBOR, and due to the fact that it had been four years since the last survey had been administered, the D2L Management Committee recommended that a new survey be conducted. AAC approved the recommendation, and the D2L Management Committee revised and administered the 2010 user survey in spring 2015. In total there were 2,289 respondents, of whom, 1,887 fully completed the survey (82.4%).

Executive Summary

To better aid in the long-term planning of the LMS needs of the SDBOR, the D2L Management Committee sought to get insight from D2L users regarding two matters: **is the D2L platform serving the needs of SDBOR users, and should the SDBOR consider other solutions?**

Much of the 2010 survey focused on the first point, so the sections of the survey pertaining to that question were left largely unchanged. When asked, in general, as to whether or not they were satisfied with D2L, there was a **56% net satisfaction by instructors, and a 73% net satisfaction by students**, based on a five-point Likert satisfaction scale (see the [Detailed Results](#) for a specific breakdown). Though it is difficult to draw a direct comparison to the 2010 survey, as it used a nine-point Likert scale—thus likely favoring fewer neutral responses—this satisfaction roughly corresponds to the 2010 survey: 53% and 75% net satisfaction respectively.

In discussing the gap of satisfaction between students and instructors in the 2010 survey—nearly 22%—the D2L Management Committee surmised that this was likely due to the fact that students do not interact with D2L in the same way as instructors, who work with D2L on a far deeper level, and thus are exposed to more of the nuances of the platform to which students are simply not. This is, again, likely the case with the results of the 2015 survey.

The 2010 survey never directly asked respondents whether or not the SDBOR should consider alternatives to D2L, though this topic did come up frequently in comments on the survey. To that end, in the 2015 survey, respondents were asked to directly rate their agreement with the following statement: “Alternatives to D2L should be investigated.” This was done primarily to get a barometer of how much support there would be from instructors to consider a different solution, given the concern of the impact that moving to a different solution would have on them.

Overall, students’ sentiment regarding D2L alternatives was neutral to slight disagreement: 36% were neutral, 35% had a net disagreement (35%), and 28% had a net agreement with the statement. Instructors, however, were much more supportive, with over half—51%—having a net agreement that alternatives to D2L should be investigated (27% net disagreement). Therefore, **the majority of instructors—slightly over half—support investigating alternatives to D2L**, approximately a quarter do not support this, and approximately a quarter were neutral.

For information on why this may be the case, please refer to the [Detailed Results](#) and [Conclusions](#) sections below.

Detailed Results

General Demographics

The 2015 D2L User Survey was administered from March 24th through June 26th, 2015, during which time 2,289 respondents started the survey, with 1,887 fully completing the survey (82.4%). The trimmed mean survey duration was around thirteen minutes.

Like its predecessor—the 2010 survey—it was a branching survey that asked respondents to identify their role—student, instructor, instructional designer (ID), admin/IT staff—and provided them with questions based upon their selection. They were also invited to complete the survey if they held multiple roles within their institution—e.g. instructional designers who also teach. The following is a breakdown of respondents by role and institution:

Role	BHSU	DSU	NSU	SDBOR	SDSMT	SDSU	USD	OTHER	TOTAL
instructors	37	18	18	3	7	83	87	0	253
students	230	145	186	15	70	389	548	19	1602
ID	1	0	1	0	0	1	4	1	8
admin/IT	0	0	1	0	0	5	1	0 ¹	7
TOTAL	268	163	206	18	77	478	640	19	1869 ²

Figure 1: Respondents by Role/Institution

In terms of representation, USD had the most participation from every role, save for “admin/IT,” and were followed by SDSU, BHSU, NSU, DSU, SDSMT, and the SDBOR, respectively.

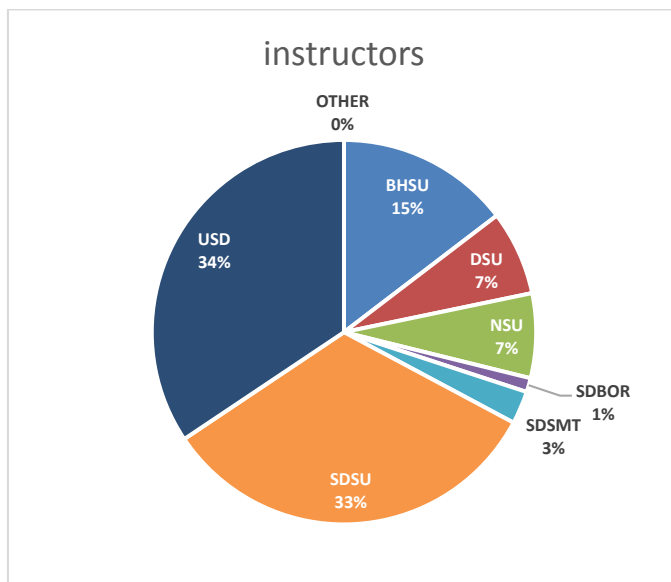


Figure 2: Instructors by Institution

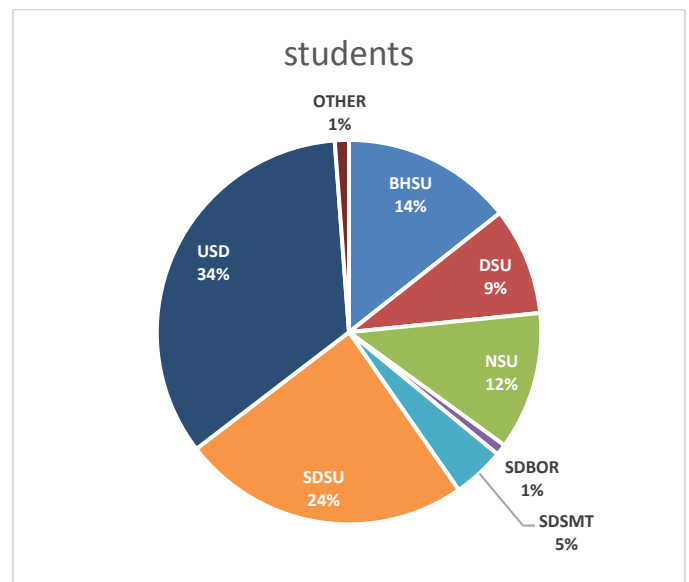


Figure 3: Students by Institution



NOTE: This summary will largely focus on the instructor and student results, as the number of responses (*n*) of both the instructional designer and admin/IT roles was very low: eight and seven, respectively.

¹ one “other” admin/IT respondent was removed as it was obvious, based on feedback, that it was a bogus response

² eight (8) respondents did not complete this portion of the survey

Instructor Demographics

Instructors were asked a few basic questions to better determine not only their experience levels, but also how they use D2L. In terms of instructor type, the majority of respondents were non-tenured, full-time instructors (41%). This was followed by part-time (adjuncts/GTAs) instructors (34%), and tenured, full-time professors (25%).

The vast majority of instructors indicated that they have used D2L in support of face-to-face courses (72%), 68% of instructors have taught completely online courses, and 29% have used D2L to teach hybrid courses. Almost half (49%) of the instructors taught eight or more courses using D2L within the past two years, followed by 32% who had taught four to seven courses, and 18% who had taught one to three courses. Of those instructors who indicated they had taught online, the largest percentage of instructors (45%) had only taught one to three completely online courses over the past two years, followed by 33% having taught four to seven online courses, and 22% having taught eight or more online courses.

Instructors were also asked in how many training sessions had they participated. The vast majority (71%) had attended one to three training sessions, with 22% attending four to seven, and 6% eight or more.

Student Demographics

Similar to what was asked of instructors, students were also asked basic demographic questions, as well as questions related to how and where they use D2L. Over half (52%) of the students indicated that they were full-time, undergraduate students. Interestingly, the next largest demographic was high school dual-credit students (14%), followed by part-time graduate students (13%), part-time undergraduate students (11%), and full-time graduate students (8%):

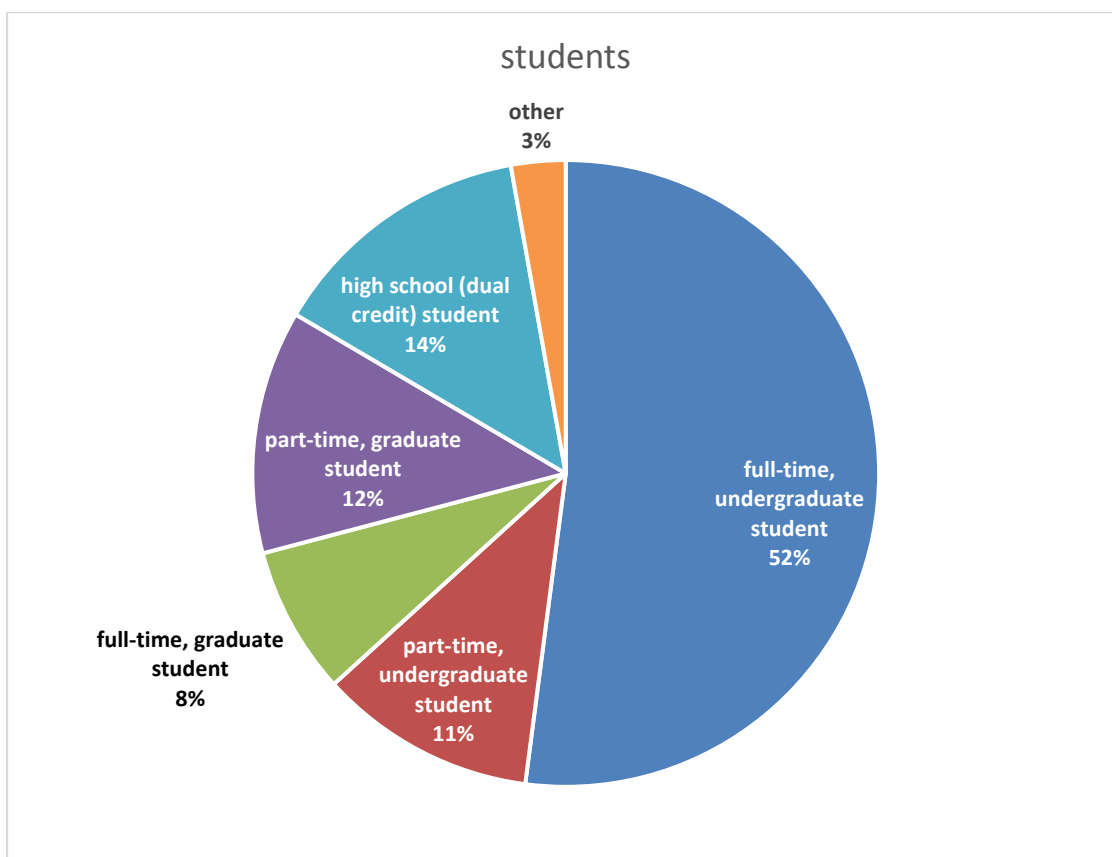


Figure 4: Students by Type

Next, students were asked to identify from where they primarily take their courses. 47% of students in the survey stated that they primarily took their courses from a residential campus, and 38% said they were taking their courses completely online. 10% stated that they were taking courses at a university center.

Finally, students were asked how (modality) they used D2L. The majority stated that they were taking at least one course completely online (61%), with over half (54%) stating that they were using D2L in a face-to-face course where instructors used D2L to post materials, grades, etc. 18% stated that they were using D2L in a hybrid course.

General Perceptions of D2L

Respondents—regardless of their role—were first asked three questions regarding their general perceptions of D2L:

1. What do you like best about D2L?
2. What do you like least about D2L?
3. If you could change one thing about D2L, what would it be?

The following table breaks down the basic sentiment of the responses provided to these questions. Please see Appendices B and C for a representative list of responses.

Role	Likes	Dislikes	Changes
instructors	<ul style="list-style-type: none"> • ease of use; though there is a learning curve • ease of access to grades and content (“paperless”) for students • consistency for students • automatic grading functions • paper grading (GradeMark) • feature completeness 	<ul style="list-style-type: none"> • not user friendly • click intensive (too many clicks to complete tasks) • Course Mail (not intuitive; not integrated with campus mail) • lack of multimedia features • lack of flexibility of quiz tool (limited question times, randomization, etc.) 	<ul style="list-style-type: none"> • simplify the interface • improve email (integrate into campus systems) • improve responsiveness of system (speed) • more multimedia features (video/audio streaming, voice/video feedback) • incorporate gaming and simulation • more intuitive/functional quizzing (randomization options, simplify setup) • improve gradebook (more user friendly, auto track current grade, export to WebAdvisor)
students	<ul style="list-style-type: none"> • ability to access grades and materials anytime, anywhere • easy access to course materials/one-stop shop (if instructor has posted them) • ease of use • good way to communicate with peers and instructors • notifications (email/text alerts) • easy way to submit homework (Dropbox) • standard/consistent way to access materials 	<ul style="list-style-type: none"> • Course Mail (20%) • not all instructors use it or do so in an inconsistent fashion • does not default to show current grade • does not work well on mobile devices • slow; especially quizzes tool • various technical issues (stability/reliability) • discussions difficult to use • steep learning curve • poor/confusing layout • inconvenience of maintenance windows • outdated interface 	<ul style="list-style-type: none"> • improve Course Mail (18%) • require more instructors to use D2L and do so consistently • add ability to see current grade at any time • make D2L work the same on mobile devices • increase speed of D2L • increase stability of D2L • make discussions easier to use • modernize the interface and make it easier to use

Figure 5: Perceptions Summary

From the instructor perspective, while they like the assessment features of D2L—releasing grades, grading papers, etc.—the top complaint was about the complexities of the interface and how many clicks it takes to complete tasks. They also cited the lack of multimedia features and inflexibility of tools, especially the quiz tool. Many of these were cited in what they would like to see changed, along with introducing gaming/simulation features, and the ability to export grades to WebAdvisor³.

While students did mirror some of the same sentiment as instructors, their “like” comments generally focused on the ease of access of course materials—citing anytime/anywhere convenience—and the ability to facilitate communication with their instructor and peers. In terms of top disliked items:

- **Course Mail was the focus of the majority of comments**

Over 20% of students included Course Mail in their “dislike” comments, and 18% mentioned Course Mail in their “change” comments. Students want Course Mail to function with their campus mail systems—instructors also shared the same sentiment. The challenge with this is that each campus has a different student email system, so getting them all to interoperate with D2L would be difficult, especially given limitations of the SDBOR setup in D2L.

- **students want more instructors to use D2L, and to do so in a consistent fashion**

While students were fairly positive about instructors’ use of D2L, there were frequent comments stating that not enough instructors use D2L, and those that do are not always doing so in a consistent fashion. NOTE: some institutions have mandated use of D2L to help increase instructor use. SDSU requires all instructors to use D2L, and USD requires all 100- and 200-level courses to use D2L.

- **students are often unable to access their current grade**

By default, D2L releases the Final Adjusted Grade field—which is really only useful at the end of semester for grade overrides—instead of the Final Calculated Grade. The D2L Management Committee submitted a feature request a couple of years ago to have this changed, but it has not yet been implemented.

- **does not work well on mobile devices**

This is also something on which the D2L Management Committee has been working with D2L for many years. D2L’s mobile strategy seems to be a bit discombobulated: initially they had partnered with BlackBerry (RIM) to deliver mobile access to D2L through a series of apps. As BlackBerry’s popularity waned, D2L moved very slowly to make their product mobile friendly with other devices. The current mobile version that greets users on smartphones still only offers a fraction of the functionality of the desktop version—something many students mentioned—so D2L has taken the approach of building specific mobile apps for specific functionality within D2L, where other vendors have simply made their products responsive to a variety of mobile devices. The end result is that the mobile experience in D2L is inconsistent, at best.

With respect to changes students would like to see made to D2L, most simply mirrored the list of “dislike” comments.

Overall Perceptions of D2L

All users were then asked to rate the responsiveness (speed) of D2L. Nearly as many instructors found D2L to be “slow” to “very slow,” as those who found D2L to be “fast” to “very fast.”

³ The SDBOR purchased D2L with the understanding that it had the ability to export grades to WebAdvisor, and while they were able to facilitate interoperation in terms of registration/enrollment, due to complexities of the SDBOR grading schemes and limitations of the D2L interface and APIs, grade exporting was not achieved.

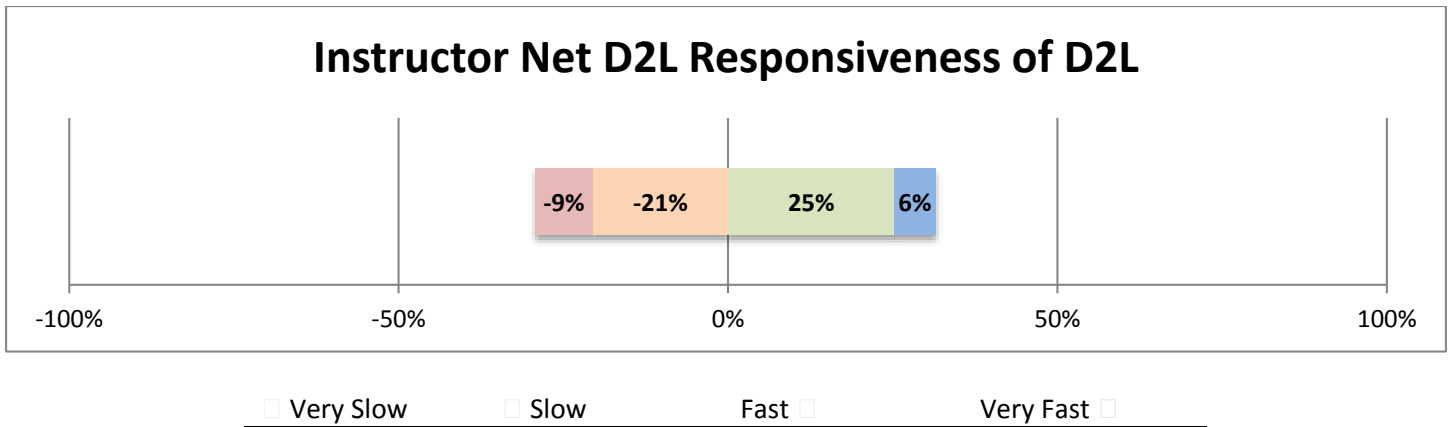


Figure 6: Instructor Net D2L Responsiveness

While this is a fairly neutral response, it is an improvement over the sentiment in the 2010 survey, where 54% of instructors felt D2L was either “somewhat slow,” “slow,” or “very slow⁴.”

Students were much more positive about the responsiveness (speed) of D2L, with over half (54%) rating D2L as either “fast” or “very fast.” Only 11% rated D2L’s responsiveness as “slow” or “very slow.” This is an improvement over the sentiment in the 2010, where 23% of stated rated D2L in one of the “slow” bands⁴:

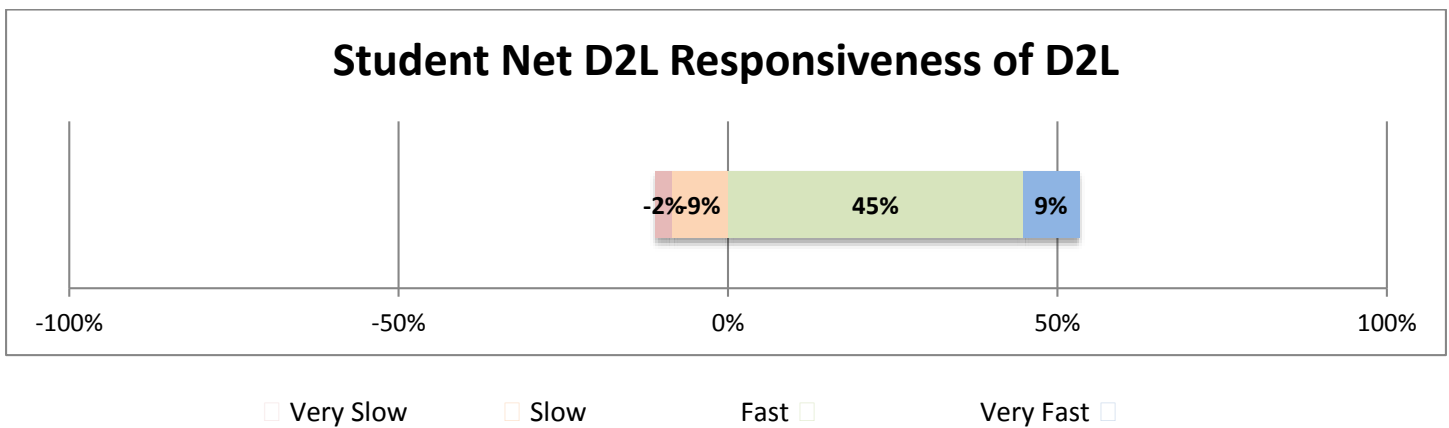
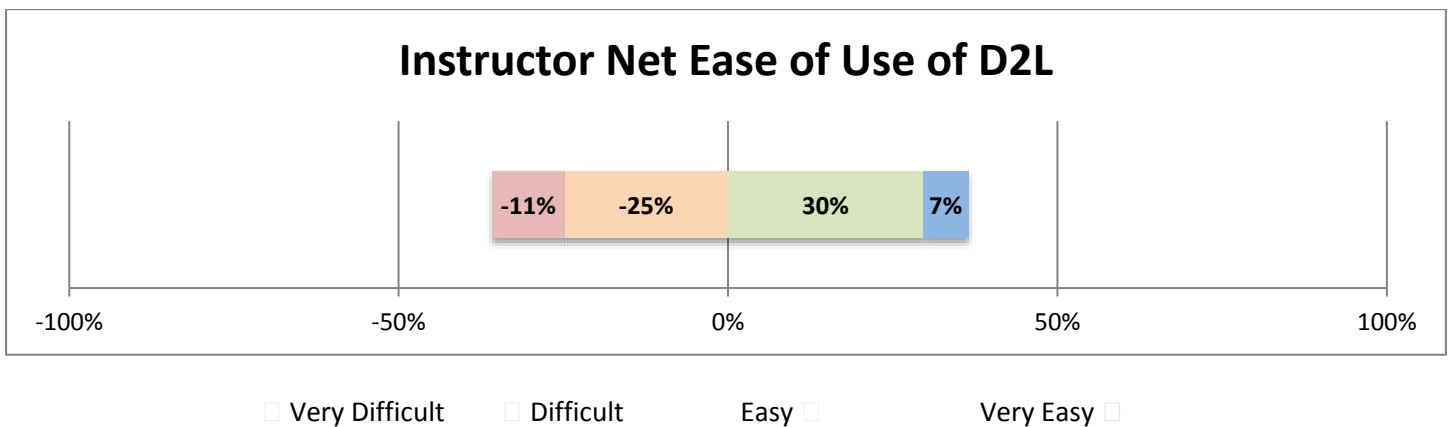


Figure 7: Student Net D2L Responsiveness

In terms of the ease of use, instructors were again split: nearly as many found D2L “very difficult” or “difficult” to use as those who found D2L to be “easy” or “very easy” to use:



⁴ The 2010 survey used a seven-point Likert scale, as opposed to the five-point scale used in the 2015 survey, so the latter may favor more responses in the neutral category, due to the “somewhat” options not being available.

Figure 8: Instructor Net Ease of Use

Again, while this was a fairly neutral response, in terms of the ease of use of D2L, this was an improvement over the 2010 survey, where 43% of instructors rated D2L in one of the “difficult” bands⁴; however, this may be more of a factor of the differing formats of the survey (see footnote 4 for details), as there were fewer neutral responses in 2010 (17% vs. 28% in 2015), and the net positive response was largely unchanged (40% in 2010 vs. 37% in 2015).

When looking at the question of ease of use compared to the respondents’ self-selected experience level with D2L, for those who selected at or below the midpoint experience level (five on a nine-point Likert scale; $n=51$), 53% rated the ease of use as “difficult” (29%) or “very difficult” (24%), with only around 28% rating the ease of use as “easy” (24%) or “very easy” (4%). This reinforces a number of the comments regarding D2L’s steep instructional learning curve (see Appendix A).

Per the trend, students were more positive regarding the ease of use of D2L, with nearly two-thirds (64%) rating D2L as “easy” or “very easy:”

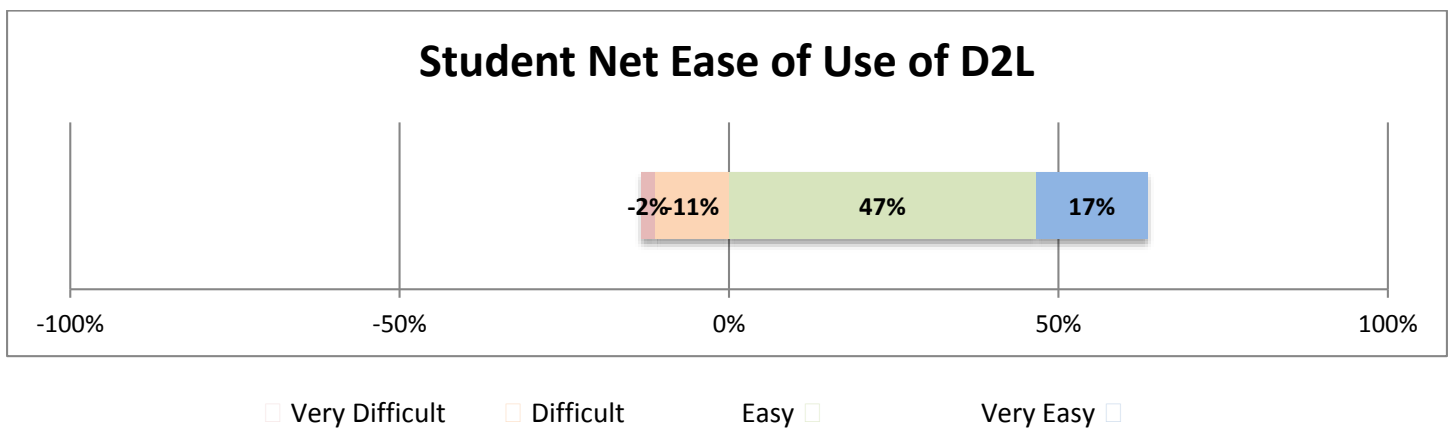


Figure 9: Student Net Ease of Use

This is down around ten percentage points from the 2010 survey, but again, this may be due to the differing formats of the questions, as there were twice as many neutral responses in the 2015 survey (see footnote 4 for details). Also, when compared to students’ self-selected level of experience with D2L, they were more positive regarding the ease of use of D2L than instructors, with only 23% of students, with an experience level at or below midpoint, rating D2L as “difficult” or “very difficult.”

Again, the discrepancy between instructor and student perceptions of ease of use are likely due to the fact that instructors work with D2L on a far deeper level than students. This exposes them to more of the complexities of D2L that students simply do not experience (see Appendix A for insight as to instructors’ experiences).

Next, users were asked to share their sentiment about the overall functionality (feature completeness) of D2L. Instructors generally found D2L to be satisfactory in this regard, with 48% finding D2L’s feature set to be “complete” or “very complete,” which was also on par with the 2010 survey:

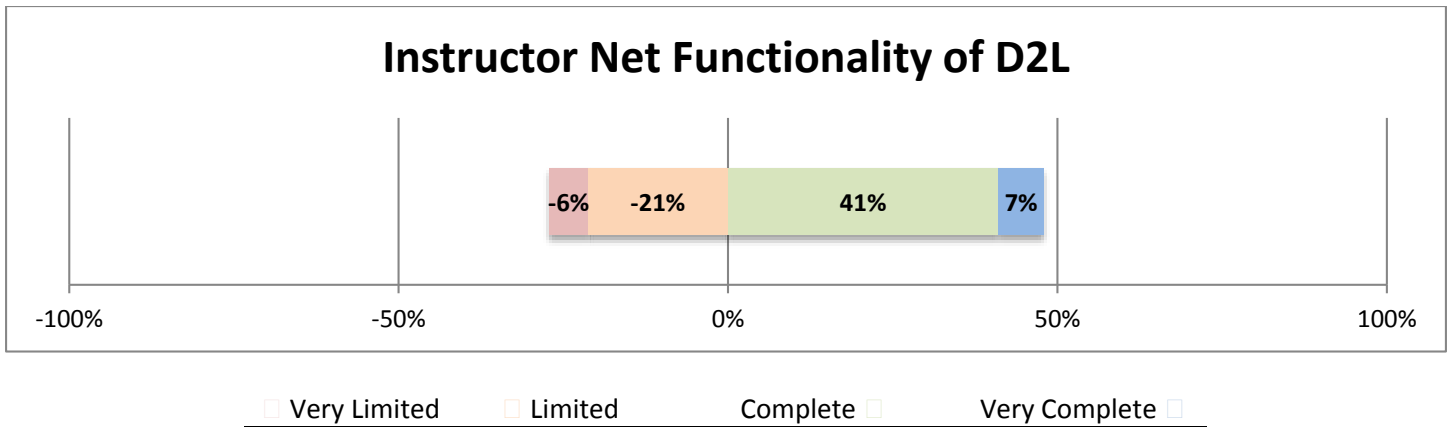


Figure 10: Instructor Net Functionality

Students, again, were very positive about this aspect of D2L, and their sentiment too was on par with the 2010 survey:

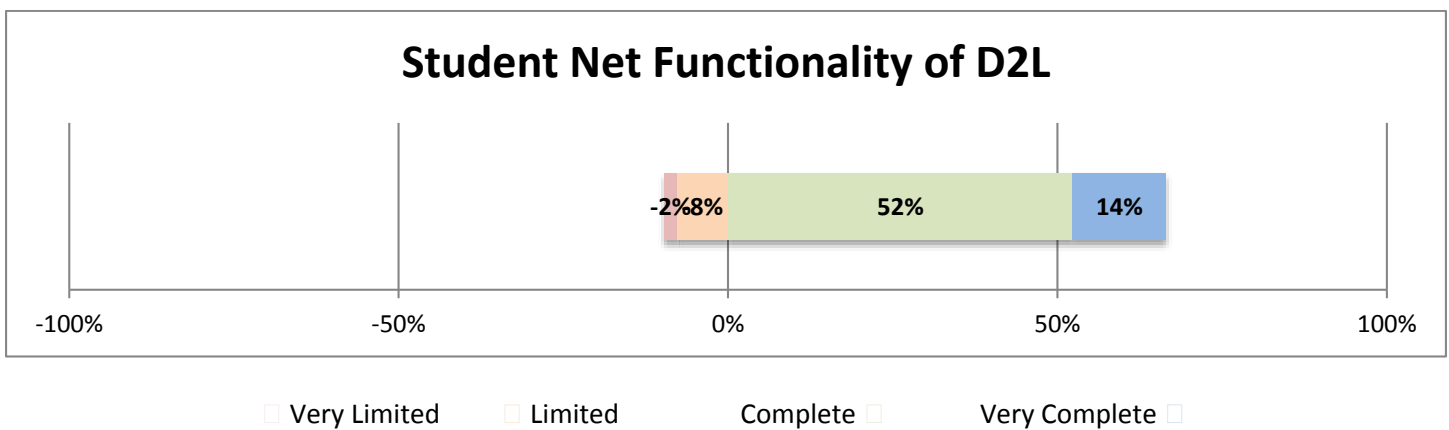


Figure 11: Student Net Functionality

Finally, users were asked to rate the reliability of D2L (e.g. uptime, stability, etc.). From the instructor’s perspective, this has improved since the 2010 survey, with 60% of instructors rating D2L as “reliable” or “very reliable,” as opposed to 52% in 2010. Fewer rated D2L as “very unreliable” or “unreliable in 2015 (18%) versus 2010 (29%)⁴:

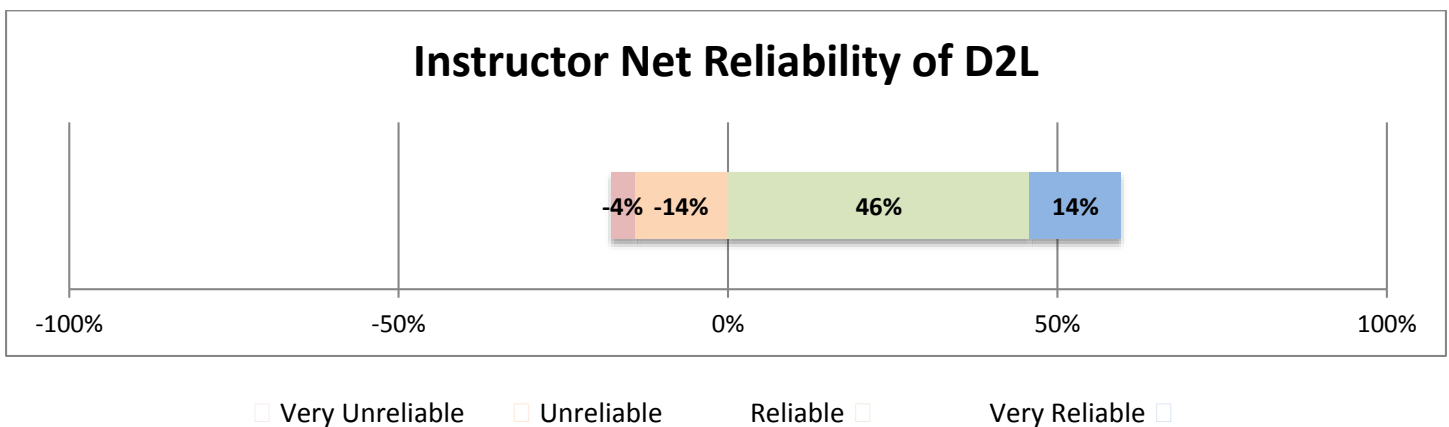


Figure 12: Instructor Net Reliability

Similarly, over two-thirds of students found the overall reliability of D2L to be satisfactory (the same percentage as in the 2010 survey):

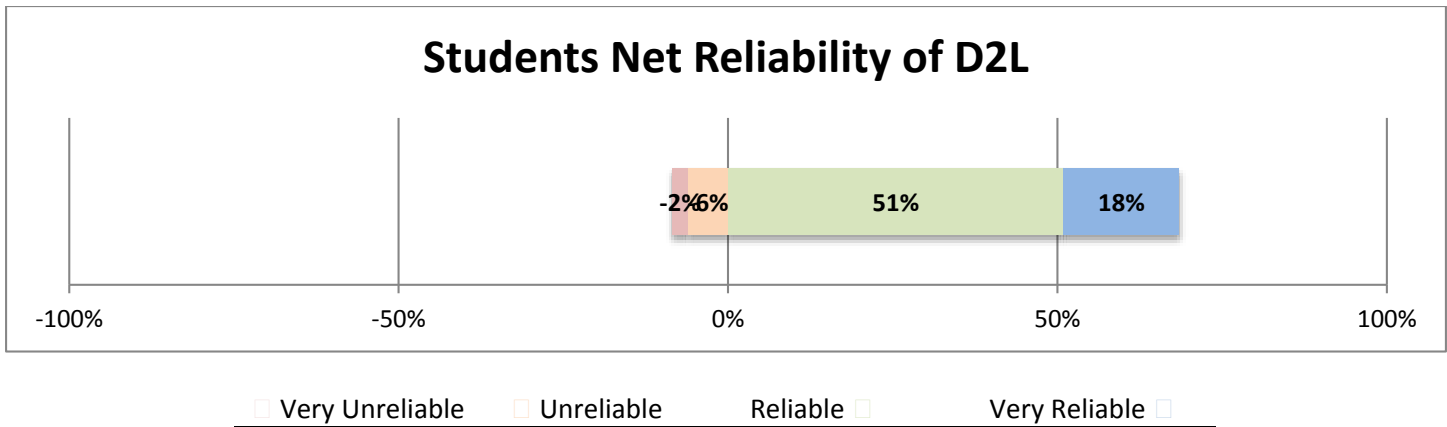


Figure 13: Student Net Reliability

To get a better feel for why instructors and students have this sentiment about these general aspects of D2L, the next section will deal with specific tools and tasks in D2L.

Instructors: D2L Tools and Tasks

Instructors were asked to identify D2L tools they used the most—or felt were the most important—and then rank their satisfaction with each of the tools they had selected. Below are the top ten selected tools, in order of importance, along with the net satisfaction (percent of instructors stating they were satisfied or very satisfied with the tool):

Tool	Net Satisfaction	
	2015	2010 ⁴
Grades	72%	70%
Dropbox	83%	81%
Content	75%	79%
Discussions	71%	78%
Quizzes	65%	66%
Course Mail	46%	55%
News / Announcements	89%	87%
Classlist / Progress	75%	76%
Turnitin (plagiarism detection)	86%	n/a
Calendar	74%	60%

Figure 14: Instructor Net Satisfaction with Top D2L Tools in 2015 and 2010 Surveys

While instructors, in general, were very satisfied with the top ten tools, given the comments by both instructors and students, it is no surprise that they were **least satisfied with Course Mail**, with fewer than half expressing satisfaction with the tool. Only three other tools received a lower satisfaction rating, and those were among the least used (e.g. Glossary, Learning Objectives, and the FAQ).

Next, instructors were asked to rate the ease of performing various tasks within D2L:

Task	Net Ease of Use	
	2015	2010 ⁴
Integrating third-party resources (e.g. Cengage MindTap, McGraw-Hill Connect, Pearson MLP) into D2L	15%	n/a
Setting up a course for the first time. (uploading content, editing widgets, course activation, etc.)	30%	40%
Importing content from third parties. (e.g. publisher course packs, etc.)	31%	n/a
Setting up and managing groups. (Manage Groups tool)	31%	36%
Creating quizzes/surveys. (Quizzes / Surveys tools)	45%	42%

Preparing an existing course for a new semester. (copying components from an existing course, changing dates and restrictions, editing widgets, etc.)	50%	49%
Setting up/grading discussions. (Discuss tool)	46%	52%
Setting up/using the grade book. (Grades tool)	53%	51%
Administering quizzes (e.g. making them available to students, grading them, etc.). (Quizzes tools)	51%	52%
Supporting and managing students.	43%	56%
Communicating with students. (Course Mail, News, Calendar, etc. tools)	57%	58%
Tracking student progress. (Classlist / Progress tool)	51%	60%
Grading student submissions via the dropbox. (Dropbox / Grades tools)	63%	58%
Posting and organizing content for students to access. (Content tool)	65%	70%
Posting grades and feedback for student access. (Grades, Dropbox, etc.)	69%	63%
Setting up the dropbox for student submissions. (Dropbox tool)	77%	72%

Figure 15: Instructor Net Satisfaction with D2L Tasks in 2015 and 2010 Surveys

With respect to grading, posting content, and processing student assignments, instructors were very satisfied with D2L, and this was not significantly different than the 2010 survey. All of these areas had instructor satisfaction of over 60%; however, in the areas of integration/interoperability with third-party tools, course set up, and setting up assessments, instructors were very dissatisfied with D2L. Also, while instructors were generally satisfied with the ability to track student progress in 2010, that fell to 51% in 2015. Supporting and managing students also fell in 2015 from 56% in 2010 to 43% in 2015. Finally, with respect to integration, this is an area in which D2L has lagged behind its competitors, and while they have made major inroads in this area, given the feedback from instructors—**only 15% of whom were satisfied with the ease of integrating such tools in D2L**—it is still an area of concern.

Instructors were also asked to rate their agreement with a variety of statements, as reflected in the table below:

Statement	Net Agreement (Disagreement)	
	2015	2010 ⁴
There has been a significant increase in student-to-student interaction.	16%	21%
The system is too inflexible to meet my pedagogical needs.	21% (53%)	29% (43%)
Third-party resources (e.g. Cengage MindTap, McGraw-Hill Connect, Pearson MLP) function well within D2L.	20%	n/a
The system provides limited pedagogical value for my courses.	27% (43%)	41% (36%)
The system is too time consuming to use.	31% (50%)	47% (38%)
Students are more likely to use course materials on the site in exchange for attending class.	27% (41%)	37% (41%)
The assessment tools are insufficient and inflexible for providing the level of feedback I desire for students.	34% (43%)	43% (34%)
I would like more training on how to use the various tools in D2L.	45%	n/a
The system helps increase student engagement with course materials.	42%	46%
The system provides sufficient tools to measure my students' achievement of course objectives.	46%	46%
It is easier to provide students with performance-related feedback in the course.	49%	50%
It has been successful at enhancing the delivery of my courses.	66%	70%

Figure 16: Instructor Net Agreement with Statements in 2015 and 2010 Surveys



NOTE: Because some of these statements are written in the converse form, the net disagreement percentage (instructors either strongly disagreeing or disagreeing) is shared in parentheses next to the net agreement percentage.

Of all of the statements, instructors most strongly agreed with “[D2L] has been successful at enhancing the delivery of my courses,” which was largely unchanged from the 2010 survey. Approximately half disagreed that the system was too inflexible or time consuming to use—up 12% from the 2010 survey—and almost half of instructors also agreed with “It is easier to provide students with performance-related feedback in the course,” and “The system provides sufficient tools to measure my students’ achievement of course objectives.” **That being said, instructors generally agree that D2L enhances the delivery of their courses, and provides them with effective ways of providing feedback and measuring students’ achievement of course objectives, and is not too inflexible or time-consuming to use.**

In addition, many instructors were not concerned about students skipping class due to the fact that course materials had been made available in D2L—this was unchanged from 2010. Also, many agreed that they would like more D2L training—something that is reinforced by reading instructors’ wish list of changes for D2L, where a number asked for features that are already present in D2L (see Appendix A for examples).

Conversely, **few instructors agreed with that there had “been a significant increase in student-to-student interaction,”** which was down from the 2010 survey. **Fewer than a fifth of instructors agreed that third-party resources function well within D2L,** which reinforces their sentiment from the tasks section above.

Students: D2L Tools and Tasks

Students were asked a very similar set of questions regarding D2L tools and tasks. The following table breaks down their net satisfaction with the top ten tools they selected as most important or most widely used:

Tool	Net Satisfaction	
	2015	2010 ⁴
Grades	77%	80%
Dropbox	82%	82%
Quizzes	77%	77%
Discussions	68%	73%
Content	82%	81%
Course Mail	47%	62%
Classlist / Progress	74%	75%
News / Announcements	81%	80%
Surveys	70%	64%
Calendar	62%	64%

Figure 17: Student Net Satisfaction with Top D2L Tools in 2015 and 2010 Surveys

In general, students selected the same tools as being important, or the most used, as did the instructors, with a few minor differences. In terms of satisfaction, in general, there was little change from the 2010 survey, and **students were generally satisfied with all of the tools, save for Course Mail, which dropped 15% in satisfaction. This reinforces student comments regarding this tool as well.**

Students were also asked to rate their satisfaction of accomplishing tasks in D2L. Most of these were similar to the instructor tasks above, albeit were written from a student’s perspective:

Task	Net Satisfaction	
	2015	2010 ⁴
Logging into D2L to access my courses (getting my password, logging in, accessing my courses, etc.).	84%	82%
Accessing materials my instructor has posted.	78%	82%

Accessing my grades and feedback that my instructor has left for me.	79%	84%
Participating in the discussions (accessing, reading, posting, etc.).	71%	76%
Submitting assignments to my instructor.	84%	84%
Completing quizzes/exams/surveys.	82%	83%
Using the Respondus LockDown Browser to take a quiz or exam.	60%	61%
Accessing notifications from my instructor (Course Mail, news, calendar, etc.).	72%	75%
Communicating with my instructor (Course Mail, discussions, etc.).	59%	69%
Communicating with other students (Course Mail, discussions, pager, etc.).	56%	64%
Using the live communication tools (e.g. chat, Collaborate).	47%	49%

Figure 18: Student Net Satisfaction with D2L Tasks in 2015 and 2010 Surveys

Again, not much has changed in student sentiment from the 2010 survey, and **the only dissatisfaction tended to center on the communication tools, specifically Course Mail**. Overall, students were very satisfied with the log-in process—which is always a concern at the start of the semester—as well as the ease of completing/submitting assessments within D2L.

Finally, students were asked to rate their agreement with the same types of statements instructors were asked:

Statement	Net Agreement (Disagreement)	
	2015	2010 ⁴
I receive more timely feedback from my instructor.	58%	60%
D2L is valuable as a instructional tool in my course.	78%	72%
The assessment tools are insufficient and inflexible for providing the level of feedback I desire from my instructor.	31% (41%)	35% (36%)
I am more likely to use course materials available on the site rather than attending class.	37% (40%)	34% (48%)
It is too time consuming to use.	16% (65%)	24% (59%)
D2L has made it easier for me to access course materials.	80%	78%
D2L has made it easier to understand course topics.	52%	50%
It is too inflexible to meet my needs as a student.	16% (66%)	19% (58%)
There has been a significant increase in the interaction I have with other students.	24%	25%
Using D2L increases my engagement level in courses.	45%	43%
It is easier to keep informed about important dates and course events.	72%	68%
I wish more of my courses utilized D2L.	52%	52%
I wish my instructors were more knowledgeable about using D2L.	53%	57%
I would have liked more training on how to use D2L, before starting my course.	37%	n/a
Third-party resources (e.g. Cengage MindTap, McGraw-Hill Connect, Pearson MLP) used in my course function well.	47%	n/a

Figure 19: Student Net Agreement with Statements in 2015 and 2010 Surveys



NOTE: Because some of these statements are written in the converse form, the net disagreement percentage (instructors either strongly disagreeing or disagreeing) is shared in parentheses next to the net agreement percentage.

There were no significant changes in student sentiment from the 2010 survey. **Students clearly value D2L as an instructional tool (78% net agreement), as a way to access their course materials (80% net agreement), and as a way to keep updated on course activities (72% net agreement)**. Their comments reinforce their desire to have more instructors make more use of D2L in their classes, regardless of modality.

Investigating Alternatives to D2L

The other area on which the committee sought to gauge user sentiment was whether or not there was support for investigating alternatives to D2L. While D2L has its shortcomings, including a variety of support issues not addressed in this survey, the question is whether or not these constituted enough concern to warrant going through the inconvenience of migrating to a new system. To that end, all users were asked to rate their agreement with the following statement: “Alternatives to D2L should be investigated.”

Per the trend, students were much more supportive of D2L than instructors, so students were more neutral about investigating alternatives:

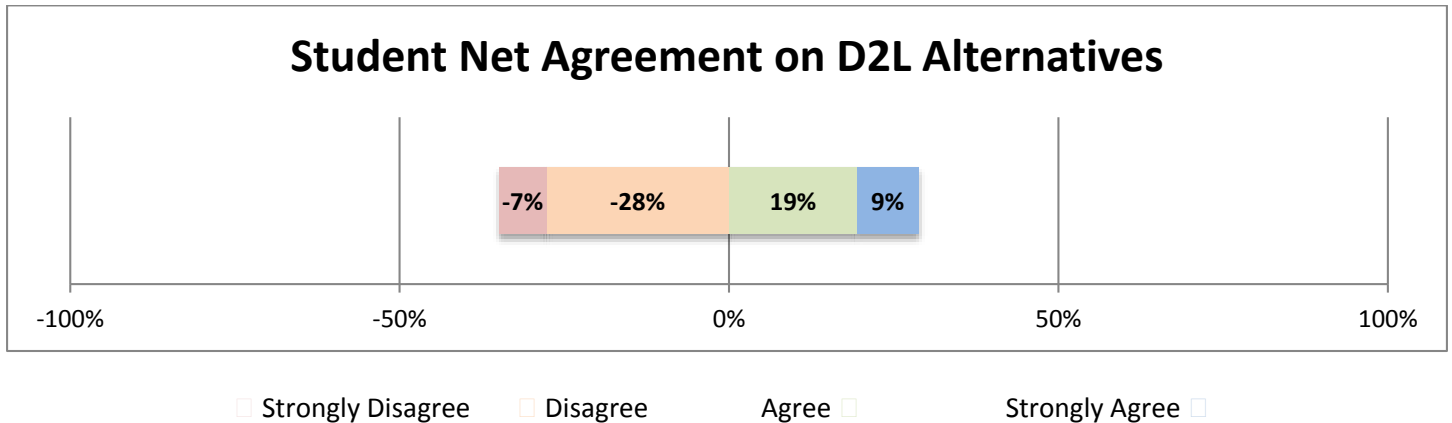


Figure 20: Student Net Agreement on D2L Alternatives

The largest portion of students were neutral (36%), with the next largest group, 35%, disagreeing or strongly disagreeing with investigating alternatives to D2L, whereas 28% agreed or strongly agreed with the statement. From the comments provided on this question as well as others, it is clear that students support the use of an LMS, so that may be the driving factor; however, what is not clear if this sentiment regarding D2L alternatives is particularly tied to D2L or an LMS in general. One common sentiment was that D2L works, but could use refinement/improvement (“Just improve D2L. Don’t try to approach other providers.”), especially in the areas of communication tools, like Course Mail. Others provided specific alternatives (Blackboard, Moodle, Sakai, etc.) or sentiment that alternatives should be investigated, as long as there is a benefit to the students (improved functionality, etc.). Finally, another common sentiment was the desire to see all of the systems better integrated (e.g. WebAdvisor, D2L, campus portal solutions, etc.). See Appendix C for more comments.

Instructors were far more supportive of investigating alternatives to D2L, with over half (51%) agreeing or strongly agreeing to the statement. Just over a quarter disagreed or strongly disagreed. Again, this sentiment may be shaped by the fact that instructors are far more involved with the nuances of D2L.

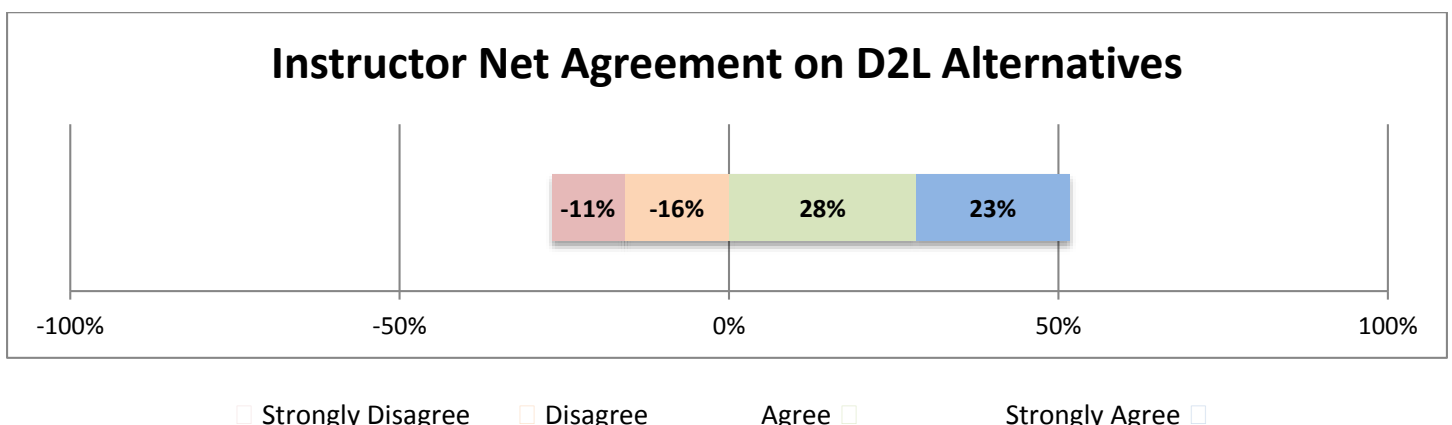


Figure 21: Instructor Net Agreement on D2L Alternatives

In terms of comments, one common sentiment was that if alternatives are to be investigated, it should only be done if there would be a benefit to instructors and a mechanism in place to transfer their content: “Yes, but I NEED to be able to transfer my courses to the new format. When we left [WebCT], I lost my courses. There also needs to be distinct and numerous advantages before I would want to change.” Many others (18%) suggested Blackboard as an alternative, though there were many other suggestions as well: Moodle, Canvas, etc. Finally, those expressing concern about alternatives stressed the impact of needing to learn a new system. Please see [Conclusions](#) for further information about these concerns.

Instructional Designer Perceptions

Because the response rate for the instructional designer (ID) role was so low—eight responses—it is difficult to gauge the true sentiment for all of the SDBOR ID staff. Also, half of the respondents were from USD, and for a number of questions, half of the respondents from other institutions did not provide responses to the task-related questions, so the results below will strongly favor the sentiment of USD IDs. That said, sentiment from IDs tended to reflect the same kind of sentiment as instructors, though there were some significant differences in a few of the tasks; however, some of this may be skewed by the small number of ID respondents:

Task	Net Ease of Use			
	Instructors	USD	Other IDs	All IDs
Setting up a course for the first time. (uploading content, editing widgets, course activation, etc.)	30%	50%	100% (2)	67%
Importing content from third parties. (e.g. publisher course packs, etc.)	31%	75%	66% (3)	57%
Setting up and managing groups. (Manage Groups tool)	31%	50%	100% (2)	67%
Creating quizzes/surveys. (Quizzes / Surveys tools)	45%	50%	67% (3)	57%
Preparing an existing course for a new semester. (copying components from an existing course, changing dates and restrictions, editing widgets, etc.)	50%	50%	100% (3)	71%
Administering quizzes (e.g. making them available to students, grading them, etc.). (Quizzes tools)	51%	75%	67% (3)	71%
Communicating with students. (Course Mail, News, Calendar, etc. tools)	57%	100%	100% (3)	100%
Tracking student progress. (Classlist / Progress tool)	51%	75%	100% (2)	71%

Figure 22: ID Task Net Ease of Use

Some of this difference may also be a reflection of the experience of the two roles. For example, IDs are likely more frequently involved with setting up many courses for the first time (67% net ease) versus instructors, who only do this for a few courses (30% net ease). Another large difference was the perception of the ease of communicating with students: IDs rate the net ease at 100%, whereas instructors only rated the net ease at 57%. In their comments, instructors were critical about the functionality of D2L’s Course Mail, though not to the degree of students, so that sentiment is likely something IDs do not experience, as they will not regularly interact with students in their role.

IDs were also supportive of looking at alternatives to D2L, with around a 63% net agreement with the statement: “Alternatives to D2L should be investigated.” Of the eight respondents, the half that were from USD were more supportive of this statement (50% strongly agree, 25% agree, 25% neutral) than the four from other institutions (50% strongly agree, 50% strongly disagree).

Admin Perceptions

Out of the seven admin respondents, five (71%) were from SDSU, so the summary of the responses will strongly favor the sentiment of that institution, and may not reflect the sentiment of admins across SDBOR institutions. For example, regarding their overall satisfaction with D2L, four out of five SDSU admins were satisfied, with one neutral response. The admins from other institutions were dissatisfied with D2L. This sentiment was reflected in the majority of other general responses:

	Net			
	SDSU	Other	Total	2010 ⁴
Overall Responsiveness (speed)	40%	0%	29%	36%
Overall Ease of Use	80%	0%	57%	79%
Overall Functionality (feature completeness)	60%	25%	57%	79%
Overall Reliability (availability/stability)	40%	25%	43%	57%
Overall Satisfaction	80%	25%	71%	57%
Completeness of D2L Reporting	50%	0%	33%	46%
Responsiveness of D2L Support	67%	0%	40%	27%
D2L Support Effectiveness	50%	50%	50%	57%
Ease of Supporting D2L	75%	0%	60%	42%

Figure 23: Admin Net Perceptions

Admins were generally satisfied with D2L: around half found D2L easy to use, functionally complete, and D2L's support to be effective at troubleshooting problems. Conversely, they found D2L to be slow in terms of its performance (page loads, etc.), somewhat unreliable (availability/stability), lacking in reporting, and not very responsive in terms of support.

Compared to 2010 ($n = 14$), the ease of supporting D2L, the responsiveness of D2L's support, and the overall satisfaction with D2L have made the largest increases. Conversely, the perception of D2L's responsiveness (page loads, etc.), the overall reliability of D2L, its overall ease of use, its overall functionality, its reporting capabilities, all declined.

Admins were also asked to rate the ease of their most common tasks in D2L:

Ease of use of...	Net Ease of Use	
	2015	2010 ⁴
Administrative Tools	43%	53%
Reporting Tools	14%	36%
Backing Up / Restoring Courses	50%	33%
Managing Courses (creating/removing/mapping, etc.)	40%	77%
Integrating Third-Party Resources	0%	n/a

Figure 24: Admin Net Ease of Use

While half found backing up / restoring courses easy, fewer than half found the admin tools and managing courses easy. Again, reporting tools had a low ease of use, and no admins found the process of integrating third-party tools into D2L to be easy. From a technical perspective, these have been, historically, major weaknesses of D2L.

Finally, in terms of investigating D2L alternatives, 57% of admins—all from SDSU—disagreed with this. Admins from other institutions were either neutral or strongly agreed with this.

Conclusions

Based on a review of the data above, a number of conclusions are apparent:

- **In general, users are satisfied with D2L.**
56% of instructors, 73% of students, 75% of instructional designers, and 71% of admins
- **The strengths of D2L are:**
 - **Its overall ease of use.**
 - **Its use as a place for students to submit assignments and a uniform tool for instructors to provide grade and leave feedback on those assignments, especially through tools like GradeMark and Turnitin.**

- **It provides a single, unified location for students to access content, grades, and feedback at any time and from any location**
 - **It provides a unified communication platform (discussions, Course Mail, Collaborate)**
 - **Students and instructors can receive email and/or text alerts for certain events in D2L**
- **The weaknesses of D2L are:**
 - **It is not user friendly, requires many steps to complete tasks (click intensive), and has a steep learning curve.**
 - **Course Mail is not intuitive and not integrated with campus mail (20% of students mentioned deficiencies of Course Mail in their comments)**
 - **It does not work well on mobile devices.**
 - **It lacks sufficient reporting tools.**
 - **It does not have grades integration with WebAdvisor.**
 - **It does not interoperate well with third-party tools.**

Compared to 2010, while much of the sentiment has remained the same, many areas actually saw a decrease in agreement/satisfaction, especially communication tools (e.g. Course Mail). Few areas saw an improvement in agreement or sentiment.

Returning to the two questions that were the primary drivers of this survey:

1. Is the D2L platform serving the needs of SDBOR users?

The answer is a qualified “yes;” however, there are many areas that users would like to see improved, many of which have been issues since we first started using D2L, yet continue to be challenges.

2. Should the SDBOR consider other solutions?

In general, admins (57%) do not support investigating alternatives, and students were neutral (36%) to not supportive (35%); however, 51% of instructors, and 63% of instructional designers support investigating alternatives to D2L. That said, from the instructional perspective, there is support to investigate alternatives (28% of students also supported this).

Regarding the last point, despite generally supporting the investigation of alternatives to D2L, there were a few references by instructors to the initial migration to D2L, and some of the difficulties they had encountered. One thing to keep in mind is that in addition to moving to a new LMS, the SDBOR:

- decided to centralize on one instance of D2L—previously, each campus hosted and supported their own instance of WebCT locally—which created a number of challenges that had to be resolved, including areas that impacted how processes were handled in Colleague
- had to develop an identity management system (IDM) at the same time, in order to allow users access to a centralized system
- had no system level of governance in place to manage a centralized LMS
- had to migrate in a short timeframe, due to the expiration of campuses’ licenses of WebCT, the unwillingness of Blackboard—which had purchased WebCT—to offer a reasonable extension, and the phasing out of WebCT as a product by Blackboard
- had difficulties exporting content out of WebCT, as it was not very standards compliant—the SDBOR was running an older version that predated some interoperability standards—and D2L, at the time, was not terribly standards compliant when importing content, as became evident during the LMS evaluation

While training and migration will remain significant deterrents to moving away from D2L, many of the issues above would not be a factor, or not significantly so:

- the SDBOR now has nearly a decade's worth of experience in managing a centralized LMS, namely through the governance of the D2L Management Committee, and practices have been standardized throughout the system
- the SDBOR has a mature IDM in place (BORIS)
- again, the D2L Management Committee has been established for nearly a decade, and has a wealth of experience when it comes to the centralized management of an LMS
- our D2L contract expires in 2017 and can be extended to accommodate a migration, should a viable alternative be found
- D2L is SCORM and IMS compliant, so exporting data would not be as problematic; also, more and more instructors are utilizing third-party tools and cloud-based document management tools (e.g. Google Drive, Microsoft OneDrive, Dropbox, etc.) outside of D2L, so they would not need to be migrated
- the SDBOR now has a uniform and mature online quality assurance (QA) review process to ensure the successful delivery of online courses; this process had just started to be implemented when the SDBOR migrated to D2L

Another factor to keep in mind is expense of the LMS. As more are more functionality traditionally found within an LMS is offered outside of the LMS—via third-party tools, publishers, etc.—and with the advances in interoperability standards—LMS vendors will need to start focusing on cost as a way to remain competitive in an increasingly crowded field, filled with players that were not considered competitors in previous years—e.g. Facebook, Google, publishers, etc. A number of comments from students and instructors touched upon this. That said, cost will be an important factor whether the system remains with D2L or considers another solution.

Finally, the case for an alternative to D2L would also need to factor in the benefit to the system. As evident from this survey and the SDBOR's management history with D2L, it is deficient in a number of areas, so there would be opportunities to advance the functionality of the SDBOR LMS, many of which were highlighted by the users in this survey:

- grades integration with Colleague/WebAdvisor
- better interoperation with Starfish, especially with respect to engagement and predictive analytics
- better interoperation between the LMS communication tools and SDBOR communication tools
- better interoperability with third-party tools and vendors, especially when only one or a few institutions want to implement a tool
- better mobile (responsive) support
- better reporting and data analytics capabilities
- eportfolio support
- improved customer support
- a more robust quizzing system

Appendix A: Perception Responses



NOTE: For the sake of space, only the first 100 comments are included for each question, but these still provide a good example of the general sentiment of the comments. For a complete list of comments, or a complete dataset from the survey, please contact the SDBOR.

Instructor Likes (first 100)

Easy access

Helps organize courses

Lots of features: built in Turnitin, gradebook, discussion forums, following user progress from student to student, being able to insert media directly, etc.

Easy to use.

I can put everything at my students' fingertips.

The ability to communicate with students outside of class

I'm familiar with it, and I understand how it works. It is flexible, and has all of the basic features I need.

Very easy to set up a course so that it's organizational scheme is obvious and easy to navigate.

The ability to post items under content. The items are diverse and that is useful.

It's very strict organization. Blackboard allows objects to be placed willy-nilly, and as a faculty member, I did not like this. Students can easily navigate the course. Courses are easy to build in D2L.

Linking activities to the gradebook

being able to post content for classes

It seems reliable to me; I like almost everything about it. I use the calendar feature, dropbox etc. I do have some grading issues with discussion, but they try to upgrade it every year.

Easy to use.

Gradebook

Consistency for students...it offers a consistent format from one class to the next, and it's a great way to share resources with students and among students.

It is

the record audio feature

Nothing. There are plenty of better Learning Management Systems (LMSs). I find the ability to organize content and links very cumbersome. The web HTML syntax is limited. Oh, you asked what I liked best: sorry, nothing.

The format of the csv files that are uploadable as quizzes.

The tech support. This staff is excellent!

The ability to schedule content to be released when I want it available to students.

I can copy stuff from one course to the next (as a teacher)

Archiving of material, easy of use, grading, document exchange....everything!

Automatic grading

A course management system is necessary for any modern university.

The calendar app.

Easy to use

I like that I can use it seamlessly with all of my classes regardless of delivery mode.

Not much

Ability to grade Word Docs right in D2L with the points going right into the grade area.

Effective course management

electronic grades

Good tool for managing online classes. Allows one to load videos, collaborate, etc.

It eliminates the need for paper waste. It allows students to see their grades throughout the semester.

The ability to upload assignments, communicate with students, provide updates and reminders, provide extra content or additional resources for the class on D2L, assignments are time stamped, instructor can see when students last visited the site. Students can track their progress as points are maintained on D2L for all assignments. D2L make our work more organized

Course builder

Nothing

I can check my due day of assignment.

I like to use a variety of learning materials, and it is very easy to load anything I want onto D2L. Students have access to these materials any time, without my having to make printed copies. I have access to the site prior to the start of the semester, so I have time to work on it before the students have access.

The text message notifications. They should make those for more things other than just teacher postings and assignments due.

organizes assignments and provides opportunity to provide information and quizzes

CAN LOAD IN QUIZZES THAT RANDOMIZE AND GRADE QUESTIONS

Ease in creating classes.

As a faculty member that uses D2L for 100% of my courses, there are a lot of things I love about D2L. I like that the access is universal among all BoR schools. Faculty are able to customize the course shell to meet their needs. As with any learning portal, there is a learning curve, but once someone actually sits down and learns the system, D2L is very powerful and easy to use. I've also had experience with other LMS platforms (mainly Blackboard) and found the intuitively for both myself and my students to be very challenging.

simplicity

Rich feature set for instructional design, student evaluations,

It's pretty easy to use.

The newest version is more user friendly.

Very little. Grade reporting is okay

portal between teacher and student, easy access to grades.

Overall it is easy to use but takes time to set up.

They have made it more intuitive and user friendly.

It's relatively easy to use.

it allows me to post the course information on line

The ability to access student information, grades, assignments, etc from anywhere. I can grade student work and keep up with email from any location in which I am wired.

It is user friendly

Easy upload of course materials.

The ability to quickly share information with the students. Sharing handouts and homework assignments in the content area and showing their progress with the grade book helps me keep students up to date.

organization of components--it seems intuitive as to where to find things

Works well

I can easily access all my sections.

clarity in section division...i.e. content, news, discussion, etc.

calander

At least the university has a learning management system; that is, it is available.

It is so easy to keep track of attendance, grades and assignments.

Accessibility; that courses are saved for multiple years allowing sharing of resources across years and also the opportunity to go back and compare what worked and what didn't when updating courses.

D2L is not a good system

Ability to drag documents into content from computer

Wide variety of uses.

Easy access. Easy to move around in.

Easy usability

variety of options

Freedom to work at one's own pace.

Seeing assignments, requirements, grades, quizzes, etc, all in one place.

The content function. I can drop papers for discussion, lectures, syllabus, etc. for the students to reference.

It's a great way to organize class material, and it lends itself well to organizing an online class.

pretty user friendly

Ability to share files, discussion, and grades with students

It provides an electronic location for all of my class documents and provides a depository for all of the class assignments.

Its convenience.

I think it's a great way to share information with my students.

I do not have to deal with grading - D2L calculates grades itself.

I think the Course Builder application is easy to use and the product is professional.

It's so convenient. It's great for integrating all types of media used in a classroom.

It can be an effective communication tool.

Keeps good records. Does almost everything that I want and need.

Able to post grades, lecture slides, and communicate with all students via announcements, etc.

It is relatively intuitive.

there's a lot of functionality and I'm able to keep my students up to date about class topics.

not much

Organization and user friendliness

It is a central point for all classes

It allows my students to have course information at thier fingertips at any time.

easy setup of classes

It has enough features to be useful, and we have used it for long enough to learn it well.

I like many of the functions, such as the ability to put an entire course in D2L.

Being able to post to Content, and upload content from previous courses.

For the most part, user friendly.

Course access, transferring and old course into a new shell.

Instructor Dislikes (first 100)

Limited question format options

regrouping of courses by "last accessed" instead of by semester.

Slow load times and hard to find some features.

Nothing.

When I signed up for notifications about when new items were posted, I never received any kind of "Hey! New stuff here!" notifications.

The e-mail forwarding to my outlook account is sometimes very slow and I hate that I cannot answer my D2L email from my outlook e-mail

The automatic grading of quizzes. Limited in its ability to detect correct answers if it not an exact setup. Many questions have to be graded manually!

It's missing many conveniences. For instance, when grading papers in the dropbox, I have to push save, and then wait for the page to reload, and then separately click over to the next paper in the dropbox. Why was the "Save

and next" option removed in the last revision? Similarly, why are features that I need to use (like the option to activate the course) hidden behind many menus. There should be a big red button on the "My Home" section of D2L that says "Activate Course." Both of these illustrate my general problem with D2L: constant waiting. Everything is designed in a way that means I have to constantly wait for pages to load in from the D2L servers, and those constant small waits are aggravating when I am trying to work quickly. This is particularly problematic because it sometimes results in lost work, as when I have spend a great deal of time typing feedback into the comments box, but on clicking save, it is lost in the communication between me and the D2L server. That is infuriating. I could, of course, type my feedback in a separate document and then copy/paste it in, but I feel like the platform should be reliable enough that I won't need to do that.

When (as instructor) I look at Dropbox submissions, I always have to change the display so it shows everyone, including those who have not submitted. And the process by which that display is changed is way too subtle.

Email - It does not separate emails by course. It associates the student's name with the instructor. If I have a student in two courses, their email will show up in both courses mailbox. If I have that same student the next semester, the same thing happens. I'm finding the D2L email to be completely useless because I teach freshman classes and will have them all in their first year.

The changes in designer options seem nonsensical at times. The menu that pops up after "edit course" makes little sense and is hard to navigate. There are too many designer options.. limit it to what is useful.

No spell check within anything, cannot easily type accents/characters, quizzes do not link easily to the question library (randon only possible when linked from question library, not within an individual quiz), quizzes in general are a chore to make, default settings do not stay as suck (especially drop-down number selections)...

Students find it not as intuitive as they would like.

Discussion could be easier to grade when one has separate cadres.

Hard to move things around within content.

Having to upload documents before I upload documents. I mean, really? Streamline it, people.

The number of clicks it takes to post something or to find what I'm looking for. It can be a tedious process.

The e-mail.

the inability to send dropbox submission alarms to my university e-mail inbox

The interface is slow and outdated. You can't respond to student emails in the system. There is little multi-media capability. You can't do hangouts or face-to-face or even calls within D2L.

The user interface.

Lack of video communication overall. Collaborae is not easily connected to by students which makes sessions quite difficult and there were many dropped connections making my class session difficult. These were students in other states and my connection was in Rapid City.

The menu bars include all of the possible functionality, even if it isn't being used in a particular course. This is complicated, and makes it so students don't recognize which features I am using in that course.

It is somewhat cumbersome to set up randomized sections on exams; also if I create questions in a quiz, I don't like that they don't go into the test bank.

Incompatibility with other browsers...many features are only functional with Internet Explorer...drives me crazy to have to go out of Google Chrome or Firefox to Internet Explorer to get the functionality I need for some procedures

Lack of a detailed manual

I used to be able to tell if I had a student in a previous class because when I clicked on their name, the other classes they had with me would pop up. I miss that.

D2L make tasks that would be simple in most other content management systems and makes them more difficult and time consuming. There are some things that it would be easier to build from scratch. The style editor's add unnecessary and out of date HTML and CSS code that can only be remedied through editing the code directly, something that most faculty are not going to be able to do. Students regularly complain about not finding items, items that have not updated correctly or that do not show up on the faculty page as well as inability to upload content or work in teams. Further, the support for D2L has been non-existent.

Most everything. The User Interface is terrible. It is nearly impossible to organize a class because you have to do everything offline in a word document and the figure out how to copy and paste into the correct location. The workflow of D2L is terrible, it doesn't actually make much sense as a grading or academic program center.

Not very nice visual appeal

It is very click-intensive in getting things set up for a class.

Incompatibility with certain web browsers. Examinations in D2L using Respondus Lock Down lock up and kick students out (I am told this is a D2L issue).

That quizzes are hard to complete for some students because of the loss of wifi. It does save the grades submitted, but can be hard to get back at times. Students get frustrated with D2L not submitting properly because of this.

You keep changing things that don't need to be changed. I don't like the way drop box files are loaded.

Email from students goes to D2L, rather than to our NSU email....much longer response time....poor customer service

The UI is terrible. Too many functionalities and difficult to find anything. One has to go into multiple windows to do simple task. Too confusing.

It's quite clunky and redundant. I often have to click several things to do one small function. For example, entering grades requires three or four clicks.

Seems so slow at times and too many steps to upload documents to the site - would like to cut back on the steps.

it has to list all the courses taken by the students. Even the courses completed in previous semester

D2L email. Please disable it.

It is inefficient and not intuitive at all. As a GA I had less than a week to learn how to be competent and proficient with very little help. The university does have seminars, but they are throughout the semester/school year and are not helpful if you are expected to actually create quizzes, submit grades, and use D2L all of the time.

Also the coding is terrible and prone to glitching.

No, it is convenient.

I dont like how you cannot easily go back to submitted homework assignments after submitting feedback for one homework assignment.

Uploading quizzes developed in Respondus. I always have some problem, and not even the same problem each time. Sometimes it won't work if I password protect it. Another time it will not automatically grade, or not recognize its place in the grade book. It's very frustrating.

Having a D2L email and a USD email.

extremely hard to navigate. Hard to get things set up right. I have had large problems getting it to automatically transfer grades to gradebook from quizzes and assignments. I end up doing it by hand.

NO AUTO SPELL CHECK

It is not a "professional" online software.

The process for leaving students feedback can be a bit 'click happy' (requiring me to make many mouse clicks instead of one "publish and move to the next student" button). I wish we could integrate other campus services with the LDAP provider, but that's not a D2L fault, but is more with RIS.

n/a

Steep learning curve. It takes a long time to get fluent with this software. It's understandable because the complexity allows the flexibility and many capabilities that are great.

There's a lot of downtime.

As faculty who teaches only online the fact that only the last 100 courses can be listed is very problematic. I have also requested that the setting be changed so that when faculty logs on we can see updates for each course on the first screen. I was told that this could be done, but that someone was more concerned about the aesthetics of the page than making faculty work more efficiently.

Where to start? The poor user interface and inability to accomplish what should be relatively straight forward.

updates are confusing- hard to find/follow what I've done in the past.

Would like to do more interactive elements on the Home Page, but it is cumbersome.

there are definitely too many options and programs within D2L. Every semester something is added but nothing is taken away, which makes it too combuersome.

Not easy to get back or view discussion threads- navigating within d2L not convenient.

the fact that you have to do so many things to make the smallest change. It is really one of the worst system on the market. For example, if you change a document and then upload it, D2L asks if you would like to replace it but it does not always replace it.... and you have to do so much to post anything... it is just not user freindly...

It has some inconsistencies in format from area to area - I also still struggle with the way groups are handled.

The small amount of space designated for email messages and attachments

Too many options

Setting up the class at the beginning of the semester is not intuitive. I have the feeling that it could be a much more useful and powerful tool, but it is not clear. Also, understanding how some of the features work from the student side is not obvious. For example, I didn't realize for two semesters that I had to release the final grade in order for the students to see that value calculated.

It seems sluggish when opening files in the dropbox

takes a long time to open attachments in dropboxes

It can be extremely cumbersome to use. Too many clicks required to complete simple tasks. Not all students are always visible on one page.

There is no real discussion as there is in an f2f class. Responses to others occur after hours or even days. It is not the same.

that email, when forwarded, can not be responded to from the forwarded address. having to log into D2L adds an inconvenient step.

group making

The system is okay; however, I have had to load my instructional videos onto YouTube and other online venues because this cannot be done in D2L. D2L is not multi-media friendly and if courses are to be interesting and engaging for students today, this is an absolute must for any LMS. I also dislike the limitations imposed by D2L in setting up CONTENT (not enough flexibility in using headings, sub-headings, etc.) and the Gradebook in D2L is abysmal.

I wish there was a feature that would make it easier to make and show videos created by students.

Cumbersome to organize. It is not efficient to build and organize courses. It takes many clicks and often labyrinth-like paths to add, delete, connect and organize itmes.

As a tool that I use daily D2L has a terrible design. There are way too many clicks and button presses to grade and view content. The organization is bad. There are way more efficient course management tools available. In the future if the D2L content is renewed I will not use it. I will find alternate methods and tools to manage my classes.

Quizzes/exams do not have enough evaluation of questions. Does not evaluate if the difficulty of questions.

Some set ups have steps that can be easily overlooked. e.g. one can "publish" a document within a table of content item but, if one overlooks the step to "publish" the table of content item, the "published" doc is not available to students.

the email; it's nice you can set it up to go to your outlook, but it's a pain that you can't respond back to it.

No voice messaging with emails.

It is very user unfriendly and was probably written by a drunk trying tomake deadline

Not really user friendly

It's getting better as I get more used to it.

E-mail function isn't linked with faculty e-mail, so students feel like they e-mail the professor when the professor may not check them on D2L.

Not very user-friendly/ intuitive to use. I can usually figure out different technology fairly well by "playing around" with it, but it seems to take me a lot longer to figure out how to do things on D2L.

Can't control details of grading and of uploading file as I'd like to.

Compared to Blackboard and the other alternatives, it far exceeds the others.

The variations in speed of service.

It's very frustrating not to be able to send an email from my USD account to a student's D2L account. Also, I have my D2L email forwarded to my USD account, but it has been very slow this semester. For example, a student will send me an email through their D2L account, and it will show up a few days later in my USD account.

No face-to-face interaction with students.

Not being able easily see what questions a student was given in a test (when using a random sample from a question bank.)

The email system is clunky. I have D2L email forwarded to my main email account so I know when I have a message, but it's annoying I can't reply through my main email account without the message being bounced back. Within the email, it's also annoying to have to deliberately mark a message being "read" since just opening it doesn't mark the message as read.

It its extremely cumbersome and the need to not use one single e-mail is very frustrating. E-mails come from students on my regular e-mail and if I just answer the e-mail and do not realize it was from D2L it gets rejected and I have to retype and resend after logging in a second time.

The "updates" in Summer 2013 took the system from very good to fair. More clicks to do what I need is not an improvement.

Difficult to use and set up courses.

The inability to have 1 grade item attached to group discussion posts without manually changing the grade assignment for each group or manually tracking it.

I wish we could have one platform that handled multiple functions - like Webadvisor, mystate/inside state, jacks email etc. I like that I can forward the D2L emails to my sdstate account, but I hate that I can't reply from my sdstate account.

content reverts to previous semesters. email is extremely hard to use when multiple courses are running for the same faculty at the same time. difficulty when trying to test in D2L. creating groups in quizzes and exams. links break when courses are copied from one semester to the next. exam analytics are limited to only multiple choice questions on entire exam or you get no stats at all for he whole exam. can't respond to email that is forwarded to usd email without going into D2L. little memory in email

access to media

Hard to administer quizzes

It is unstable, fairly unreliable, and does not talk to Webadvisor.

email

It is missing some features I would like to have, and quite often it is VERY slow.

I've tried to teach students to learn how to use collaborate and it's pretty clunky and I haven't really had much success. We usually end up with a PPT presentation being posted in the dropbox with an attachment or using google drive if it's too big of a file because of having audio with it.

Instructor Changes (first 100)

Add item analysis for test questions

make it quicker. Gets very slow at times.

On email, I would like the email to automatically quote the email of the person I am replying to. I am cutting and pasting this currently.

Nothing.

Inability to email students outside of D2L (seeing a list of names and transposing them into an email that isn't through D2L). When I usually email through D2L, the emails wouldn't reach their destinations.

To be able to answer my D2L e-mail from my outlook account

Improve the automatic grading function

Add an option in the dropbox to simultaneously save and move to the next student for grading.

In Content, the process by which items are moved around to create a different sequence is far to laborious. Click and drag would be much faster, but instead I can advance an item only one step with each click of the button. Also, a document attached to a Dropbox is not automatically updated when I update the file in Class Files. I must delete the attachment and then attach the update file.

Email - it needs to actually filter by course.

I would make it publicly open. Anyone should be able to access and browse my course, in the same manner that amazon allows limited access to books. Also, along with this thought, anyone should be able to take the course as opencourseware, similar to what MIT does. If MOOC's with open access are good enough for MIT, they should be good enough for little old South Dakota! You folks overfocus on intellectual property concerns, and it is costing us students.

All of the above mentioned items. Mostly making quizzes easier to create and having the option to enter accents and characters easily (with ctrl+apostrophe then letter, for example).

More explanations--it took forever to realize that I need to be logged in to a class to access that class's content to insert links while composing an e-mail. Now that I know that, it's fine.

Nothing

Fewer clicks.

Sync D2L with Starfish and Webadvisor already. Make it a one-stop shop.

Have access to more current web-based tools so we can expose students to the best technology within our courses.

make it so that I can receive a university e-mail notice whenever a student has submitted something to a dropbox

I would make the content easier to organize. There are plenty of good dynamic javascript libraries to do this.

The information architecture.

Ability to utilize iPad more easily when correcting papers.

The maintenance schedule is based on Central Time, which means that student on Mountain time are often working when the system goes down. I would schedule the down time to be around 4-5am when students aren't working on assignments.

Make it easier to create exams, especially exams involving randomized sections.

Make it more compatible with other browsers

I already did one of these but as I was just using D2L I thought of something to say that I didn't put on my original survey. When students put their assignments in the wrong place, I wish there was a way that I could move them to the dropbox they should be in. Thanks!

Have someone write the manual who does not already know the ins and outs of d2l.

It would be to switch to a different content manager like Moodle.

Hire an actual web designer with knowledge of UX and UI experience. Have them overhaul the entire site.

Visual simplicity

I would like to see video options embedded in the application so that students can do video responses for discussion posts to "change things up" and engage students more.

Ensuring compatability with web browsers so students have no difficulty accessing files, opening files and not getting locked out of examinations. Examination issues are the most critical.

Make it more user friendly when copying course material from one semester to the other. It is hard to find at times or doesn't work as smoothly as it could.

Reduce number of clicks. Allow lists to be reordered without having to move them one by one.

Email responses directly to our NSU e-mail, rather than to D2L

User Interface (UI). I would scrap it completely and start all over. Sorry, but I've spent many years designing UIs and there is way too many limitations in D2L.

I would streamline it and make it more intuitive. I would intensively survey users to see what they found particularly cumbersome and figure out how to minimize the labor involved in doing simple functions.

speed

Yes listing all the courses taken previously too. Because some courses have to referred back for understanding etc.

Remove D2L Email

Fix the coding to make it more efficient

No.

I would add a flashcard option, similar to Quizlet. I would love to load flashcards for each exam on D2L. Currently my flashcards are on another site, which means students have to leave D2L to study. I would also develop an app for students to download D2L onto their phones.

I just said that.

Everything

NONE

Discussion Board element

I would change the homepage view to include upcoming assignments, quizzes, etc. Give students a heads up display of activity instead of having to use the calendar.

nothing

Teleconferencing video classroom.

The downtime.

See above.

Replace it with a different product that actually works

easier to use quizzes from the instructor standpoint-

Ability to add podcasts and videos etc. without all the hoops.

see above

fewer steps to do anything

I could navigate more freely from any area in D2L and download, upload and view everything more easily. I would like to utilize more ability to upload videos, audio and create audio enhanced presentations within D2L, instead of uploading or linking to them.

Email space..

Possibility to upload homework and exam scores for each problem in a given homework or exam. As of now, I am only able to give the total score so the students do not know on which problem they failed.

In some way make the set-up process more clear.

Be able to respond to email through my main outlook account

see previous answer

Can't pick just one. Everything that I mentioned for liking the least.

Have Word-style spelling check built into D2L so typos when posting, etc., would be highlighted.

greater mobile viewing friendliness

Get rid of it and find a better (and hopefully cheaper) alternative. I encourage the SDBoR to seriously consider switching to another LMS (e.g., Canvas).

In the attendance register, make it so a student's can be seen near the total attendance statistics for each student. D2L does this for grades, but not for attendance. The name column ends up being out of sight two or three weeks into the term and you can't tell which score goes with which person.

The system to build and revise courses - adding, deleting and organizing information.

Blackboard is cleaner and more user friendly. The user interface and grading ability are much better.

Difficult to organize content. Email is difficult to use at times, always need to go to a classlist in individual courses to best email more than one student.

Be able to use the calendar for each individual site; not let all sites in the same course be able to see the calendar.

Add voice messaging with emails.

The gradebook is a disaster

Work to make it more user friendly and cleaner display and functionality - fewer buttons and bells to consistently have to tweek and manipulate.

Make links in Word or PowerPoint documents clickable without a lot of hassle.

Link the e-mail with faculty e-mail or at least some sort of alert to faculty to make us aware that there is something there to look for.

more flexibility in video lecture recording and editing

Ability to upload files into D2L without leaving another task.

easier way to change dates when copying a shell from a past class.

It needs some kind of Skype-like function.

I wish I could upload a document right where I want it without having to upload it first under the "edit course" and "manage files." I feel like there are too many steps for what should be a simple process.

None I could think of.

E-Mail.

Allow a response on the regular USD email accounts.

Reduce the number of clicks needed to do the most common tasks.

Make the Grade page for each quiz sortable by the date and time of completion to better aid in identifying group test takers violating course testing policies.

Make the Mail icon large and obvious again so that students don't have such a hard time finding it when they're new to D2L.

Ease of use.

Better grading features for group assignments and discussion posts.

being able to email to D2L email from Sdstate account.

email

converts media clips to play format (like youtube)

have its email be configurable to university email addresses

Be able to transfer grades to Webadvisor automatically.

Show notifications on the home page as they were shown before (i.e., dropbox submission, take away the assignment due notifications--confusing for students).

I would like to have the ability to modify a file in the dropbox without having to download, save, and upload it every time.

I'd like to link the flow of the modules together so I could integrate a lecture that is recorded and then have poll questions interspersed throughout the lecture, and activities and then to come back into the lecture, more like the feel of an online e-learning class.

Any one of the above items. Also would be fantastic if features offered an online help-type icon for each feature.

Make it more easily navigable.

be able to do two or more things within a class at once

I wish that Collaborate was integrated a bit better into D2L, so that more students could access it. I've had issues with my dual-credit students who use school computers being unable to use the platform.

Make it more user friendly, especially for larger classes.

Make more user friendly. It is really really difficult to use. There has to be a better program than this junk.

Student Likes (first 100)

I love how it is set up.

Ability to access grades.

It was easy to use

updates and easy to use

The calendar option.

The notifications allow me to see what was recently posted/updated

I can access all of my grades and assignments in one location for all my classes.

I am able to access all of my classes in one place online.

It notifies you on any updates made to your courses.

That it is always available and it works with my time.

It makes all of my classes accessible without having to go to numerous websites. It lets me see all of my homework (that is, if the instructor's post on there).

turning in hw online through dropbox

Seeing my grades right away, and being able to communicate with my professors right away.

Easy to use.

I can get email or text reminders about assignments that are due.

Being able to check my grades at any time of the day.

I like the grade book feature where we don't have to continue to ask professors what are grades are

That it's easy to access and I can find everything I'm looking for easily.

I like having almost all of my class information all in one place

Easy access to my classes and seeing when assignments are due

how professors post content and class notes on D2L

I can see all of my classes from all of the different schools in one place instead of having to log into multiple sites.

It seems to be up and running consistently.

organization of material is easy to navigate

Convenient to have all courses for the semester on one website to include quizzes and Dropbox

It gives notifications of deadlines for homework and when grades are in.

It's a chance to communicate with other students in your class without directly providing an email or phone number.

I like that I can do all of my work on it.

Immediate access to my grades.

I like the instant access to course content and grades by the professors who chose to use it.

Having all classes available on the same website.

It's well organized.

Everything is in one spot.

I am able to easily access my courses

its simple and straight forward

Being able to access course materials before lectures. Access to additional resources out side of textbooks that would cost extra money.

Nothing

Taking tests and quizzes online.

Gives you updates about classes, keeps you in contact with your instructors, and is easy to use and understand.

I like that it is super quick and easy.

The opportunity to collaborate with other students but learn from home

The ability to check my assignments and my grades.

Take online tests, quizzes and accessing notes.

Able to reach other students in class and seeing when homework is due

I really like that D2L is easy to use. It is really straightforward and I've never had problems accessing or finding something.

Relatively easy to use

Ability to send the grades and deadlines to my cellphone.

D2L is easy to use.

The ability to submit assignments online and the assignment due dates listed on the left side of the screen

I like that all of my classes can be found in one place and it is fairly organized if the professor is able to keep it that way.

In theory if all of my professors used it, it is the easiest way for them to post grades for me, communicate with me class requirements and assignments, it works fairly well for discussions and quizzes.

Easy access to all course information

I like my classes all being in one location. I like that I don't have to change sites for each class.

The personal Page.

The ability to communicate with the teachers.

I can work at it on my own time and it is very user friendly.

Communicate with teachers

The functional layout and how easy it is to navigate the site.

Availability at any time

Most teachers use it, great for finding info about assignments

I like the dashboard like features; as soon as I log in, I know if I have any messages or new grades.

somewhat easy to use

It is easily accessible.

keeps all class information in one location

The convenience of seeing when assignments are due.

I am able to keep track of all of my classes and assignment due dates.

Ease of access to classes to check up on upcoming assignments and grades.

posting lectures is always helpful whether you're an online student or come to class. Taking notes doesn't work well for all. I like that after submitting the assignment you get notification that it was successfully submitted.

When there are updates they are usually in the middle of the night when most people aren't trying to access D2L.

All class info in one spot

Everything that is needed for a class is located in one place and is easy to find.

It helps keep me updated on my classes.

Esay navigation

The convenience and organization of the website

Easy use, ability to include many listing & formats

ease of access for my classes

nothing

I hate it.

That I can access class information digitally.

Easy to use.

Simple format for multiple courses

Everything I need for my classes is in one place

That I can submit all my assignments.

It is easy to use

The dropbox submission

Easy to access course updates, and the notification feature.

Ease of use

Easy to use. All classes are organized

Easier access to courses' material.

The ability to see class documents such as worksheets, class overviews, syllabus, and other things online.

I like the easy communication access you have with students and teachers

It helps me stay organized with all of my classes.

You can set up notifications for when assignments are due. I also like being able to download materials and attend class via collaborate.

I like that I can get to my class schedules and contents easily

You can clearly see what is due in your classes.

easy to use

Nothing!

The red notification dot that tells you when something new has been posted.

easy access

Overall, it serves it's purpose well.

It is easy to use.

Student Dislikes (first 100)

Pretty much everything else but specifically e-mail.

That I had to use my maiden name - that wasn't D2L's fault, but it made it harder to remember usernames

nothing

Many technical issues, discussions are almost always seen differently between faculty and the students.

Quizzes on lockdown browser

switching between classes

Nothing.

I dislike how slow the email system is within D2L and how hard it is to find someone's address within the system.

Trying to see your official grades

I do not like when I am on my phone and its not the desktop version, but they have an area to click to go to that version.

can't really interact with other students.. it would be cool to like message them like facebook

Sometimes I get kicked out of D2L for no apparent reason.

Doesn't stay logged in. Can't edit forum posts, so when mistakes are posted, you cannot fix them. Mail system.

It doesn't always remind me and I get spammed from the writing center (I don't even use it).

Not being able to keep screens open within the program to move back and forth between content, discussions, etc.

D2L does not give us our current letter grade in the classes so when I want to know, I have to calculate it myself. I would find it very helpful if they updated it to calculate our letter grades throughout the semester.

I don't like online quizzes through D2L.

It can be slow sometimes

That not all professors use D2L or just post links there to their class information. When they do this, then my class information isn't in one place and then I have to figure out how each teacher posts information and how they want assignments submitted.

the email feature

the email system

The set up for the e-mail is really annoying.

The email is difficult to see/navigate when I want to reply to or read one.

I like it better than any other LMS I have used

The discussion boards feature is sloppy and doesn't allow the best possible ability to use the discussion feature

Nothing really comes to mind

It can sometimes be glitchy.

I don't like that the discussion posts don't save as drafts. If they aren't posted, they won't save.

Not every professor enters the grades into D2L.

It sometimes freezes while test taking but am not sure if that is a connection problem or D2L problem.

The way the page is layered out now. I liked the older system better.

I don't really have anything against it.

Sometimes it is very slow to load

NA

when it comes to timed quizzes and tests the loading time takes off from my time

The D2L email system is horrible. Should be able to just link to personal email. Otherwise no complaints with D2L its a great thing!

Everything

It would have technical problems or ain't available sometimes.

I don't have anything I don't like about it.

Not being able to have one-on-one time with your professor, especially regarding English.

Some of the instructors need more help in using the system. They have trouble forming groups, posting information, posting grades, etc.

Sometimes that the score on exams won't pop up right away.

Nothing really

I don't really like how the email is set up. It's just a confusing set up and half the time I feel like I get lost in the emails.

Lack of mobile features--if you pull it up on an Ipad it defaults to the mobile site, and I can't see what I'm typing when replying to discussions.

The program is not as easy to use on a mobile device.

Nothing.

When it fails to open up my documents and important files

I am not a huge fan of the email system. I also wish that when you click on a specific email in the email alert drop down bar, it would take you to that email.

The built in email is less than ideal, it often searches for certain subjects such as a class which almost never works and just makes it harder to find what i am looking for.

If internet isn't working it is very hard to get to

I don't think I have used it enough to really have a dislike of the site.

It is difficult to find other classmate's emails, and there isn't an efficient way to use some of the extra features such as blogs.

When it crashes and how quickly it logs me out of my account.

The teachers that I have through D2L and also how when I am making up a test, I have to re-do all of it instead of just the ones that I got wrong.

Nothing

Teachers don't always add the grades so you aren't sure what your grade is in a class.

need to login again every time after a break

Lack of notifications for things I want. It's all or nothing when it comes to notifications

It can be confusing to find some of the documents.

can be complicated

That I have to use LockDown Browser for some tests/quizzes.

lots of unused tabs on individual class pages

Sometimes the content can be disorganized. I believe that is dependent on the professor however.

I hate that I always have to log in or reload D2L and log in again. It should just remember my computer.

Not all teachers utilize D2L and sometimes the grading gets messed up.

it's not interactive. How about discussion boards? Question/Answers boards? When a teacher respond to someone's question posted online, the whole class can learn from it.

How it can be super slow at times and it always seems to be right when students are logging on for exams.

mobile format would be nice

I don't dislike anything. I think it all works well.

That i cannot see my overall grade on a course

Nothing

How there is no phone app for it

Collaborate. It does not work well often times. Have to re-download software each time

nil

confusing and the email sucks

Everything.

It is not user friendly.

Professor posted videos on main page and all 3 of them start playing automatically when I open the class.

Annoying!

The email either doesn't always work or my lazy teachers are just ignoring the system they're told to

The number of clicks it takes to do some things

The fact that when professors post something on d2L, half the time I cannot find it or d2L intends to not work sometimes.

lockdown browser

The videos quality is not the best and you cannot check them in your smartphone

that its another site that I have to visit

Some of the different grading techniques that professors use are not compatible with D2L.

Teachers have different means of addressing communications and so you must learn differing ways to accomplish the same task. Example I did not know the ins and outs of some using class collaboration and discussion vs some just using e-mail, while others imbed into their content.

there are many bugs that need to be worked out from time to time that interfere with when I can work on classes.

The email. I can't reply to the email from my phone like the USD mail.

It seems to give teachers trouble with grades occasionally, which can mess around with my grades slightly, but other than that it doesn't have any glaring issues.

I wish when submitting papers we could go through google chrome cause that's what Roncalli has

N/A

I hate using the email - no one uses it and when someone does, I don't get a notification that it's in there. I also don't like that teachers over customize the pages because every class looks different and it's harder to find materials because I spend most of my time navigating.

the way the threads are set up in the class discussion and how to get into different part of the content, it is not very user friendly

When your taking a quiz and it takes a long time for the questions to save.

we do not always get notifications when grades are posted

You don't even want to know.

The discussion is difficult to use.

The calandar.

e mail access

Email user interface. Inability to respond to users from external email system.

I have to keep logging in all of the time while using it.

Student Changes (first 100)

Where I can find my courses

Change the e-mail to be more user friendly.

not sure

nothing

The email system isn't very reliable.

I think its fine and serves its purpose

I wish we could access our jacks email through the d2l email

When teachers use this email instead of the school one!

I would change the way that the email is used in the system.

Trying to see your official grades

I think the way that D2L is set up is nice. I think that what i have a problem with is how some teachers set up their classes.

students were able to have conversations through it more easily rather than sending emails

Maybe make documents easier to edit on D2L

Ability to stay logged in

I'd like to be able to pick what emails I'm sent and how frequently they're sent.

Giving letter grades as stated above.

The page layout!

I would make the site work faster

Standardize how class syllabi, homework, quizzes, lectures, etc are posted to D2L so every class does it the same get rid of the email feature, it doesn't work well and it is just another email to have to check and none of my teachers use the email on D2L, but we still have to check it

switch the D2L email to a normal email account that can work well with other emails

I would make it so we don't have to check "mark as read" so the notification goes away.

Many instructors have wanted a live chat/Skype-type of function, which would be nice. When I reply to a posting in our current discussions, it always puts everyone's latest response a the top instead of actually nesting it under the original post. So unless I specify who I am responding to, and which comment of theirs I am responding to, everyone has to guess whose post I am talking about.

Make discussion feature more user friendly

Not a huge fan of the D2L's email

It can sometimes be too complicated. I feel like some things could be simplified.

I would make it so that I can save my discussion posts as a draft, because there have been times that I wasn't finished, and I lost my work.

Make it mandatory for professors to enter grades in for every class.

That all professors would post grades for assigned work. Also the email on D2L is not user friendly.

The layout of the individual class pages.

Nothing.

Make every professor use D2L.

NA

i would living it up with color and pattern

Email and possibly add a video conference option. Would be nice to face time with other students thru D2L and possibly view lectures remotely. As a graduate student away from campus this would be especially nice to be able to keep up with lectures while away from campus.

Everything

To look back on tests or quizzes to see what you missed and with the correct answers.

I wouldn't change anything.

More support for faculty.

Able to look back on only the questions you missed on exams because don't really learn anything if you don't know what the right answers are.

Have like a chat tab where you can talk to people like talking to them on FB message. That be pretty neat.

I would make it a little more exciting and updated looking. It just looks so ugly and sterile.

More cellphone friendly

That one does not need the Lock Down browser to take quizzes.

The ability of it to open my documents in more than just word documents

The email.

The built-in email could use some adjustments to be better.

Also worked offline

Again, I don't think I have enough experience to answer this question.

I would change the color scheme, because it looks like a dinosaur gave birth to this site.

Make the automatic log out time longer.

When taking a test and a re-do is available, the user should only have to re-do the questions that they got wrong instead of re-doing the whole thing.

Nothing

Mandatory grade posting frequently.

save user information and password if it is on the same device

More flexibility in notification settings. I would like emails for certain classes pertaining certain notifications.

I would like the teachers to follow more of a uniform format.

more consistent

Make it so that LockDown Browser is automatic and we don't have to download it.

I dislike the mobile site, I would like it to be more like the PC site.

I would change D2L to remember my computer so I wouldn't have to log on all the time.

start populating the course from scratch each new semester; don't leave things hanging in there from the semester(s) before especially if those things change (unnecessary confusion). Post materials in a timely manner and not two days before the exam. Post answers to every test, every quiz. Students will learn from answers after the exams. Make new questions every semester...When you grade the papers, or exams don't just give points, give the correct answer especially if the answers are not going to be posted. For your information other schools give students past 3,4 years of exams so they can learn from them! After all, isn't the goal of every course is to learn?

Nothing, other than trying to get the instructors to use it more similarly. The biggest adjustment is figuring out where individual teachers put the materials and communicate with the students.

I would change the way I can view the grading of my assignments so that I can see my overall grade of the class.

Get a phone app-update it to make it look more appealing and user friendly

Collaborate - make it more user friendly.

Also, ability to set up collaborate rooms by groups as most professors use group activities

nil

the email

Not to use it.

Fewer places to put grades/feedback on assignments/tests. Sometimes I really have to dig to find where the information is because it can be put in so many places.

See all the conversations easier.

Email inbox shows dozens of folders for each course and is a major pain to sort through

Some of the content is almost too organized it takes too many clicks to find a particular item

Being able to have my email work online.

nothing!

I will change the format of the videos

have all homework through it and not have to pay for online books like mylab or webassign

Make the grades section more customizable for professors.

Communications

Faster working/loading speeds

The email

I think it's fine almost exactly how it is.

That they could share things through google chrome

I like the way it is now.

I would get rid of the emails, or at least just forward the emails to the DSU outlook email.

to make the class discussions set up different and make it where you can move easier within the discussion areas,

How long the questions take to save.

grades calculated in d2L

I'd get rid of it.

I would change the calendar. It would be nice to be able to see all of the assignments that are due for each class, not just for one class at a time.

a current grade average

Ability to email D2L contacts from external email system.

None.

Blackboard Collaborate

Lockdown browser.

I would make it more easy to read. I feel like it is very boring and not very easy to read.

All of it, make it more user friendly and make it not be a piece of crap required to be used in schools

I would make it so it's more connected to other resources that professors like to use such as turnitin, mcgraw hill connect, etc so it is more easily accessible with the links ready to go and it is all connected to each other so we are not confused as to which platform they want something to be turned in on since there is a variety of things used.

nothing

none

I wouldn't change anything.

Appendix B: Instructor Comments on D2L's Ease of Use

Glad I know html coding, and that that is a option.

Interface is confusing to new users (but what platform wouldn't be?). After entering grades, it takes me to screens I never asked for.

somewhere between neutral and difficulty. Certain aspects are fairly easy others are not

Many things that are commonly used are hidden, or difficult to access. Doing things like modifying a question or fixing grading on a quiz after it has taken place are hard to find and not intuitively accessible.

Easy for students, difficult for faculty builders

Horrendous for someone to come into without ever seeing D2L before and then being tasked to figure out all of its quirks. Can be much more user friendly.

My students struggle with the navigation sometimes, but I don't have a problem with it.

I'm happy with it

This is a big frustration.

The information architecture appears to be the product of software engineers, not human-computer experts.

There are too many options in the menu bars. There needs to be a way to only include the features used in that course.

I feel like improvements have been made to make it easier to work with (i.e. I find the Content section easier to work in now where I can just choose files from my computer to upload as opposed to before where I had to upload them to the course and THEN add a content item).

Once I learned how to use it...I complained terrilby about D2L when I did not know all of its capabilities

Items are poorly laid out, SDBOR mandatory elements are distracting and rarely used and make the student's ability to find things more difficult.

Forums and topics are cumbersome to go back and forth between when differing groups and topics are created.

Yes, I have sat through trainings, etc. but it's hard to remember everything. It should be self explanatory, easy to use.

Some are difficult and some are very intuitive.

I've been using it for six years. It's pretty simple. Especially considering the accounting software I've used.

I find that the layout is not a fault of D2L but of the BoR's mandated shell.

I enjoy how easy to us D2L is.

Quite often I need to Google how to find something or create something in D2L. Thank goodness schools in other states provide helpful tutorials.

Again, it depends on the area. I think that the content area is also a place where I find that adding, deleting and organizing is awkward.

The site is overly complicated to use.

While the attempts to teach faculty how to use D2L are noble, the instruction is inadequate (1 hour here, 1 hour there). Furthermore, there is little to no instruction for students--which is a BIG problem with students who are new to the SD regental system. Online modules for students in whatever LMS is used should be available to all students--not just those campuses that have been able to eek out training here and there.

Navigation (specifically too many clicks to accomplish tasks) and user interface is terrible. Finding specific objects is too convoluted.

Varies on the tool that is used.

So many control panel buttons with weak titles and descriptions to actually find the buttons you need.

Cumbersome is stating it mildly!

If you have no training or experience with a course management system, it's difficult. Since I have worked with D2L for 4 years now, I have become more comfortable with it.

comes with practice, dependent on faculty expertise

Navigation depends in large part how you set it up and how to explain it to your students. I don't get many questions on navigation. Students like to have due dates showing in the calendar.

On every page the same command is in different places, there are multiple steps and if you miss one it doesn't work, with large classes you must do a lot of toggling

So many steps such as restricting something for one group only.

The "new" changes that took place in July 2013 soured me on D2L. So what if there is now a drag and drop feature. Where to locate resources became difficult.

Again, this system is NOT very intuitive in several respects when trying to set up various tools/features or knowing what some of them do.

The interface is difficult to navigate, both from the faculty/staff end of having to customize a page-- and sometimes for students in trying to find their content.

Bulky to use and it is not intuitive.

Neutral now, but took me a long time to learn the ins and outs. I feel I am pretty tech savvy.

My main difficulty is revising materials from prior semester D2L sites. I usually have to download it to my computer, make revisions and then upload it to the most recent D2L site.

I've been using it for 6 years. I'm used to that.

Again, I feel that some task are just overly difficult or have too many steps involved.

Uneven. Loading content is a breeze. Loading your syllabus is a joke. Why?

Not intuitive.

Difficult because elements are organized inefficiently

The blogs need to be reworked - they are too cumbersome to use.

The program is very intuitive and even someone with very little experience can use it effectively. I have used several other platforms and this one works the best of those others I have used.

It was not intuititive - that said, I now know it fairly well and thus am happy to keep using it

You learn as you go - much of the interface does not seem intuitive.

Although I did not participate in any official training, I did watch all of the D2L videos for both students and instructors. The instructor videos only cover the basics. A proper help button with clear categories and step-by-step instructions is needed. Setting up assignments and content could be made easier.

I would like to be able to omit items that I do not use in my class. I wish that I could just have options for students of the items that I use. This would eliminate a lot of confusion right away in setting up my class and allowing students to easily follow what they will use.

One of D2L's strengths (i.e. flexibility in design) is also one of it's drawbacks. I feel that without a standardized format for online courses, students can encounter difficulty in determining exactly how their courses are set up and organized. Because D2L has offered course designers a great deal of flexibility in establishing exactly where information can be found, students are unable to depend on a set routine to determine where documents are stored or accessible.

D2L requires several steps to complete simple, connected tasks. Students also complain frequently about the challenges of navigating D2L and confusion regarding where to find various course components especially when they are participating in more than one online course.

If there was a choice between neutral and difficult, I would have chosen it.

The quiz is very awkward. Other functions could be streamlined - discussions, Dropbox, etc. I'd like to be able to set up multiple items with the same characteristics - points, etc. without entering everything every time.

Some features are difficult to find and seem to be buried within the program.

Naviagation can be improved!

My students seem to struggle with D2L during the first month of the semester, but I think it just takes awhile for the students to get the hang of it. It is very easy for me (the instructor) to use D2L.

I find adding documents easy, but the grade book is very hard for me to learn.

There are so many functions that is difficult to know or understand what they are; especially if it is something you have never used before.

Sometimes I have to stop and try to think what I did the last time I edited or added this particular kind of item, but to have the flexibility we want, it has to be somewhat complicated. I have been using it for several years for

developing and teaching online classes and to enhance F2F classes. If I need help, I ask one of our highly skilled instructional designers for help and they solve the problem.

Things are not intuitively placed on the taskbar. Also the taskbar needs to be moved from the top to the side left.

Difficult for students initially and then to remember if not used regularly

You have to KNOW where things are, what they are called, and in many cases, that you have to click on a tiny arrow for a drop down box. There have been SOME improvements with the changes made a couple of years ago but grading, in particular, within D2L is problematic when the tasks/activities have NOT been done in D2L but grades entered. Changing the grading when quizzes are altered is a nightmare.

Navigation is counterintuitive. The labels for the tabs often make no sense.

There are many layers and the titles of those layers are sometimes opaque or obscure. Students have complained about this to me, too. It's not necessarily intuitive.

I consider myself more computer/software/programming savvy than the average instructor and still think there are many frustrations/limitations using D2L

The quiz maker could be easier. Why do we have to enter 100% to mark an answer as correct? Matching questions should build in 2 columns, so that you can easily see the prompts and choices at the same time. Should be able to randomly order questions to reduce cheating.

It was much better when tiny icons were present. Now there are tiny down arrows that are difficult to click that reveal context menus. It takes longer to get where you need to be.

Once you get used to the interface, things make a little more sense; however, it is not remotely as user friendly as other LMSes, like Canvas.

Appendix C: Student Comments on D2L Alternatives

I don't know what else is out there so I have nothing to compare it to, it is always good to look for better systems.

None

Its great should only look at things that could make it better.

I work at a community college and we just did a study of platforms, choosing D2L over others. I'm not sure you'll find something else out there that works any better.

I don't find anything wrong with D2L

Also not very mobile phone friendly

If the Wifi systems works better D2L will function better . I think it will..

Teachers AND students are spending too much time navigating/mastering technology, time that could better be spent drilling and working out problems.

Chadron State College uses the platform Sakai. It is very simple with a simple design.

I just figured out D2L! Please don't change it on me!

angel learning is awesome

some things can change and some should remain the same

I like D2L a lot, I wish it was a bit more customizable on the student side and had a better email system, but other than that no complaints.

Lets get a website that covers all our websites.

Blackboard or Scholar /

It is a great program, just has a little things that could be improved.

There are so many technologies available, I think it would be beneficial to look outside of D2L especially regarding social collaboration options

Do we need to spend \$80,000 per semester on this when there are free sites that would work just as well.

Not necessarily an alternative, but a revamp of the site. Maybe streamlining mystate, web advisor, starfish, and d2l into one site would be an option.

Upgrade the email system attached to D2L

Everything can always be better or get better so yes, investigate alternatives.

If it ain't broke, don't fix it. Really, D2L works fine. Just fix the e-mail and it'll all be good. Don't confuse student's with new and improved platforms unless you're going to integrate the four platforms we use now: mystate, webadvisor, jacks email and d2l.

NA

Something might be better than D2L, but everyone is already accustomed to D2L. I don't know if change would be readily accepted.

About a week ago I saw a high school student using an online class with a program called "edgenuity". Long story short, stick to D2L.

If something more responsive, user-friendly, and reliable is out there, it should be looked at.

They are all going to come with their good and bad points. Unless there are serious flaws the next program fixes without having different serious flaws, there is no reason to switch.

There is always room for improvement

I would recommend BlackBoard

No. Just no.

It is nice to have a consistent online resource like d2l. I have used it for AP classes in high school and all through college.

Anything but D2L is the motto among my peers.

Could look into it. Then could ask users which option they would like best and then go with the best option/alternative.

Blackboard is a better system, easier to use.

I also work on Blackboard for my job and like D2L better.

The only alternative I have utilized is Blackboard and that was HORRIBLE!!

I think it would be useful to interview (brainstorming - to get ideas) a cross section of students: including International students, minorities (native american), people with handicaps etc. to see what might be useful to them. Then determine if D2L can provide the functionality or not.

Just improve D2L. Don't try to approach other providers.

Refine D2L, teach the instructors how to properly use the website, and implement standard procedures for D2L courses so that there isn't such varying degrees of competence between instructors who use the system.

Not familiar with anything outside of D2L

none

I think some small changes could be made but overall D2L works well and gets the job done.

There are so many students who are familiar with it and it works... sometimes if it's not broke, don't fix it. I've heard horrible reviews from friends in other online programs who use Blackboard and MISS D2L. Keep with what works.

It doesn't really matter to me, it seems to be working fine. Why fix something that's not broken?

I already learned how to use D2L. I do not want to learn how to use a different site unless it is easier to use.

I have no idea what else is out there as an alternative.

Stone tablets are more reliable and only slightly slower.

Don't add another page. There are enough as is. The website, the library site, my state, d2l, email, and the list goes on. My favorites list is full of daily used websites from sdsu. Possibly combine somehow.

Actually now that I know how to use it, I'm not sure there is a compelling reason to learn something new unless it is much better.

I like this site for online classes. It's been my favorite online class.

Vooba, Moodle, Blackboard should be considered. DSU in particular has a lot of smart developers- students, faculty & staff. Why not create a state office (limited/single FTE) staffed by volunteer labor (primarily students)? The BSD operating system was created by UC-Berkley. Provide students with meaningful work experience & promote DSU/SDBOR at the same time!

I am all for change, but it is so hard to change the layout of an online class. I had a class once on moodle through mount marty and it was so stressful trying to figure out how to work it. I think it is best to try and leave things the way people are familiar with it (or at least similar layouts) so that they have less stress when it comes to school.

Always good to keep abreast to the latest and greatest

The only thing needed to be changed would be the email part of it.

I really like D2L, but I agreed to this specifically because I think a mobile app should definitely be looked into.

It is always wise to have a plan "b"

Either improve the email functionality or get rid of it.

Unless there is another program that is substantially better, I think d2l serves its purpose well and no alternatives really need to be sought.

Surveys should take 5-10 minutes. How do schools not understand this? Classes teach more basic principles.

If I have to use a website for all my classes, D2L is the best option. Don't change something that already works and that people are already used to

Moodle, is cheaper and works with fewer issues.

I have seen other systems like D2L for other universities and D2L makes more sense by a landslide.

If not an alternative, actually figure out how to make D2L work. The idea is correct, the implementation is wrong.

I feel like they should be, but then the problem of having everyone learn a completely new interface arises.

I went to a school where they used Moodle and I find that D2L is more user friendly compared to Moodle.

There are probably things that could be done to improve this site, but for now it works as I had hoped it would.

There may always be better options out there.

Blackboard.

For group activities there should be a way to make a "live" project so you are not sending and resending projects to members of the group

I think it would really depend on the alternative. I think that D2L works fine for its purpose, but I'm sure there are better/easier ways available.

It is not bad but just redundant in a lot of ways. It is good for looking at grades, but most other things no.

You could change the appearance to it to make students more apt to want to log on and do work.

We need a better, more reliable system that is NOT going to stress out students while they are taking exams, because they are worried that the D2L system has skipped over test questions that you didn't get to answer or even look at! This is so unfair to the students who have studied so hard for their tests, and get a poor grade and have to suffer because the D2L system malfunctioned and is terrible!

Possibly a site combining Mystate, and Webadvisor with a course site. An overall SDSU Student website would be less stressful than having to constantly keep tabs on three different websites.

I think that the board of regents should be on the lookout for the most efficient way to allow students and teachers to communicate.

You can always investigate because you never know on newer technologies that make the site run better overall for all the users.

Alternatives to d2l will just waste student dollars, just like starfish does.

That never hurts to do but just make sure you keep most of the features that you have now.

just needs some updating

Adobe Connect.

Moodle

I believe there are better tools out there that we could be using. If we stay with D2L, I believe some consideration should be put into training both faculty and students as to its proper use.

for the mobile version only

It never hurts to look, but as an end user I am comfortable with D2L

Only one login to all systems

don't change a thing

I'm satisfied, but would like more social networking features. Are there more modern versions of D2L?

No, you have a good program keep using it.

BlackBoard.

I think it's always a good idea to research for new and better things. /

The University and the BOR should be constantly seeking to purchase and/or develop tool to improve the online education experience. New and better products continue to be released, and we should take advantage of them.

always good to have alternatives

Doesn't hurt to look at what is available.

unfamiliar with other post-secondary programs

I do not know of any.

I used Blackboard for several years while obtaining my Associates Degree. I especially liked having the functionality of Backpack to download my courses and accessing them offline. Especially for summer courses where I may not have access to internet access all the time due to travel.

Moodle is very intuitive!

D2L provides the tools that I require. If the UI were smoothed out, there would be no need to find an alternative.

Always a good idea to see what else is available

I wouldn't object to a different system, but as a student user I don't feel a need for anything different.

No comments

alternatives should always be investigated.

I think it's a good program, maybe just some slight changes to improve some aspects would make it even better

Only if Collaborate recordings/live sessions can't be altered to be viewed or downloaded on Android devices.

D2L has almost no mobile support. If it cannot be provided alternatives should be investigated.

if calendar issue isn't addressed

Continual improvement should certainly be pursued.

eeeeeeee

I think trying new ways to access information through various tabs can be explored. Also, the message tab on the top of the screen needs to be fixed. If you have a message that pops up in the notification tab and you access it when you are on the home page (that displays all of your classes) the message can be accessed. However, if you are not on the home page and on a class home page and the message is not from that teacher from that class; the message cannot be seen until you go back to the home page or to the class page the message is from. (This is very confusing to explain)

I have no problem with the setup. My only issue or recommendation would be to make it usable on Macs and also more mobile friendly.

I wouldn't know.

I only marked agree because of the email system on D2L. If we could find a system that had a more user-friendly email system or that integrated outlook, that would make the system ideal.

I think it would be cool if we got to use a new, easier program.

good grief yes!

Also something is wrong with the survey completion scale at the bottom of each page -- I've gone through approximately 8 or 10 pages and the progress still shows 0% while the bar graph grows with each page -- there is no percentage to show how far I am in the survey. Big turnoff for the survey taker.

I know and understand the set up and do not want to learn a new program.

Don't know what else is out there.

I believe with technology today there are better alternatives that will give all users better features.

I only have one semester left, I don't want to learn something new.

I think D2L works very well with students.

Pearson Mastering sites are very useful, I recommend something like this.

There's always room for improvement.

ABSOLUTELY!

Additional options to better the University should always be looked at

I don't know what other alternatives you would look into, but I like the way D2L is set up.

mail is poor in the system

Change the mobile app closely to the website

It works well don't change it.

I have the system figured out; not sure if I want to learn a new system.

If there is something better and simpler, yes.

alternative to Blackboard application should be investigated

Or improve existing D2L.

If another alternative becomes better / easier to use, it should definitely be investigated and probably used.

i don't think it

Unless you can find a website that combines D2L, mystate, and webadvisor all into one website domain. That would be the best.

I don't think alternatives for the whole site should be investigated, I just think the site needs to be improved.

if there is a better way, why not find it?

I think this system works best but there is always a possibility for improvements.

Just add new things or innovate, would really like to see widgets where i can make a calendar or keep shortcuts to other websites. i would like it to be more of a homepage for me

It is a good program that can benefit and kid wanting to get ahead

It works great, but it doesn't hurt to explore different options.

much easier to use than other options such as webadvisor

I think you should always be looking for something that's better. There might be nothing of the sort, but always keep looking.

D2L works well enough, but if there is another alternative that would function better and was more understandable for new students that would be an improvement.

I do like D2L because of the accessibility but there are way to many links to navigate around.

No

D2L is very similar to other online learning formats I have used. Each has its issues but I feel overall D2L is reliable and has good speed.

When I attended Santa Fe college "my canvas" was used to access course information, and was very easy to use.

I don't have wide experiences in online classes, but I really am not a fan of D2L.

Moodle is okay

It works fine and changing would cause chaos amongst college students.

I have only used the system for two weeks.

Neutral

It would be nice to have an alternative way to get to the site.

Should always try to improve - education should be continual

Blackboard is easier to navigate.

I don't know if any are better

D2L is a great program; however, I know it is extremely expensive. I think it would be great if there was a cheaper alternative.

Some teachers have chosen to use wikispaces and canvas over d2l. I think d2l is easy to use. Canvas was hard to use and Wikispaces is hard to find stuff on.

Blackboard

Always know your options!

If it isn't broken, dont fix it.

maybe for a change

Seems there should be something more user friendly out there. The interface has the feel of 'old school' rather than 'cutting edge.'

I am not aware of any problems.

Appendix D: Instructor Comments on D2L Alternatives

Only free alternatives, like Sakai or Moodle, and only if absolutely necessary

Can always improve.

Learning a new system is just going to be more work for me. I'd rather keep D2L than deal with learning another system.

We need to run as open courseware, if we cannot do this, then we need to look into Moodle.

Please.

Blackboard is nice.

No - I have far too much saved in D2L and an enormous time and data investment in it. Please don't switch over to something else!!!

Even Blackboard is better.

I have used Jenzibar and Blackboard elsewhere. Jenzibar is inferior to D2L and Blackboard is not marked superior to D2L.

The only other program I have any familiarity with is WebCT and this is way better than that.

I can't recommend Canvas enough. Not only is it simpler to use and well designed, but it interfaces with popular social media that students are using anyway.

I think that it is always a good idea to know what the other options are.

Only WebCT

especially if we can use our own campus email to communicate and gets over the many technical details we always have

This will be a on going process. I understand the cost of changing over and training everyone will be significant.

I'm finally feeling D2L proficient, although more training at the UCRC would never be a bad thing!

I agree but not strongly. Change should always be thought of, but D2L isn't a burden.

Black Board

If a new LMS is proposed, I will find something on my own that I know will not be changed out from under me.

Learning D2L has taken me several years to become reasonably competent. In fact, I'm still learning how to use it more effectively. A great deal of my own competence as an online instructor would go out the window if I had to go the same learning with a new platform.

Instructors and students will have to learn a new system. Is it worth the frustration?

I know that the reason this was chosen is that is was the cheapest.. and then SDSU did not buy many of the best features to make it even cheaper... that is SDSU buy the cheapest and get the worst programs.

Yes, but I NEED to be able to transfer my courses to the new format. When we left Webct, I lost my courses. There also needs to be distinct and numerous advantages before I would want to change.

Although I don't relish the idea of learning a new system, there may be even more useful ones. It doesn't hurt to look.

always look for better services and products

I don't know enough about any alternatives to really say. One thing, though, is that change should not be made lightly, since making all course materials instantly obsolete is not good,

Absolutely. This should be an extensive, systematic search involving a lot of input from faculty AND students.

While D2L has limitations, the same could be said of any program. Faculty, students and staff are already familiar with D2L and are becoming accomplished. That is important for smooth delivery of courses.

Absolutely. If D2L is purchased again, I will not use the system. I will find better alternatives like Blackboard or Google Classroom.

Always good to look at other platforms. I liked WebCT when we had that program.

Increase training on D2L would be helpful to better use the functions that it is capable of.

Why?

Updates and changes to D2L continue to make the program better. Finding an alternative and requiring a change is not warranted enough to make the transition justified.

It's always good to see what else is out there.

I wouldn't be opposed to trying/using something new (i.e. Blackboard or Canvas...NOT Angel or WebCT) but I think we would have a similar number of issues and a terrible transition.

I think there's always room to look and see if there's something that could serve as that one platform tool.

Call me afraid of change, but what a nightmare it would be to start with a whole new program. I think it's a better idea to continually tweak the one we have.

WebCT (or blackboard)

I have no idea if other programs are better

Sakai is the best platform I've used.

I was much happier with Moodle the one semester I was allowed to use it.

I am not familiar with other systems, so do not know if others are better or not.

I would really like to see the university at least look into alternative content management systems.

The training and getting used to the alternative will not be worth the change.

Doesn't hurt to look, but they are all probably about the same.

We're a state school. We shouldn't be spending money on LMS's when there are free LMS's, if they are comparable.

Need to be compatible - for down loading a previous course.

It works and a transition would be the pits (we have been here before).

Blackboard, Angel

As much I like "the best," I don't think anything is ideal -- and gearing up for and learning a new system is a ton of work. I often think that people who complain the most are unaware that they will need to put forth effort regardless of which system is used (and that the old/common/expensive ones aren't necessarily better). Unless a case can be made that something is substantially cheaper AND better, stick with what we have only if conversion to new product is seamless

Blackboard. Please.

It does seem that there should be stronger systems out there.

please use Blackboard

If there are alternatives that keep that view and also allow for better blogging and uploading of larger video files.

I really like Canvas, and feel it has many advantages over D2L

It's never a bad idea to find alternatives. Others may offer easier use of functions, or may be more cost effective.

This program works well. I have used several other platforms and they are not better nor are easier to use.

Schoology, Moodle, Piazza, Canvas

Why do we have to have a single platform? Let teachers decide which platform best meets their classroom needs.

The only other CMS that I have experience with is WebCT, and I very much prefer D2L

It is always good to see what other programs are out there and what they have to offer.

I find it curious that so many publishers support Blackboard and NOT D2L. I presume this is because Blackboard is the industry leader. It's at least worth determining if Blackboard is a better product than the one we have. At this point, the only software I've used is D2L, so it's difficult for me to be fully objective and state its the best product for students and faculty.

D2L upgrades have helped in some ways, however, the changes are not keeping pace to the extent necessary to support faculty members ability to provide innovative and engaging experiences for 21st century learners.

...or at least streamline the infrastructure

Blackboard

I used Blackboard at another institution and it was far better than D2L.

No!

many who have used Moodle prefer it.

We've already learned how to use this, so while it's not perfect, I'd rather push for some updates to solve issues people have rather than start over with a new system.

I really don't want to swithc systems

I have never used anything else.

I'm not familiar with any alternatives

Only if significant cost savings can be realized without risking dependability and security.

I have used Blackboard in the past. Although Blackboard and D2L are similar (in both strengths and weaknesses), Blackboard seemed to provide more powerful tools.

a more reliable, streamlined alternative is needed

I need a way to get to my old courses if you will be making a change because D2L is the constant in a world where laptops die and usbs get lost

The main alternative should be "let the faculty find their own solutions instead of forcing a single system on everyone".

We've been with this system for nearly a decade with the primary goal of getting our LMS tightly integrated into our systems, to provide consistency throughout the system, and to streamline the workload for campuses. I can't really speak to the latter--but this does not seem to be the case, given the number of support staff involved on our campus--but with regards to the former:

- we still have disparate email systems**
- we still cannot submit grades through D2L**
- D2L still is not very mobile friendly**

The only real success I can see is that it is now the common platform across the system. That said, the same could be said about WebCT, so the only real advantage with D2L is that it has single sign on for all users, something that could have probably been achieved with WebCT as well.