ELAC

Dear Mr./Dear Ms Assistant Research Analyst Bryan Ventura (as private and confidential)

Survey Evaluation Results

Dear Mr./Dear Ms Assistant Research Analyst Ventura,

In the attachment you will find the evaluation results of the survey Distance Education Survey.

Questionnaire DistED2013:

The overall indicator is listed first. It consists of the following scales:

The overall indicator is followed by the individual average values of the scales mentioned above.
In the second part of the analysis the average values of all individual questions are listed.

If you have any further questions do not hesitate to contact the evaluation department.

Your Class Climate Administrator

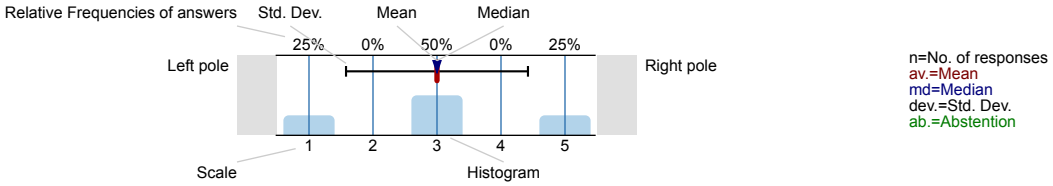
Assistant Research Analyst Bryan Ventura

Distance Education Survey ()
No. of responses = 503

Survey Results

Legend

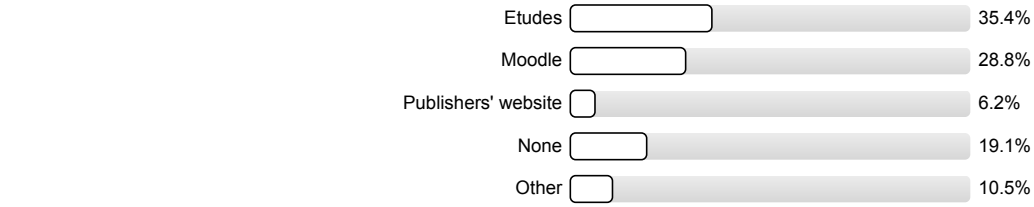
Question text



1. Learning Management System Use

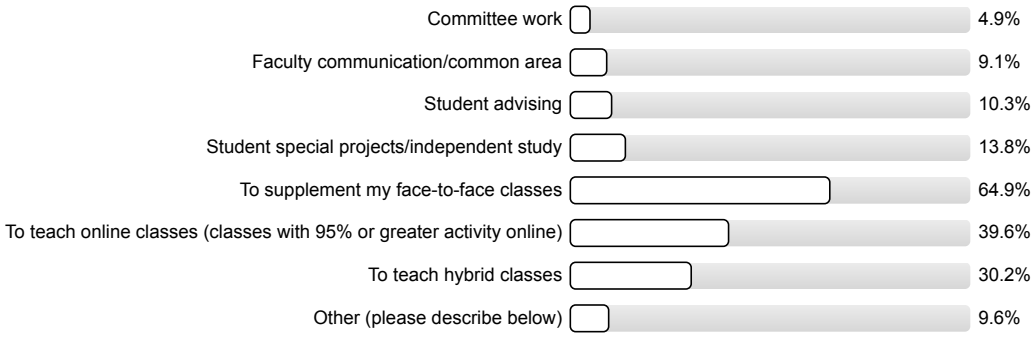
1.1) Which learning management system (LMS) do you currently use?

n=503



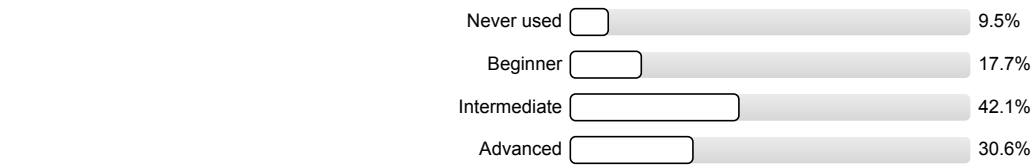
1.4) How do you use the LMS you use most?

n=407



1.6) Whether you are currently using an LMS or not, how would you describe your level expertise with this type of system?

n=496



1.7) If you DO NOT use a LMS, please select the reasons you DO NOT use an LMS?

n=96

I have not received adequate training	40.6%
It does not fit with my teaching style or pedagogy	28.1%
There is no need for me to provide my course materials digitally/electronically	11.5%
Don't know what an "LMS" is	14.6%
It is not reliable	8.3%
It does not provide adequate features	5.2%
It is too hard to learn	10.4%
Fear of constantly changing technologies	11.5%
Other (please describe below)	26%

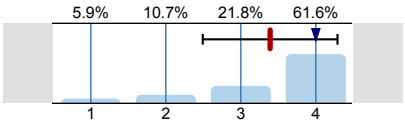
1.9) If you use an LMS with your face-to-face classes, what kinds of actions do you take with it?

n=407

I post a copy of my syllabus	80.3%
I post documents, files, and articles	77.1%
I post assignments so students can access them electronically	73.7%
I post my PowerPoint presentations	51.8%
I use the grade book feature so students can access their grades	49.6%
Students use it to submit assignments to me	50.4%
I give quizzes and tests online	36.1%
General announcements	69.5%
Discussion and collaborative work	44.7%
Embed videos	44.7%
Post lecture notes	43.7%
Other (please describe below)	12.5%

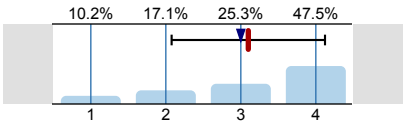
2. Learning Management System Features

2.1) Ability to automatically contact students or release information based on student performance data

Not important  Very important

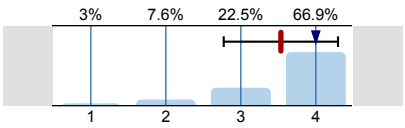
n=476
av.=3.39
md=4
dev.=0.9
ab.=21

2.2) Ability to selectively release content to students based on assessment results or achievement towards course outcomes

Not important  Very important

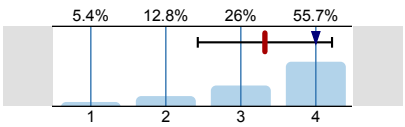
n=451
av.=3.1
md=3
dev.=1.02
ab.=36

2.3) Ability to share documents/information (such as office hours, test questions, documents) across courses

Not important  Very important

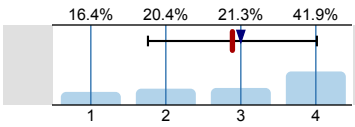
n=472
av.=3.53
md=4
dev.=0.76
ab.=21

2.4) Ability to view reports on student performance and activity

Not important  Very important

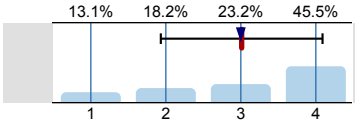
n=461
av.=3.32
md=4
dev.=0.9
ab.=30

2.5) Ability to set permissions to prevent certain content from being downloaded



n=446
av.=2.89
md=3
dev.=1.13
ab.=48

2.6) Ability to easily create formulas for calculating grades



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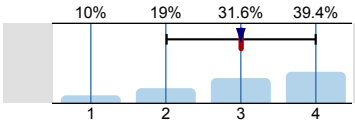
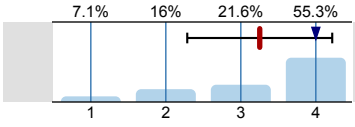
av.=3.01
md=3
dev.=1.08
ab.=44

2.7) Ability to receive notification when content is updated



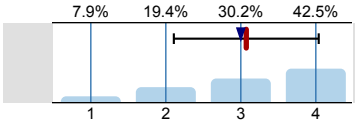
n=459
av.=3
md=3
dev.=0.99
ab.=30

2.8) Ability to access technical support 24/7 by telephone, email, or live chat



n=468
av.=3.25
md=4
dev.=0.97
ab.=26

2.9) Ability to create interactive learning objects, modules, or units for users with different learning styles



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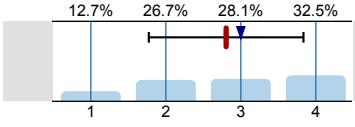
dev.=0.97
ab.=37

2.10) Ability to manage and create groups for online student collaboration



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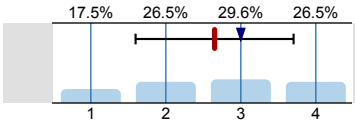
dev.=1.03
ab.=47

2.11) Ability to provide private space in the online course for students to reflect



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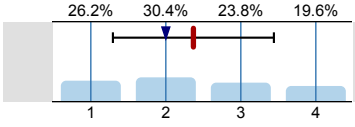
md=3
dev.=1.05
ab.=64

2.12) Ability to provide a space where students can develop their own ePortfolios



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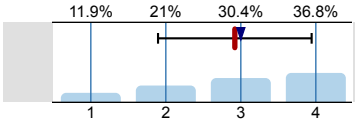
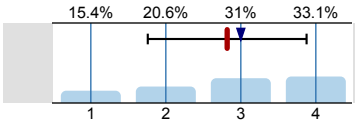
av.=2.37
md=2
dev.=1.07
ab.=78

2.13) Ability to access library materials and research assistance



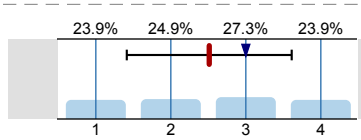
n=438
av.=2.92
md=3
dev.=1.02
ab.=50

2.14) Ability to align course content with common course outline objectives or general education competencies (Example: Provides the ability to map course content in learning modules to the same learning)



n=423
av.=2.82
md=3
dev.=1.06
ab.=59

2.15) Ability to conduct and archive live class sessions online



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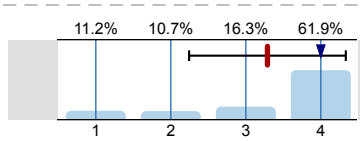
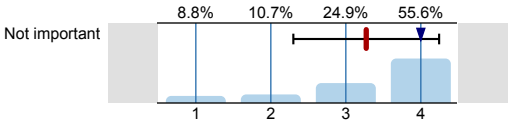
md=3
dev.=1.1
ab.=75

2.16) Ability to provide secure online testing



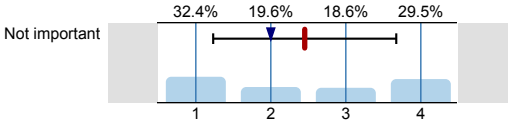
n=430
av.=3.29
md=4
dev.=1.04
ab.=62

2.17) Ability to detect plagiarism



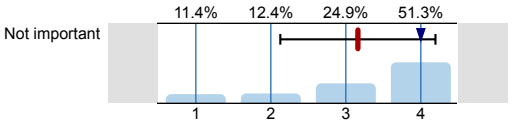
n=430
av.=3.27
md=4
dev.=0.97
ab.=57

2.18) Ability to easily create and edit mathematical and scientific equations



n=312
av.=2.45
md=2
dev.=1.22
ab.=173

2.19) Ability to maintain a pool of test questions that are accessible for use among multiple course section that I teach



n=429
av.=3.16
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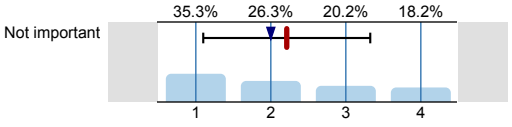
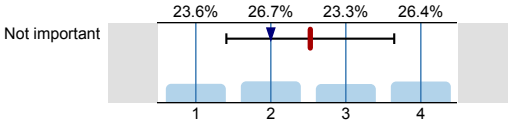
dev.=1.03
ab.=63

2.20) Ability to maintain a pool of test questions that can be used by other faculty members in my department



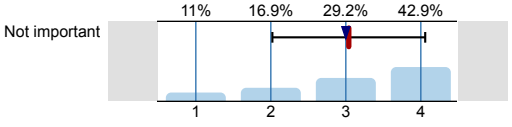
n=391
av.=2.21
md=2
dev.=1.11
ab.=93

2.21) Ability to have online discussions among students in multiple sections of the same course



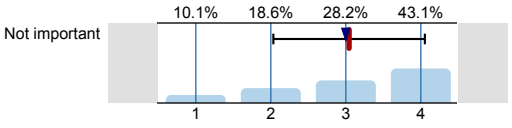
n=420
av.=2.53
md=2
dev.=1.12
ab.=71

2.22) Ability to include audio or video content that can be downloaded to mobile devices



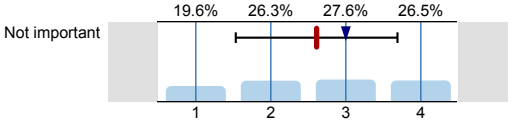
n=455
av.=3.04
md=3
dev.=1.02
ab.=38

2.23) Ability to access course from hand-held devices (Examples: iPhones, Blackberry, smart phones, mobiles phones)



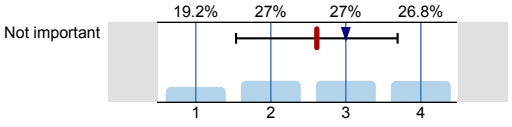
n=457
av.=3.04
md=3
dev.=1.01
ab.=36

2.24) Ability to include Web 2.0 tools (blogs, wikis, RSS feeds, other new technologies) in the LMS itself



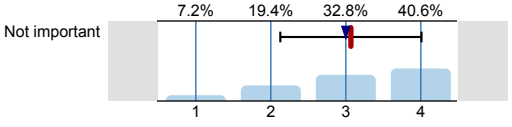
n=434
av.=2.61
md=3
dev.=1.08
ab.=55

2.25) Ability to integrate blogs, wikis, RSS feeds, other new technologies from outside sources with the LMS



n=437
av.=2.61
md=3
dev.=1.08
ab.=51

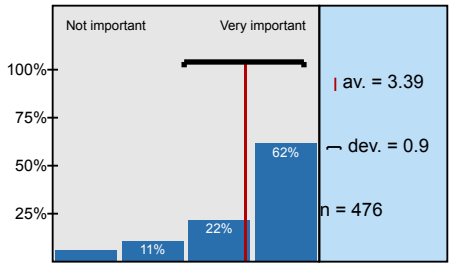
2.26) Ability to provide visual notification of the submission of new information (Examples: discussion board postings, assignment submissions, quiz and exam submissions)



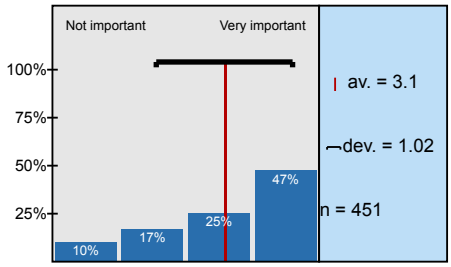
n=458
av.=3.07
md=3
dev.=0.94
ab.=28

Histogram for scaled questions

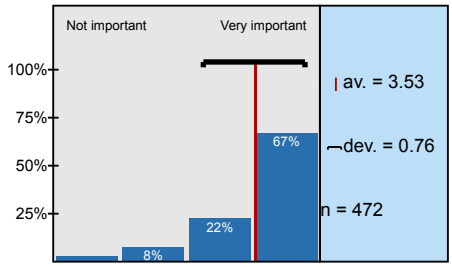
Ability to automatically contact students or release information based on student performance data



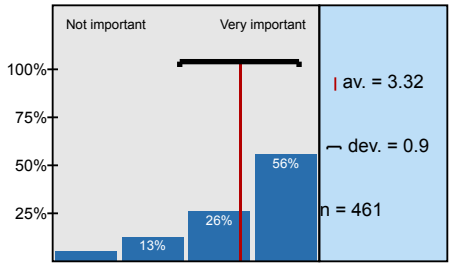
Ability to selectively release content to students based on assessment results or achievement towards course



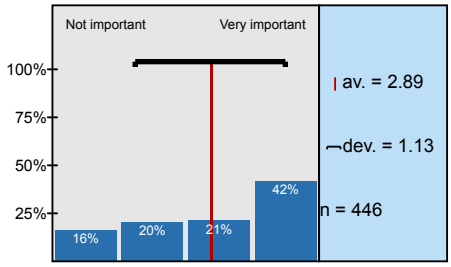
Ability to share documents/information (such as office hours, test questions, documents) across courses



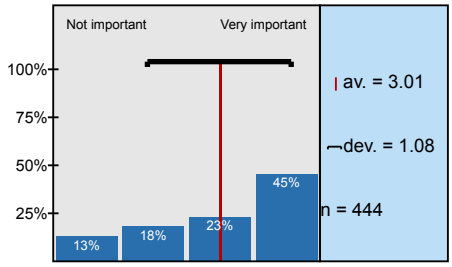
Ability to view reports on student performance and activity



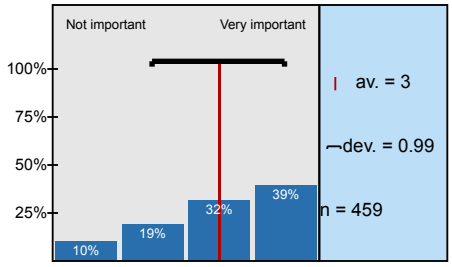
Ability to set permissions to prevent certain content from being downloaded



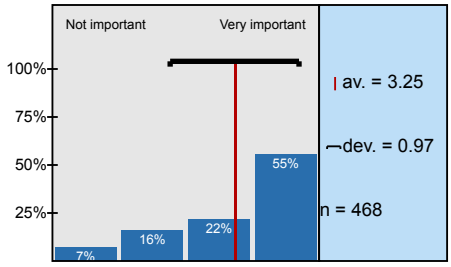
Ability to easily create formulas for calculating grades



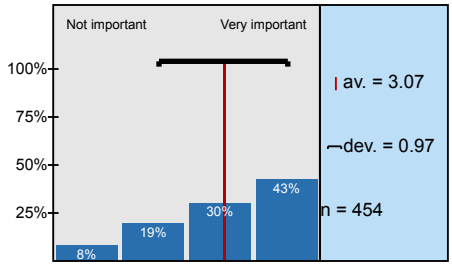
Ability to receive notification when content is updated



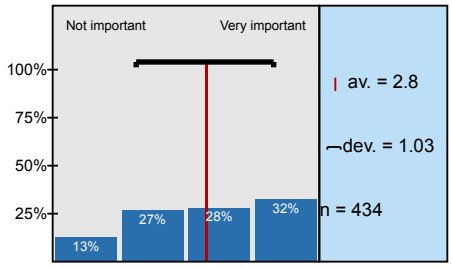
Ability to access technical support 24/7 by telephone, email, or live chat



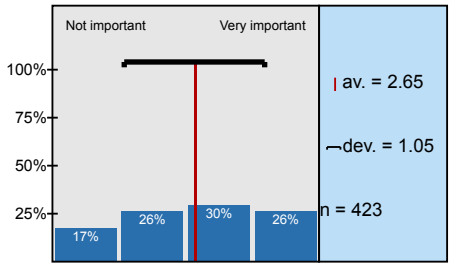
Ability to create interactive learning objects, modules, or units for users with different learning styles



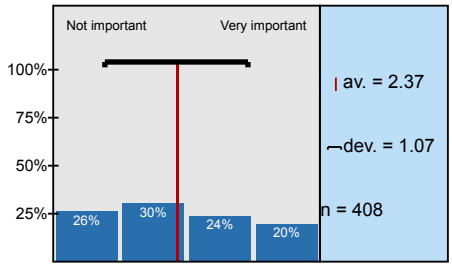
Ability to manage and create groups for online student collaboration



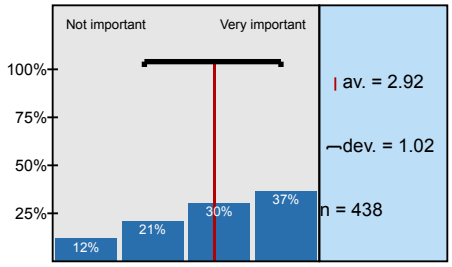
Ability to provide private space in the online course for students to reflect



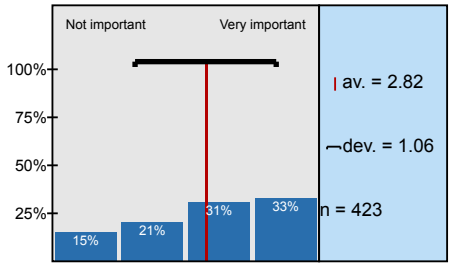
Ability to provide a space where students can develop their own ePortfolios



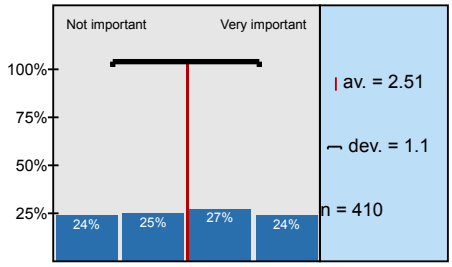
Ability to access library materials and research assistance



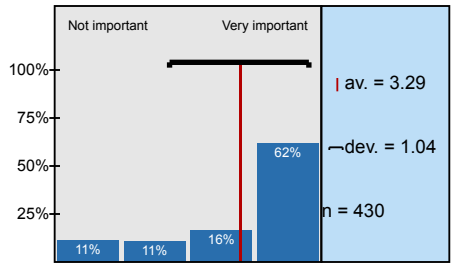
Ability to align course content with common course outline objectives or general education competencies



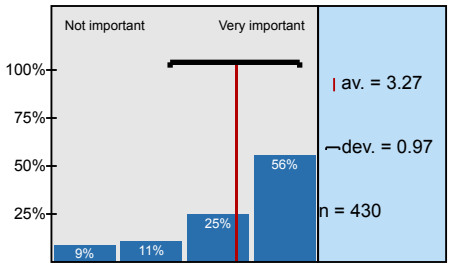
Ability to conduct and archive live class sessions online



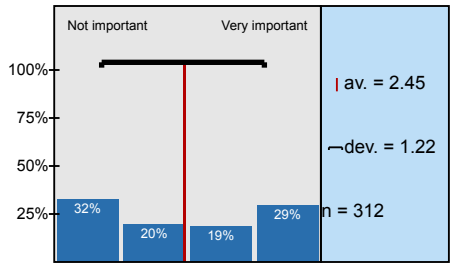
Ability to provide secure online testing



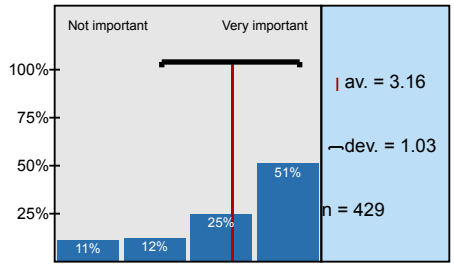
Ability to detect plagiarism



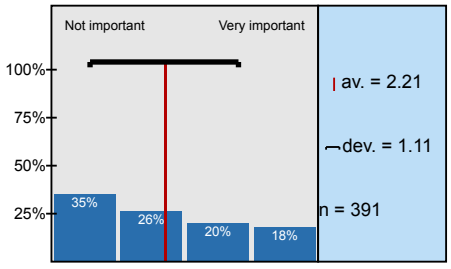
Ability to easily create and edit mathematical and scientific equations



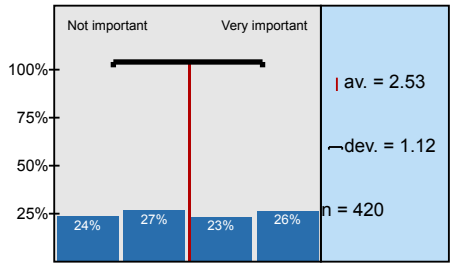
Ability to maintain a pool of test questions that are accessible for use among multiple course section that I



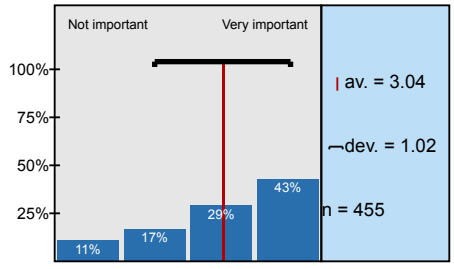
Ability to maintain a pool of test questions that can be used by other faculty members in my department



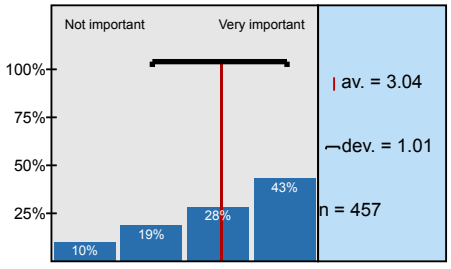
Ability to have online discussions among students in multiple sections of the same course



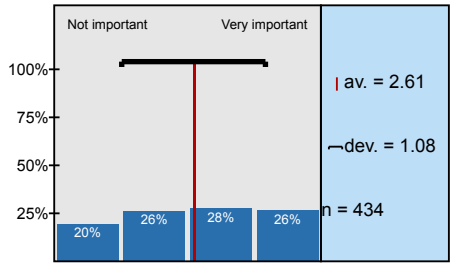
Ability to include audio or video content that can be downloaded to mobile devices



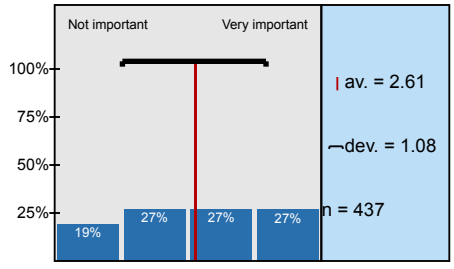
Ability to access course from hand-held devices (Examples: iPhones, Blackberry, smart phones,



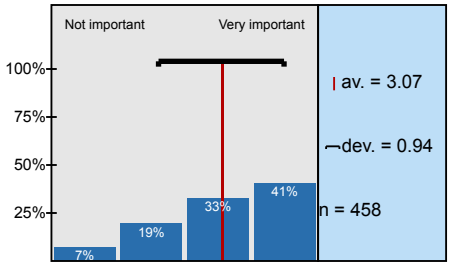
Ability to include Web 2.0 tools (blogs, wikis, RSS feeds, other new technologies) in the LMS itself



Ability to integrate blogs, wikis, RSS feeds, other new technologies from outside sources with the LMS



Ability to provide visual notification of the submission of new information (Examples: discussion board postings,

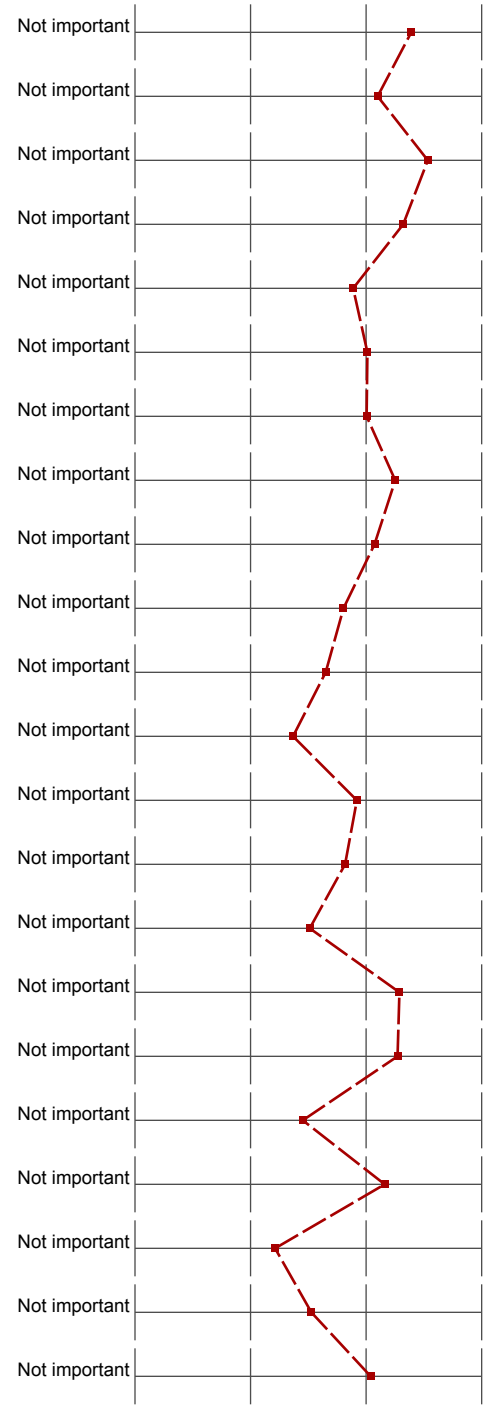


Profile

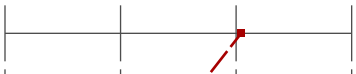
Subunit: Research and Planning Office
Name of the instructor: Assistant Research Analyst Bryan Ventura
Name of the course: (Name of the survey) Distance Education Survey

Values used in the profile line: Mean

2. Learning Management System Features



2.1)	Ability to automatically contact students or release information based on student	Not important	Very important	n=476	av.=3.39	md=4.00	dev.=0.90
2.2)	Ability to selectively release content to students based on assessment results or	Not important	Very important	n=451	av.=3.10	md=3.00	dev.=1.02
2.3)	Ability to share documents/ information (such as office hours, test questions,	Not important	Very important	n=472	av.=3.53	md=4.00	dev.=0.76
2.4)	Ability to view reports on student performance and activity	Not important	Very important	n=461	av.=3.32	md=4.00	dev.=0.90
2.5)	Ability to set permissions to prevent certain content from being downloaded	Not important	Very important	n=446	av.=2.89	md=3.00	dev.=1.13
2.6)	Ability to easily create formulas for calculating grades	Not important	Very important	n=444	av.=3.01	md=3.00	dev.=1.08
2.7)	Ability to receive notification when content is updated	Not important	Very important	n=459	av.=3.00	md=3.00	dev.=0.99
2.8)	Ability to access technical support 24/7 by telephone, email, or live chat	Not important	Very important	n=468	av.=3.25	md=4.00	dev.=0.97
2.9)	Ability to create interactive learning objects, modules, or units for users with different	Not important	Very important	n=454	av.=3.07	md=3.00	dev.=0.97
2.10)	Ability to manage and create groups for online student collaboration	Not important	Very important	n=434	av.=2.80	md=3.00	dev.=1.03
2.11)	Ability to provide private space in the online course for students to reflect	Not important	Very important	n=423	av.=2.65	md=3.00	dev.=1.05
2.12)	Ability to provide a space where students can develop their own ePortfolios	Not important	Very important	n=408	av.=2.37	md=2.00	dev.=1.07
2.13)	Ability to access library materials and research assistance	Not important	Very important	n=438	av.=2.92	md=3.00	dev.=1.02
2.14)	Ability to align course content with common course outline objectives or general	Not important	Very important	n=423	av.=2.82	md=3.00	dev.=1.06
2.15)	Ability to conduct and archive live class sessions online	Not important	Very important	n=410	av.=2.51	md=3.00	dev.=1.10
2.16)	Ability to provide secure online testing	Not important	Very important	n=430	av.=3.29	md=4.00	dev.=1.04
2.17)	Ability to detect plagiarism	Not important	Very important	n=430	av.=3.27	md=4.00	dev.=0.97
2.18)	Ability to easily create and edit mathematical and scientific equations	Not important	Very important	n=312	av.=2.45	md=2.00	dev.=1.22
2.19)	Ability to maintain a pool of test questions that are accessible for use among	Not important	Very important	n=429	av.=3.16	md=4.00	dev.=1.03
2.20)	Ability to maintain a pool of test questions that can be used by other faculty	Not important	Very important	n=391	av.=2.21	md=2.00	dev.=1.11
2.21)	Ability to have online discussions among students in multiple sections of the	Not important	Very important	n=420	av.=2.53	md=2.00	dev.=1.12
2.22)	Ability to include audio or video content that can be downloaded to mobile devices	Not important	Very important	n=455	av.=3.04	md=3.00	dev.=1.02

2.23)	Ability to access course from hand-held devices (Examples: iPhones, Blackberry, smart	Not important		Very important	n=457	av.=3.04 md=3.00 dev.=1.01
2.24)	Ability to include Web 2.0 tools (blogs, wikis, RSS feeds, other new technologies) in the	Not important		Very important	n=434	av.=2.61 md=3.00 dev.=1.08
2.25)	Ability to integrate blogs, wikis, RSS feeds, other new technologies from outside	Not important		Very important	n=437	av.=2.61 md=3.00 dev.=1.08
2.26)	Ability to provide visual notification of the submission of new information (Examples:	Not important		Very important	n=458	av.=3.07 md=3.00 dev.=0.94

Comments Report

1. Learning Management System Use

1.2) If you selected "Other" in question 1.1, please describe the LMS you currently use.

- ACE (7 Counts)
- ACE & Turninit.com
- Bill Duxler's Test Construction Evaluation System (TCES)
- BlackBoard
- Blackboard
- CANVAS
- Dropbox
- ELAC ACE, Admin Portal
- Engrade
- Etude, Blackboard and Ecollege - I prefer Ecollege to Etudes
- Etudes at one campus, Moodle at another
- Facebook
- Google
- Google sites
- Haiku (2 Counts)
- Haiku and Wikispaces
- I use BOTH Moodle and Publishers' websites
- I use Canvas and Moodle
- I use Etudes and Moodle and Angel at my various institutions
- I use Etudes for Harbor, Moodle for Long Beach, and another proprietary system for a university.
- I use both ETUDES and Moodle. This is a bad choice of selection, a check box would be better than a radio button.
- I use both Etudes and Moodle. Etudes for online and Moodle for live courses
- I use my own files, ESL spreadsheets and materials provided by my department.
- I use my own website, but also use the gradebook in Etudes.
- I want to use the pweb here, but have still not been entirely set up to do so. At the other university where I teach, I teach an online course on "beachboard" I WANT to learn moodle
- I was one of the first 100% online instructors in the District. I build my own LMS/CMS before the district had Etudes or Moodle and plan on continuing using it because neither Etudes or Moodle allows me to structure the course as I do and they do not do what I do for an online class.
- LAVC Portal
- MyLAVC Portal
- MyMath Lab
- MyMathlab
- Personal website

- Piazza
- Pierce Web
- Vistas Higher Learning Supersite.
- Want to use Moodle
- We use Etudes for Online Ed and Moodle and a campus portal for hibrid (primarily classroom with material online).
- While I am Etudes certified and use it occasionally, I primarily use the class blog I created using WordPress.com. I am not familiar with Moodle and find Etudes to be "clunky" and there are limits on personalization. I wish the district would implement BlackBoard as the district wide LMS.
- WileyPLUS
- angel
- eCollege
- eCompanion
- eCompanion, Publisher's Website and Moodle
- engrade.com and dropbox.com
- pweb
- school portal and publisher's websites

1.3) What discipline do you teach in?

- AJ ECONMT
- Accounting (6 Counts)
- Accounting
Accounting
english
accounting
- Adjunct EOPS Counselor
- Adm Jus
- Administration of Justice (2 Counts)
- Administration of Justice
- Administration of Justice & Library Science
- Agriculture (2 Counts)
- Allied Health
- Allied Health/ Dental hygiene
- American Sign Language and Interpreter Education
- Anatomy
- Anthropology (6 Counts)
- Anthropology and Humanities
- Architecture. Drafting
- Art (4 Counts)
- Art History (4 Counts)
- Art and art history

- Art history
- Astronomy (2 Counts)
- Automotive (3 Counts)
- Automotive Technology
- BA CSIT
- BIOLOGY
- BUSINESS ENGLISH, BUSINESS COMMUNICATIONS and INTRODUCTION TO BUSINESS
- Basic skills
- Behavioral Social Sciences
- Behavioral and Social Sciences (2 Counts)
- Biology (9 Counts)
- Bus./CAOT/Paralegal
- Business (13 Counts)
- Business - accounting
- Business Law
- Business and Computer Application Technologies
- Business-CAOT
- Business. Real estate
- Business/Computer Applications and Office Technologies
- Business/Law
- CAOT (6 Counts)
- CDM Plumbing
- CHILD DEV
- CIS
- CO SCI
- CSIT (3 Counts)
- CSIT and Math
- Carpentry (2 Counts)
- Chemistry (4 Counts)
- Chemistry, and Logistics
- Chicano Studies (2 Counts)
- Chicano studies (2 Counts)
- Child Development (15 Counts)
- Child Development and Family and Consumer Studies
- Child development (4 Counts)
- Cinema, Media Arts
- Citizenship, VESL and Basic Math.

- CoSci
- Comm. Studies
- Commercial Photography
- Communication Studies (3 Counts)
- Communication studies
- Communications
- Computer Applications
- Computer Applications and Office Technologies (2 Counts)
- Computer Applications and office technologies
- Computer Information Systems plus Computer Applications and Office Technology.
- Computer Science (6 Counts)
- Computer Science (Networking)
- Computer Science Information Technology
- Computer Science/Information Technology
- Construction Tech (2 Counts)
- Construction Technology
- Counseling (6 Counts)
- Counseling
- Counseling Personal Development
- Criminal Justice
- Dance
- Design & Media Arts, Fashion Merchandising
- Developmental Communications
- Developmental Communications (Psychology)
- Diesel Tech.
- Diesel and related technologies
- Digital Media
- Distance Learning
- EC & M
- ECONOMICS
- EFL
- ESL (5 Counts)
- ESL Noncredit
- ESL, Linguistics
- Earth Science
- Earth Science and environmental science

- Earth and Environmental Sciences
- Econmt.
- Econoics
- Economics (3 Counts)
- Economics, sometimes sociology
- Electrical Construction and Maintenance
- Electrical Design and Manufacturing
- Electronics
- Engineering
- Engineering & Technologies (3 Counts)
- Engineering & Technologies Department
- Engineering and Technology
- Engliish
- English (45 Counts)
- English (developmental)
- English, Basic Skills
- English, Humanities
- English, Reading and ESL (3 Counts)
- English, SLO work
- Environmental Science
- Environmental Science, Oceanography, Geology
- Etudes
- FIRE TECHNOLOGY - EMERGENCY SERVICES TRAINING
- Fashion (2 Counts)
- Fashion Merchandising
- Fire tek
- Foreign Language (3 Counts)
- Foreign Languages
- French
- Geography (3 Counts)
- Geology (2 Counts)
- Geology - Oceanography - Environmental Science
- Health (4 Counts)
- Health Science- Nursing
- Health and Kinesiology (2 Counts)
- History (13 Counts)
- Hospitality & Travel

- Hum/ FA
- Humanities
- Humanities & Communication (2 Counts)
- Humanities and art history. I also use Etudes to run a professional development workshop.
- Hybrid class
- I do not teach online; I use the portal for hybrid.
- Journalism (2 Counts)
- Kin and Health
- Kinesiology (4 Counts)
- Kinesiology & Health
- Kinesiology and Theater and Dance
- Kinesiology-Health Education
- Kinesiology/Health
- LIFE SCIENCES - BIOLOGY
- LIbrary Science
- Labor Studies
- Language Arts (2 Counts)
- Law (2 Counts)
- Learning Assistance Center
- Learning skills
- Librarian
- Library Science (7 Counts)
- Life Science (2 Counts)
- Life Science (Biology)
- Life Science-HIT Program
- Life Science: Respiratory Therapy
- Life Sciences
- MATH
- Management
- Math (5 Counts)
- Math
- Math Learning Skills
- Math/CSIT
- Mathematics (12 Counts)
- Media Arts
- Media Arts and Cinema
- Media Arts/Broadcasting

- Microbiology
- Modern language
- Multimedia
- Musci
- Music (7 Counts)
- Music and Humanities
- N/A
- Nursing (5 Counts)
- Oceanography
- Paralegal Studies/Law
- Personal Development (2 Counts)
- Personal Development (Counseling) (2 Counts)
- Personal Development courses.
- Personal Development/Counseling
- Philosophy (7 Counts)
- Photo
- Physical Education
- Physics (2 Counts)
- Physics and Astronomy
- Physics and Engineering
- Political Science (6 Counts)
- Psychology (11 Counts)
- Psychology, Reading
- Psychology, Statistics
- Psychology/Statistics
- Reading
- Respiratory Therapy (2 Counts)
- Sign Graphics
- Sign Language Interpreting
- Social Science
- Sociology (9 Counts)
- Spanish (6 Counts)
- Theater
- Theater (however, I do not use Moodle at LASC (can I?) I have used it at other schools where I have taught)
- Theatre
- Theatre Arts (2 Counts)
- Tool Manufacturing

- Visual Communications
- Vocational Education
- Women's Kinesiology
- accounting (2 Counts)
- art
- art history
- behavioral science
- chemistry (4 Counts)
- child development (2 Counts)
- communication studies (2 Counts)
- computer science (5 Counts)
- director
- economics (2 Counts)
- electrical
- engineering
- english (3 Counts)
- health
- healyh/pe
- math (3 Counts)
- mathematics (3 Counts)
- music
- nursing (2 Counts)
- oceanography
- physics
- poli sci
- political science (2 Counts)
- psychology (3 Counts)
- real estate (2 Counts)
- sociology
- transportation Technology

1.5) If you selected "Other" in question 1.4, please describe how you use the LMS you use most?

- ACE
- All class material, syllabus, activities, assignments and all other work is "turned in" on eTudes exclusively, for all my classes, on campus and online.
- Announcements
- Attendance and Grade Management
- Communicate syllabus, class schedule, assignments, handouts, and other information to the students.

- English Lab Coursework
- Give in-class and homework assignments, conduct quizzes, conduct discussions, have students do reflections, provide supplemental materials and links.
- Have not yet had a class assigned.
- Home work collection and information update
- I consider this class to be a web-enhanced class
- I teach 50-50 (2 fully online and 2 Hybrid-online courses each term.
- I use CANVAS to enhance my F2F classes. I use it for uploading the syllabus, and I also use the Turnitin for my essays.
- I use Etudes to enhance my face-to-face courses (non-hybrid). Students have online access to the gradebook, announcements, and supplementary learning resources.
- I use it to post syllabi, to email my students about assignments, for collecting assignments, for sending attachments that are uploaded to one place for students to read, and to email my class in general.
- Nothing
- OER content, department website, student success sites
- Offer workshops presentations.
- POSTING GRADE
- Piblishing. And web
- Post course documents
- Posting announcements, testing, discussions, questions from students, posting FAQs re course, student collaborative work, posting tips and tricks from teacher/students
- Program Develop, informal learning, developing pedagogy, testing classroom practices, professional development traing, learning analytics
- Provides a required discussion forum for my class.
- SI session materials
- See 1.9 below
- Teach on line with some student advisement under private discussions. I also use it as a supplement to on-campus classes- Where I put quizzes, exams and additional information up for the studnets under resources
- Technical Support for students, faculty and classified staff
- To Communicate with students and provide materials for exams and projects.
- To better understand the student experience, I am taking an online course in which the instructor uses Etudes.
- To post class documents and homework
- To share the testing with other instructors--SLO/CLOs
- To teach both online and traditional courses
- Update Class Notes and Student Chat Forums
- Use it to help teaching Face to face class
- Web enhanced
- as a visiable gradebook for students.
- engrade allows students to keep track of their grades individually online
- handouts and announcements. Would like to teach on online. (2 Counts)
- helping students find whatever, where ever their instructor has placed online for them to see/use.This includes Etudes, personal websites,

websites like google docs, media fire. faculty website, all the stuff that textbook companies put up homework and testing programs like MathXL.

- homework
- homework and study support
- post assigments and lecture notes
- post assignments
- supplemental for face-to-face classes, such as hand-outs, assignments, syllabus, mass e-mail to students or individual student, student share work, etc.
- to assign homework or quizzes
- to load up electronic resources

1.8) If you selected "Other" in question 1.7, please describe the reason you DO NOT use an LMS.

- Additional work burden in a clunky, hard to use piece of software with a neolithic and ossified system
- As an Adjunct I have little or no control over my next assignment. I have taken and passed the Etudes course and feel that for a full time teacher with a known assignment, it would be satisfactory. My guess is that it would take at least one semester, working as time would allow, to satisfactorily put together a full teaching package. I plan on using Moodle as a data store for my class. That will remove the need for me to have multi-page handouts paid for by me or the school. I feel Excel does the job quite well for me.
- As an Adjunct, I teach only one class. I am Etudes Trained, and I cannot justify the amount of time to load the system for one class that I may never teach again. In one four semester run I taught four different classes. My choice would be Moodle if required.
- At this time I haven't explored the opportunity to use it and I know very little of the workings so I really cannot make a fair assessment on my ability to use it
- From experience, I have students download/receive handouts in class - this insures that they will come to class.
- Have not been assigned a course to teach yet, such as Personal Development.
- Haven't really took the time to look into it.
- I am not sure if the value, in increased student success, is worth the considerable effort involved in setting up and maintaining an LMS. Also, my pay is the same either way, so why make the effort?
- I am working with IT on campus to establish an online presence for the Learning Center.
- I don't have an Etudes shell - but I us eCollege/eCompanion for all my classes at SMC
- I have not taken a course to be "certified" by the district.
- I received my classes last minute at both LAVC and CSUN and didn't have time to prepare the site.
- I trained in moodle and plan to implement Moodle
- I use ACE
- I use ELAC ACE
- I use Myitlab which is part of the CSIT201 course (2 Counts)
- I use it in a different educational facility. The amount of options and workloads are overwhelming though.
- I would like to use one, but at the present time, it seems like you need ETUDES training before you are allowed to do so. I use one at my high school job.
- I'm not sure what it is.
- It's a combination of reasons: not reliable, College & District lacking adequate IT support (hardware/software, server), systems can't handle the amount of data & speed necessary for my disciplines (films/videos, mixed-media presentations), lacks certain features I would deem helpful (to instructor & students), problems of copyright permission for showing required larger or entire amounts of commercially or industry-produced material, etc.
- Lack of tech support availability during the time I am teaching. If something goes down, I cannot rely on a tech to fix the problem.

- Not currently teaching, but used both Etudes and Moodle in the past.
- Not sure how it would fit into my teaching style.
- Students treat online material as a substitute for the class.
- The publisher provides much to me and the students through their website. All homework is done and graded on line. The website allows me to postmy syllabus. It also has video lectures availabe to the stidents.
- There is no time to generate my teaching materials for web access; my students are largely computer "illiterate;" using a LMS further intrudes on personal time (already at a premium); lack of technology in classroom to fold in use of LMS and successfully train my students; experience seeing a previous college change from one LMS to another, causing insane amounts of work for faculty.
- haven't made time to organize and prepare course with LMS resources and support attached

1.10) If you selected "Other" in question 1.9, please describe the actions you do take with your LMS.

- 1.9 applies to my Pierce PACE, classes for which I use Moodle. (Question 1.1 forces one answer, which is problematic in my case, because I work at two colleges in the district, which use two different LMS's.)
- As a link to other resources, such as slide shows, etc.
- As technical support for our LMS we use it for all of the examples above.
- Current events
- Discussion Forums
- Exam Reviews
- For face-face- classes I use Etudes for objective exams but give written exams in class and I have students do live in-class presentations. I use the PowerPoint slides in class and then post them for student review. My live lecture material is supplemented by detailed notes posted as modules in Etudes.
- Glossary of new vocabulary (student entries)
- Graded homework
- I do not teach F2F
- I post area lectures (2 Counts)
- I post voicethread, podcasts
- I review my syllabus through my email and I distribute a hard copy. As we review the syllabus during class--students can tell me what is unclear or what else needs to be added.
- I set up sign-ups for field trips and class presentations
- I use Moodle extensively at Pierce for syllabi, power point, questions for inclass movies, fieldtrip questions, and some announcement. I find many students STILL do not know how to get their student ID and sign in...I am uncertain how many really use online resources... (2 Counts)
- I use it to guide students to my website, which mimics many of the features available on Etudes, but is easier to update quickly.
- I use it to take class surveys on various topics and gather data
- I use the WileyPLUS to give students extra homework, quizzes, and tests that can be graded automatically so the student can monitor their own progress.
- I would have used the campus LMS. As a new employee I did not have electronic access to anything until three weeks into the semester. It was far too late to change the student to a LMS.
- My students view the high definition recording of their performing, then the students write reports on how well they are developing.
- Nothing
- Peer revision, homework reading forums
- Post practice tests and keys to the practice tests.

- Primary communication tool with students via Private Messages in Etudes rather than email. This allows me to know which class the student is in, and organizes student communication by course.
- Probably every legitimate university in the country has ONE universal portal that students use to access documents for EVERY class. Our instructors and district are WAY behind the times. Using one LMS should be a requirement for the district and part of the chair's evaluation of instructors. Anything less is unprofessional and a disservice to students.
- Recommend study tools and things students can do to be successful in my class
  Have students do personal reflections akin to journaling
- Student Reflections; Discussions
- Student study groups, Voluntary review sessions, Drop-in q and a with students.
- Students and I post story ideas for the newspaper
- Students communicate with me through private message and communicate with each other through chat and questions forum
- Students submit all their assignments online such that they do not need to print and I can open the files and review them in depth.
- Students use "Messages" to send private messages to each other or to the instructor. The instructor also uses the same function to send private messages to students.
- Summaries of each day's work that we did in class (3 Counts)
- The learners in my classes, both face to face and online use my CMS very extensively. It is easy for them to use, and contains elements not available in Etudes or Moodle.
- Web links for extracurricular involvement, supplemental resources, etc.
- Workshop module in moodle for peer reviewed writing assignments
- emails, some tests and exam are face-to-face.
- give quizzes but not tests online.
- link to other platforms such as Mahara and Omeka
- many hand-out forms I pass in class
- n/a
- post links to video of class lecture (2 Counts)
- see 1.5 (2 Counts)
- study sessions via chat tool
- survey function in Moodle
- use the discussion board for assignments and encourage use of this and chat room to promote working collaboratively
- would like students to have personal pages not viewable by other students but accessible to teachers so they can create content like personal reflections, grading peers in group work etc.

2. Learning Management System Features

2.27) Please provide any additional comments below. Feel free to comment on an individual questions or an area that was not covered in the survey but you believe should have been.

- District should examine and test different LMS systems and then mandate one system for all colleges so students deal with same platform at different colleges.
- 1. I would like the college to have the software to check on plagiarism. I teach English, and really need to have access to a program to check on plagiarism.
  2. The grade book in Etudes is not very helpful to me because it does not calculate the final grade base on weight of the assignments. It only calculate according to points of the assignment. In my case, I gave different weights on different types of the assignment, for example, essay 40%, tests and quizzes 15%, but attendance is only 5%, etc. Now, I have to use Excel to calculate my grade, and periodically show my students their grades. They cannot see their grades on Etudes.

- 24/7 tech support is no big deal to me, but to the students I bet it is the #1 concern.
- Aauugghh!
- Ability to communicate with students on a 24/365 basis.
- Ability to have assignment due dates automatically recalculated when an existing course shell is imported into a new semester. Easy ability to calculate weightings of assignments and assign a % score to each.
- Adjuncts are lucky to teach one class. The questions are aimed at a full time faculty with multiple classes that are taught each semester. This person can interact with others in a way an Adjunct cannot, as the Adjunct is here for only the one class, for one or two days a week. It may be months before he even meets another teacher. If you want input from Adjuncts I suggest this report be thrown out and redone. A remark about 2.21 above. This is impossible if a teacher has only one class, even if it is a core class being taught in dozens of sections. Best of Luck, I am afraid the answers you get will be worthless.
- Although I currently teach a fairly traditional lecture course, I have used online resources and can see ways in which they are helpful. I would like to have certain features (online discussions, shared study space, blogs, wikis, e.g.) available, but I am hesitant to make them a big part of the course as so much depends on students being able to sit and devote exclusive attention to the material (i.e. NOT while checking their phones during a wait to be cashiered out of the grocery store; or making a quick post and feeling they'd fulfilled their obligation to the course for that day).
- Although I have used other LMS, I really like etudes the best. It's easy to use and does what is needed. The user's group is also very handy.
- An adjunct gets one class per School per semester. There is not gurantee that it will be the same class. I have been given a new class with as little as 72 hours notice. It is impossible to set up Etudes and would be difficult to set up Moodle in that time for what is normally a "one-shot" class. I understand that once a class is set up in Etudes that the framework can be used over and over again, but that presumes that I will teach that class next semester. After two or three semesters, the Faculty changes the text so my prep work is lost. Even If they do not, if I want to use a new text, the prep work is lost (compared to previous semesters using another text). The concept is great, in practice it is impossible. For a Faculty member whose work must match his peers while teaching the same class, it is a good idea. For an Adjunct teaching a new class each semester, it needs a lot of work.
- As a math person, being able to quickly and easily embed mathematical symbols or code is a top priority. Any system that can not do that is not useful to us. Also, students should be able to easily register themselves into the LMS.
- At LAVC, the administration is discriminating against their core product, the face-to-face class, by denying access to etudes for web enhanced classes. For budget reasons, etudes is used for online classes and hybrid classes. A few shells are rationed to the face-to-face classes but not all instructors have access to etudes, and the LAVC portal is no longer staffed with help. Etudes has a tiered pricing structure and LAVC does not want to grow into the next tier. Other colleges using etudes are not able to provide shells to LAVC instructors if the other college has a surplus in their pricing tier.
- At the moment I prefer Moodle over Etudes as a class management system. I use both. Etudes is clunky and less intuitive. Training takes longer. Learning curve is higher for both students and faculty using it.

  I gave up online teaching for hybrid teaching. In other words I went from a totally online course to a face-to-face class with an intense online presence. About 50% of course online and 50% in the classroom. When I did this, I found that my retention rate went from 17 students finishing a fully online class to 30-32 students finishing a hybrid course or "enhanced" as some might want to call it.

  I will never go back to teaching fully online. I will never teach a class without a web enhancement.
  I've been teaching for 24 years at Los Angeles City College.
- Being able to have an elaborate test bank of questions in math type that reflects the text question as mathxl or my math lab does with sophisticated grading abilities is imperative. Also, having the online tutoring component with instant feedback for the students doing online math assignments is imperative. Also, being able to type sophisticated math expressions that will display on any browser is imperative.
- CLASSROOM INSTRUCTION IS VITAL BECAUSE MOST STUDENTS REQUIRE MORE DIRECT INSTRUCTION BECAUSE LMS IS NOT CAPABLE OF DETERMINING HOW WELL A STUDENT IS UNDERSTANDING THE COURSE MATERIALS. AND.....
- Call me if you have any questions. Evan Kendall 562-777-6944. I'm at LACC in the English department.

  Very few people want to use a system other than the one they are accustomed to. This decision you are considering is not a light matter. I had to go to my Senate to prevent my school from taking Moodle away from me because Etudes is the tyranny of the majority at LACC.

  In my opinion, since our district is so large, it should give us professors a choice from among whatever are the currently leading sytems.
- Clear/easy labeling (and clear navigation) of "sections" per week/date range, so students can easily find the current place in the course.
- Currently, I teach all face-to-face courses at several different colleges and I use a LMS on a daily basis. LAVC is the only campus that does not provide a working LMS. It is extremely disappointing that LAVC does not provide a working LMS to faculty that teach face-to-face classes. Not only is it a more efficient way to provide supplemental material, communicate with students, and monitor student progress, it also helps to prepare students for using technology in the workplace.

  Please do a better of job of communicating with faculty why the Portal does not function properly. Moreover, please clearly communicate

what the future plans are in store for a new LMS at Valley.

Finally, I recommend acquiring Blackboard over all other LMS. I have worked with Etudes, Moodle, MyLAVC Portal, Web CT, Haiku, and Blackboard. Blackboard is the most efficient, well supported LMS out of all of the above.

- Detailed logging. I was looking at Canvas and it only appears to give faculty the most recent action on an object, not a complete history. Just a reminder that the cost of switching LMS systems is a huge investment that faculty have made. Please don't ignore that.
- Disabled student accessibility.

  LMA works with "flipped classroom" pedagogy.
- Ease of use for faculty and students.
- Etudes is a fantatsic platform that offers all of the needs for an Instructor to teach 100% online, hybrid, or enchancing a fact to face class. The system is user friendly and the students at LAVC are extremly familliar with the platform which all contributes to student success and retention.
- Etudes is an excellent course management system. It is continually updated, offers faculty discussion groups and is both student and faculty friendly.
- Etudes is clumsy and ugly. Moodle is much better.
- Etudes is really cumbersome, I don't use it as much as I would Blackboard or eCollege, or any other LMS.
  I waste so much time dealing with illogical steps or having to reload items that I use it 40% of what I could with a more accessible LMS.
- Etudes is the most stable, robust LMS. I strongly support it over all other options.
- Etudes works for me. I would like to keep it. However, to save money I think people who teach f2f should use our portal.
- Have LAVC faculty discuss their teaching pedagogies in a group panel.
- I actually use Etudes and Moodle (teach at WLA & LATTC); however, I really 'love' Moodle! The ability to afford students practice tests is invaluable. And, the ability for me to download (versus the unbelievable time consuming cut and paste of Etudes test making) questions from the publisher's database in virtually seconds is definitely my preference.
  (2 Counts)
- I am extremly dissatisfied with etudes, and access to the far superior Moodle, or anything else, is limited/restricted. For all intents and purposes, the college and district do not provide online resources for my classes. The etudes system is so inconvenient and restrictive that it has fallen to me to simply post class resources on my own website, which has a pitifyul size limit. Though the resources and support offered are shameful, IT has no shame, so they don't think anything is wrong with server space and email limits comparable to the 1990's.

  Do not use these comments to justify giving money and resources to IT, because we'll never see the benefits. If IT gets involved, the usual result is to screw things up in the middle of the semester. I was hesitant to even participate in this survey for fear of how it will be used to justify screwing things up more than they are. In a nutshell, at least being left to fend for ourselves is better than having to wade through IT's terrible policies and half-baked upgrades in the middle of the semester.
- I am not sure the the LMS needs to provide the plagiarism check process. Students can be directed to submit through Turnitin regardless of the LMS if desired. I have used Turnitin for many years (paid on my own until recently) and I simply ran the papers through it myself and then gave the report feedback to the students when it was pertinent. I have also had students turn papers into Turnitin directly, provided feedback through Turnitin, and then simply recorded the scores in the LMS.
- I am very happy with our current Etudes program.
- I am very pleased with Etudes. While I don't use all the features I do find it is very important in allowing me to bring a variety of teaching media into the classroom.
- I answered 'Not applicable' because I do not know what LMS actually does.
- I appreciate our Moodle LMS.
- I believe technology should be used to complement the pedagogical processes of the classroom. If used as a tool, it can work wonders. However, when we start to push online education as the panacea of our educational woes, avoiding reforming education in a substantive way, we open the gates to creating an underclass of technicians, instead of critical thinking individuals. The faculty should be the decision makers in this educational reform, not the legislators in Sacramento, the magnates of technology, nor corporate leaders. Any committee grappling with issues of technology and education in the district, should take the above ideas into consideration.
- I can't wait to try out whatever LMS the District goes with in my first class. Thanks for the opportunity to give feedback.
- I cannot afford mobile devices since I am an adjunct and I do not want to be tied to them in any case. I use online exercises and supplementary work provided by publishers and also access online sites such as YouTube to provide additional items for my students to write about, since I teach composition and literature classes. I also post course syllabi on my personal website and some handouts.

- I didn't answer some of the questions, because I am not using the LMS in my teaching.
- I do not love Moodle. I have used other LMS that are better. My husband uses ETudes at his college and we often compare the differences with Moodle lacking. Moodle is not intuitive for students. Students love social media and the LMS could be more like social media if the aesthetics and the overall user experience were also considered.
- I do not teach online classes so my survey may not help you in making sure that everyone is using this format.
- I do not use or know what this is all about. LMS is new to me.
- I frequently ask students to send me video recordings of performance evaluations that they create. Having them upload these large files is cumbersome. There is no convenient way to include such tasks in a timed test. The ability for students to upload/stream large files such as video recordings efficiently would be extremely helpful. A drop box or "cloud" feature could accomplish this and would avoid the delays and loss of connectivity sometimes experienced during the process of uploading files.
- I had difficulty answering many of the questions because I teach in two vastly different subjects...

  First, I teach communication courses that are highly one on one in Public Speaking. This is a performance course, where I give feedback after oral presentations.

  Second, I teach a wide variety of Humanities courses that are well adapted to online teaching, especially with visual material from past histories. Also, the opportunity for researching the Humanities on line are important.

  I tended to answer most questions for Public Speaking since I could not answer the same for both areas...

  (2 Counts)
- I have been told that canvas is a very user friendly LMS. I wondered if LACCD has considered comparative studies into LMS systems, assessing which systems community college communities prefer to use.
- I have been using ETUDES for a long time now. It took me a long time to get acquainted with the system. So if you are going to change, please choose an LMS that user friendly. ETUDES is not the most user friendly, but once you have taken the time to learn it, it is great.
- I have been using Etudes for 7 years and have established a relationship with many of those who help develop the program. There are continual upgrades within this program; they listen to our concerns and give us what we need. It has been wonderful to meet these people at the Etudes Summits offered in northern and southern CA every semester. I love the convenience of the Users Group, where you can find immediate answers to your questions and if you cannot, someone gets back to you within 12 hours or less! I hope we do not change LMS systems since I would greatly miss the ease of Etudes!
- I have been using moodle for the past several years and I find it extremely user-friendly. Moodle is a great LMS!
- I have used ACE, moodle, blackboard and now ETUDES. Etudes is by far the best, easiest and most user friendly. I highly recommend etudes and I hope we continue to use it. If we switch to another platform, I feel we would be going backwards.
- I have used Blackboard, Sakai, and Moodle over the course of a decade and far prefer Blackboard and Moodle over Sakai. Blackboard is the most intuitive to use and Moodle has a rather steep learning curve.
- I have used Moodle in the past and found it handy as a depot of readings, assignments, links, and general information for my students to access and for them to submit online copies of their work. Previously, I had used WebCT for the same purpose as well as to have the students submit blogs on certain topics. I like when I am able to include graphics to make various categories stand out on the site.
- I have used a variety of LMS but I find that Etudes is the most flexible and accessible for all students and myself.
- I have used and reviewed many LMS systems and none equal the benefits provided by Etudes Users Group.
- I have used many LMSs. Etudes is the most robust and is supported by people close to the faculty. It is by far the best of the listed LMSs in this survey.
- I have used other LMS's however Moodle seems to be the best one for user friendly access and navigation for both students and Faculty.
- I have used several LMSs and Etudes is by far my favorite.
- I have worked with WebCT/Blackboard, Moodle, and ETUDES. ETUDES is by far the best. My only complaint is that students don't receive and individualized set of questions when pulling from the text bank.
- I just wanted to let you know that when I looked at the sections above that we were asked to rank from Not Important to Very Important, I wasn't always sure what you were asking :) So the most important thing to me is to be able to contact all my students at once, to post assignments, readings, syllabi, links to videos, and to be able to have students send me assignments and to be able to set privacy. Thank you!
- I like Etudes very much as I teach 100% online; however I'm not sure it is necessary for someone who teaches f2f to use Etudes when there are less expensive alternatives such as the portal and other free systems.
- I really don't think our department uses the LMS very much. I think that since we are connected with the study of Language (English) our

students would benefit from it---but it could also become overwhelming to ESL students.

- I really like ETUDES and would recommend its continued use. Not only am I comfortable with it, but I can provide help and high-quality instruction to my students. I have also created web tutorials for the DE program at my college, which took hundreds of hours. Adapting to a new LMS would take prohibitively long and disrupt my online teaching for years. It has taken me over five years of teaching fully online using ETUDES to get to this point, and it would be demoralizing and daunting to have to start all over again. PLEASE do not make me change to a different LMS!!!

- I self-taught Moodle while I was teaching in Moodle. I appreciate the simplicity of that program. I believe that too many bells and whistles can make the LMS more of a challenge than it needs to be for the student. While I appreciate the myriad options available in Etudes and the excellent support they offer, after using it for a year, and having taken their courses and pedagogy workshops, I believe it's more than my students need. My dream LMS would be a cross between the simplicity of Moodle and the classes and support offered by Etudes.

- I teach a lab science class. I believe the students need the hands on experience they get in the lab. It is hard to replace this experience with on-line demonstrations. On-line can be used for review, but can not substitute physical presence in a lab.

- I teach at L.A. Valley College. As of the Fall 2013 semester the college is phasing out their LMS (MyLAVC Portal). As a result, no IT support is provided and the portal is not completely functional. In addition, the college no loner offers Etudes shells to faculty that are not teaching online or hybrid classes. Therefore, faculty that supplement their in-person courses with LMS sites have nothing to work with at LAVC. IT and the Administration have not selected a replacement LMS for faculty that teach in-person courses and there are no working plans in place to obtain a replacement LMS.

- I think I have already taken this survey. I wonder if my replies are still the same or have changed. I am shy about LMS because I hear full time faculty tell me that one is in and another is out, or that it is cumbersome to manage a class this way. I am open to incorporating LMS. I am shifting my courses from the MYLAVC Portal (which has epic fails) to Haiku, which has some of the LMS features in this survey.

- I think that it is import to say that it is easy to navigate for the instructor and student.

- I use Etudes but would prefer a more robust and versatile platform that has a good easy to use wiki tool, area for private student reflection accessible to teacher, grouping students to work together using different tools and being able to give group grades as well as individual grades.

- I used moodle extensively for several semesters (2010-2012). It was extremely time-consuming to set up and the grade book had major glitches. The students didn't access it the way I anticipated, or they had so much trouble getting access that they gave up. Consequently, I gave up on moodle and went to a simpler system of engrade.com (to keep track of grades) and dropbox.com (to upload basic documents like my syllabus).

- I value having the ability 24/7 to go to something like the Etudes Users Group and "look up" certain Etudes features for myself to reacquaint myself on how to do something (such as add fresh test questions to existing tests) even at 1 in the morning. This ability assures me that I can change anything in my course site anytime I wish. I enjoy this feeling of independence and not having to depend upon another person to provide that information to me.

- I want to be able to download data on the questions in computer-administered pools, for item analysis. Ideally, the LMS would collate data on individual questions, but it is also important to be able to download the data.
  I'd like to be able to download discussion threads, as well.
  Many LACCD faculty use more than one LMS at a time. I am currently using Moodle, Blackboard, and Instructure Canvas.

- I was a Test Construction Evaluation System [TCES] user and advocate for many years long before LMS was engendered. Bill Duxler's program is superior [and CHEAPER] to any I have tried to use so far. Very disappointing.

- I was going to start a closed facebook group for each class I teach. Once I was introduced to Moodle (I am still new, learning it, but it is very easy to use and I especially want to use if to grading) I did not feel the need to have a closed facebook group for my class.

- I will be teaching fully online courses very soon; therefore, many o the NA responses I gave will change at that time. Currently, I am at the learning stage of online teaching. A majority of the answers related to LMS and full online teaching will be labeled "Very Important" once I begin to teach online courses; possibly sometime in 2014.

  I hope my answers helped your survey.

  Regards,

- I would also appreciate the ability to change the layout of the course homepage. Etudes dictates a layout where the biggest frame is taken up by a picture or a link to a website. Students sometimes miss vital information because the announcements, discussion postings, and emails are listed at the bottom right in one of the smallest frames. Static information should not take the most (and most prominent) space on an interactive website!

- I would love to be able to sort forums by student last names. I also would like the grade book to show students where they CURRENTLY stand at any given point in the course. At this time, until the very end of class it appears that the student has an F in the overall grades. This is very confusing to students.

  I use separate grading software and give them updates. But this isn't in real time and it is. Lot of extra work recording grades twice.

- I'd rather the District NOT adopt one LMS, because the two I use there, ETUDES and Moodle, both have strengths and weaknesses. If it does adopt one of these, I vote for ETUDES if shells for all face-to-face classes can be made available.
- I'm very new at Etudes and I'm interested in learning all I can. Here to serve, Sandy Thanks for keeping me informed...
- Improved grading capabilities.
- In addition to everything already mentioned, I appreciate the ability of LMS to make online education more personable (by including avatars with discussion posts) and to respond to the needs of faculty and students by incorporating new features based on our input.
- In nursing we actively participate with our nursing students in an hands on manner, for example, we literally direct, assess and guide students as they take care of patients in medical centers on a weekly basis. The LMS seems to be about continual contact with data. Because of the sensitivity and nature of what we do, HIPAA regulations may prohibid having hand held devices, where students can collect data of an extremely private nature. Now we are all going paperless but there is another level of responsibility when one is providing health care. In addition, if monitoring is the purpose of the LMS I am concerned because we expect appropriate patient care to be given with or without monitoring. This busniess of following students online or digitally or via moddle to see if they are completing assignments bring to light how incorrect it would be to expect a nursing student to save a life and take care of a life yet this very student must be tractyed or followed via technology to see if they are doing their work. I think not. Presently in nursing we are still doing patient care by being with the patients but I suppose in the future there will be robots to do that.
- Integration with CCC Confer, closed caption, webinars, and office hours are very important, but CCC Conf will work stand alone, with almost any system
- It has helped us tremendously to have three people on campus who are of great technical support.
  I depend greatly on Moodle to be organized and be better prepared for my students. At the same time, students have more structure and access to materials. (3 Counts)
- It is extremely important to me that we begin using a STABLE LMS.
- It is very important that we have a system that can support a large number of students that are logged on at the same time (for example, test taking). Also, it is critical that the system has technical support 24/7. (2 Counts)
- It is very, very important to have robust support from the LMS vendor for our faculty and students.
  Very important to have the LMS hosted off District server
  Very important to have shells uploaded by LMS vendor and archived by LMS vendor
  Very important for the LMS vendor to be able to handle a high volume of log in at one time.
- It would be nice if the LMS we are using has the ability to map course learning objectives to assessment questions. This would help with the process of evaluating outcomes and collecting data.
- It would be nice to be able to leave an incomplete message (reply or new message) to a student and then to come back to it.
- Many of the above questions are important to have, however I do not use some (do not know how to use others) and/or system may or may not be able to accommodate with some. It is important for a system to be able to do mostly all of the above functions.
- Many of the items listed are not necessary for an LMS. Example, I developed my own grade book which allows me to track learners performance and with outlook report learners progress with individualized reports. The Grade Book provides numerous reports required for the district and end of term reports for my files. Individual learner reports on their performance for each class. Grade Book can handle more than 100,000 learners, which I will not reach in the time I have left in the district. Also, my CMS has a cost lower than Etudes and Moodle, as well as the Grade Book, and other resources used. Thanks
  RD Skidmore
- Many of the questions are vague and non-specific so difficult to answer. I believe many LMS have same/similar features but the manner in which they are used, i.e. how efficient they are, differs significantly. It seems the best way to answer these questions is through direct meeting with LMS providers and having workshops that demonstrate features and how to use them. Answering a survey seems a remote and abstract way to quantify data. With more information, all my answers might be different.
- Marks such as n/a may reflect my lack of advance training with LMS. I suppose Tech Fair Webinars might help if different or more convenient times are available. Other Tech Fair Professional Development schedules on ground simply do not coincide with Adjuncts who are employed off campus.
- Moodle is somewhat complex to master because of the numerous options. Sometimes there can be TOO many options and it can create a barrier to getting started with Moodle. An LMS have the capability for an instructor to get started easily. It should have a template for getting started (quickly and easily) and the ability to incorporate more complexity when the instructor requires such. Example: The testing and grading capabilities should be easy to adapt to the instructor resources (discs or online) that come with most publisher's textbooks. Of course we need the capability to create customized questions etc., but again focus on getting started quickly. I understand Moodle is "free", but that should NOT be the decision driver. I am not familiar with other LMS systems and therefore cannot make a comparison. But, I hope there are easier systems that both effective and efficient. My last thought - an instructor should be able to concentrate on developing their class and not have to become a system technician to create a class and use the system (including administration). I have other thoughts but will end for now.
  Thanks for the opportunity to provide feedback.
- Moodle is the best.... (2 Counts)

- Moodle keep evolving since is an open source LMS. Also it is free.
- Most LMS do not work well for mathematics courses. Case in point is Etudes which all online classes are forced to use, but which is basically useless when it comes to math instruction. So we are required to conduct Discussions on a weekly basis to prove that this is an online course and not a correspondence course.
- Need more support in our Moodle office. Too much work required for one person
- Need to have ability to track student login IP addresses to help detect cheating and fraud. For example, professors using Moodle have discovered cheating and fraud rings taking quizzes...first one from an address taking 45 minutes then subsequent ones from the same IP address logging in and completing the quiz/exam in a small fraction of the time. Moodle allows this.

  Although Moodle can be more cluttered in appearance the ability to have assignments, notes and resources together by week or topically is much better than having things organized, neater but scattered as under Etudes.

  We have the ability to upload a Moodle archived course into Etudes...need the reverse ability to export a Etudes course to Moodle or completely download a backup of our course to our personal computers for reuse.

  Need to be able to have LMS features tailored by department...e.g. some with integrated or SSO e-portfolio software for some departments...

  Would like Etudes to have the same gradebook calculations features as Moodle.
- OK
- Offline grading is really important. This means the ability to download all submissions in a zip file and then grade/zip/and upload one file which distributes to students all of their individual files into their own grading area. These uploaded files can include instructor comments with Word features such as tracking turned on for each identification.
- On line forum provides another way for visual learners to organize the material.
- Our campus is going towards Moodle, which will help in attendance and grading. But for instructions a I'm looking for graphic applications that allow screen capture with my lectures.
- Please consider blackboard or WebCT as they are widely used at the transfer universities.
- Please provide more training on how to use and update MOODLE for faculty and students via video clip (due to time constrain) so we can view it at home.
- Prefer Etudes
- Prefer Moodle over Etudes. Moodle is more user-friendly.
- Question 2.8: A good LMS should have a system akin to that offered by the Etudes Users Group for the use of instructors. This is not e-mail, phone or live chat but a posting/discussion system available 24/7 to all instructors and closely monitored by dedicated Etudes experts. Besides text, images and video are easily used in this feature. It is a highly useful system and prized by all participants since it allows extensive and quality feedback to instructors' questions in a very timely manner.

  Question 2.15 (Ability to conduct and archive live class sessions online): If this refers to a hybrid or face-to-face class than my choice would be "very important. If this is the case then also see my responses to Question 1.9
- Some of the upload processes are cumbersome, but may be with other systems as well. Content is not handled consistently across applications; that is to say, loading graphics into the homepage, announcements, discussions, and modules is done in different ways. It would be helpful to have an easy captioning process for AV content that needs it. It would help to be able to store drafts of Private Messages and Discussions in process, so that one could leave the scene to get supporting info and then come back to the unfinished text. It would help to be able to transfer tests, modules, and discussions smoothly from one semester to another (without downloading to the computer and back up). A simultaneous "student view" would save signing out and back in and back out so much. It would be good to have a hardcopy How-to handbook for easy reference. I am not unhappy with the current system. It does keep getting better.
- Students have reported that they have many concerns with "web-enhanced" face to face classes. They feel that doing work in the LMS is burdensome and frustrating, especially when the LMS system crashes, which happens at least once a semester, if not more.

  Hypbrid English classes are a different challenge for our students. The attrition rate is high, due to the difficulty of the material covered in Enlgish classes.
- Students learn very little by hearing something once. I am an enculcator. I teach by repition. The students will hear the key points over again until they get them.
- Technical support is important in this day and age of education and it's unfortunate that some campuses are not well equiped to handle the demands for usage.
- The LMS provides a learning environment that is typically unique to each teacher while offering the capability of faculty collaboration. It is

also a dynamic field of development. However, core pronciples of practice are very common across many platforms. If you are looking for a common standard of pratice, I would suggest that the technology is not where that will happen. The LMS can make things possible or not possible, but the platforms currently in use in the District are all very close in capability. As a user of ETUDES, Moodle,and Canvas, I find that any preference by faculty is based more on their experience with any particular platform and a reluctance to explore new platforms or develop course material in a new environment and less on an evaluation of the practical capabilities of the platforms that are available.

- The ability to organize information by week is vital. Having to go to different sections for assignments, notes, links, resources, etc. as is currently done in Etudes is awful. Being able to place assignments in a desired order regardless of due dates is also important.
- The chat room could use improvement. Ability to release content sections within modules at particular times will be useful.
- The current Etudes system is generic and lacks a lot academic tools that could Enhance student learning. The management system is out dated and not providing current Technological needs
- The district should adopt BlackBoard as the district wide LMS.
- The most important consideration for my classes is to have a LMS that is accessible 24/7 for my students to download learning materials and application exercises for computer software courses. They also need to be able to download PowerPoint presentations and YouTube demonstrations. I do not use question banks; to assess students' achievement related to SLOs, I attempt to use authentic assessment instruments--all applications.
- The next step in online learning is to make the content adaptive to the learner. This requires an LMS able to offer interactive content. Our choice of LMS should be compatible with industry standard interfaces such as SCORM to give instructors the ability to use the latest interactive content authoring tools.
- The publisher also provides me thousands of test questions anda program that allows me just to select the questions and it will make the test, scramble questions and answers, for me.
- The whole system of Distance Learning is important now that bookds are becoming more and more hard to accrdd. Trustworthy information is of extreme importance in today's world.
- There is a great need for students to be able to post video directly to moodle in lieu of unlisted youtube.
- There were several key features not asked about here. One being the ease of use and grading of discussions. Discussions are the key to fostering intellectual interaction between those in the class. The discussion needs to be friendly, i.e. a large avatar of the participants to feel they are talking to each other. You also need a simple grading process where you can see all the discussions of an individual, post points and then comments.
  There needs to be more than just an opened help desk. How responsive and accurate is the help. Is it isolated to one paid "helper" or does the entire learning community have an opportunity to join in.
  How reliable is the system? How frequently does it shut down?
  Are past classes archived and for how long?
  How responsive is the development team to any perceived bugs or identified improvements?
- These should also communicate with students via their PERSONAL email addresses, not the LACCD email address that they never check.
- Though originally trained/certified to conduct distant/on-line courses (via Etudes), I have declined to do because of the myriad of problems (many of them mentioned in this survey above) that it is not worth the effort of doing so. In general, both on our campus and the District at large, the IT capabilities and consistency/reliability has been an on-going problem, both in the classroom and in cyberspace, doing faculty or Chair administrative tasks or duties, even a consistently reliable campus internet and phone system has been lacking. Not enough updated hardware, software, and certainly not enough IT staffing where most needed on campus.
- To be able to provide actual experimental demonstrations of chemical theories.
- Uploading videos to Etudes is still limited due to small storage.
- User friendliness is key!
- We
- We are currently using Etudes. I have used at least one other LMS and really prefer Etudes overall.
- We use the current LMS in our Reading, Writing and tutoring centers and want to use it for online tutoring and supplementary instruction. Etudes doesn't recognize multiple tabs for one course which has been preventative for these additional course enhancements. So hybrid and online students often cannot access the lab portion of their courses. Also we cannot easily add an extra tab for a site dedicated to tutoring or supplementary instruction. Combining all of the above into one course site is impractical because each is managed by a different person.
- We were just asked to review LMS systems 3 years ago. We picked Etudes. Its a great LMS and the tech support is outstanding. Why on earth is this process happening again? Either prioritize the money to pay for Etudes for everyone or admit online LMS isn't a priority and limit our choices to those the campus decides it can afford. Ridiculous. Ideally, all classes will have a site in the same system so students aren't having to learn a new system for every class.
- What is important - to have Technical Support. at Lattc, we have been very lucky to have Linda Delziet to contact at a moment's notice for

help. This is what we need. I have worked as an adjunct for other LACCD campus communities and the biggest problem they have is not having the support for ETUDES. I also, worked at Cerritos, that had a paperless campus with a very involved tech support for faculty and students. I wish more LACCD campus communities had a Linda Delziet, then more instructors would not be reluctant to have students on a web platform.

- When I attempted to use Moodle to upload a large technical course I was utterly horrified by how primitive, ossified and neolithic it was. It took a ridiculous amount of time to enter and manipulate questions and craft up usable lessons. The platform proved to be unstable, cranky and ultimately unusable. It was a waste of dozens and dozens and dozens of hours of my and a work study student's time.

  So, #1 hard to use. #2 took forever to build up lessons. #3 program unstable and things "disappeared." #4 had the nagging feeling it wasn't so much embracing new technology as trying to find cheaper ways to deliver education product without the pesky, expensive instructors and the hard to maintain schools. #5 Really cheap looking product, compared to well produced commercial programming this stuff looked cheesy and "educational" #6 The major reasoning seems to be spending "technology" money that is available.

  In short, I'm not a fan of the crummy products foisted off on naive administrators by "education" publishers, or dancing bear technology developed by not very talented organizations.

  On the other side MIT's offerings are awesome, but we ain't MIT and don't have CONTENT that is nearly as good.

  My suggestion is a professional production department. Hire a studio to builds up the templates, takes the instructor's material and crafts up easy to use, good looking material, not the hackneyed leaden stuff we see now.
- While some of my responses do not necessarily apply to me; I know faculty will find items on page 2 very useful.
- You asked about some useful features, but general ease of use and speed of response are quite important too. There should also be strong support for accessibility to disabled students and faculty. Further, just to be clear, 24/7 support with plentiful and contextual Help Tips or Tutorials should be available to students as well as faculty.
- ability to use course packets from book publishers!
  ability to have our students learn on a platform that is also used at transfer universities
- director and most do not apply
- math formulas--really important
- the ability to sort the student roster in multiple ways (hierarchical sorting) simultaneously
- there should be technical support.