

# Summary of Fall 2003 Blackboard Survey Results

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In the Fall of 2003, over 9200 members of the Duke community were enrolled as a student and 900 as instructors in at least one active Blackboard course site. These users were offered the opportunity to respond to the student or instructor feedback survey; 1350 student and 94 instructor surveys were received. Highlights of the survey results are contained in this summary.

## Key Findings

- Faculty and students are generally satisfied with Blackboard. Students continue to rank easy access to course materials, readings, announcements, and grades as the most useful features.
- Blackboard is most typically used by instructors for organized storage of course materials and one-way communication from instructors to students. Interactive features of Blackboard are not widely reported to be in use; however, students appreciate when instructors use features that go beyond delivery of course materials such as the Gradebook, and many expressed the hope that faculty will be encouraged and supported in more extensive use of Blackboard’s features.
- A large majority of students expect or hope that their courses will maintain at least a basic course web site

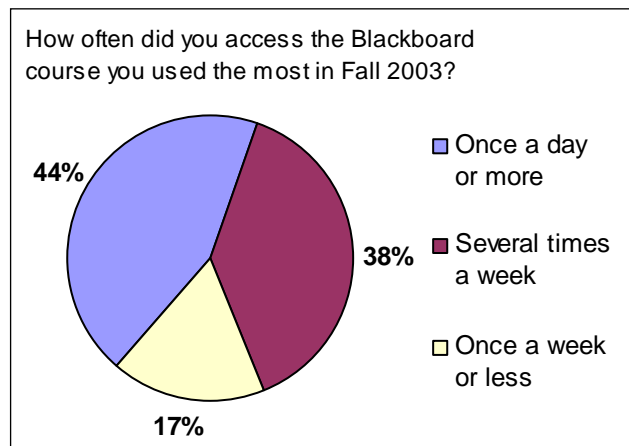
## Level and Frequency of Blackboard Use Reported by Students

Most students who responded (89%) reported that Blackboard was used in at least ½ of their courses. This response reflects an apparent increasing trend since the Fall 2002 Blackboard survey (*Table 1*)

	<i>Fall 2002</i>	<i>Fall 2003</i>
½ or fewer of courses	44%	27%
At least half of courses	55%	72%

**Figure 1**

When asked about the course they used the most in Fall 2003, students typically reported accessing their most frequently used Blackboard course site more than once per week. (Figure 1)



## Features Most Used by Instructors

Blackboard instructors were asked which features of Blackboard they used through a majority of the semester or course duration. The features used by more than 20% of Blackboard instructors are detailed in Table 2.

<b>Table 2</b> Type of Blackboard Use (reported by faculty)	% reporting this used during most weeks of the course
Sending email from Blackboard	74% (n=70)
Posting materials before class	59% (n=55)
Posting announcements	51% (n=48)
Posting material after class	35% (n=33)

Fewer than 20% of instructors reported using online quizzes or surveys, the drop box, the discussion board, or the student “groups” feature.

Students were also asked about the Blackboard features used in a majority of their courses. The features that were cited by more than 20% of students as being used in a majority of their courses are listed in Table 3.

<b>Table 3</b> Type of Blackboard Use (reported by students)	% reporting this use of Blackboard in a majority of their courses
Instructors posted documents	74% (n=908)
Instructors posted announcements	50% (n=613)
Information about the instructor was posted	43% (n=522)
Blackboard Gradebook was used	32% (n=383)
Collections of web links were posted	25% (n=303)
Instructors used Blackboard email tool	23% (n=273)

### Most Useful Functions of Blackboard

Respondents were presented with a list of 10 functions of Blackboard and asked to select up to 3 that were most useful to them. Features selected by more than 20% of students included:

- #1 - Easy access to course materials and readings (85%)
- #2 - Viewing grades online (60%)
- #3 - Easy access to announcements on the course home page (58%)
- #4 – Accessing e-reserves directly through Blackboard (22%)

### Overall Satisfaction

A large majority of students (85%) and faculty (94%) reported that they were satisfied with Blackboard overall. Both students and faculty were asked to rate their satisfaction on a six point scale. (Figure 2)

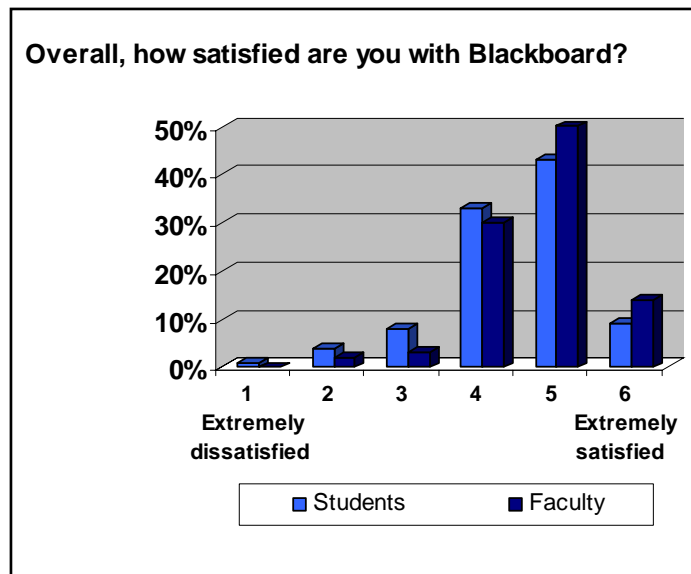


Figure 2 – Student and Faculty Satisfaction with Blackboard

## Student Attitudes About Course Web Sites

84% of students agreed with positive statements about course web sites indicating that they expect or hope that their courses will have at least minimal supporting web sites.

<i>Which statement best reflects your attitude about course web sites?</i>	%
I expect every course I take to have a complete web site, with materials, interactive exercises, discussions, etc.	14%
I expect each course I take to have a basic course web site with at least the syllabus and readings posted for reference	41%
I don't expect each course I take to have a course web site, but I wish each one would	29%
I don't care if a course I take has a course web site or not	11%
I prefer when courses I take do not have course web sites	1%
None of these statements represent my opinion about course web sites	2%

## Common Themes from Open-Ended Questions

Approximately 500 students offered comments. The most common themes among students' comments were:

- More courses/faculty should use Blackboard
- Want to hide courses from previous semesters
- Blackboard's features are underutilized by faculty, particularly the Gradebook

When instructors were asked about features they wished Blackboard offered, suggestions included:

- Better handling of multimedia files
- Better assessment tools