

**Survey Data Interim Report:** Faculty + Staff Wants and Needs for a Learning Management System, *Westfield State University, 2/5/2024*

***Key Metrics:***

**143** responses

**7:10** minutes

**Data from 1/9/- 1/25**

***Key Takeaways:***

- **Highly value the ability to copy course content from previous semesters**
- **Consistency in navigation across the the platform is key**
- **The functions that were most important for faculty were administering assignments, content, and grades**

***Largest Concerns***

- **Migrating Courses Easily**
- **Easy-to-use (intuitive) platform for both students and faculty**

**I. Introduction**

***A. Background***

This survey aims to gather information regarding the wants and needs of faculty and staff for their future LMS; it explores different facets such as current engagement and desired features.

***B. Methodology***

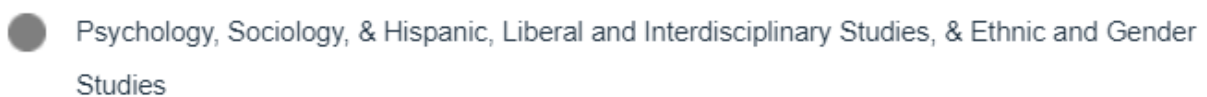
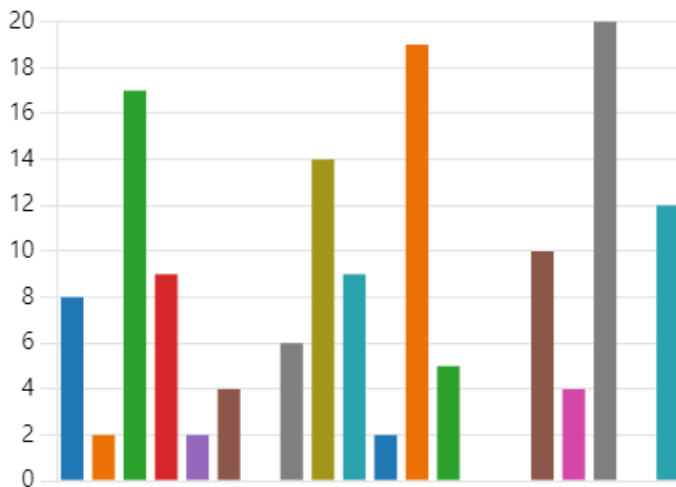
The survey was conducted online through email, targeting the Westfield State university faculty and staff population. The survey was anonymous and received a total of **143 responses** in the listed time frame.

### C. Demographics

The majority of respondents were **professors (55%)**, followed closely by **adjunct faculty members (34%)**.



Faculty and staff from **16 different departments** responded, with the most responses from the three departments listed below.



- Health Sciences, Nursing, Sports Medicine and Human Performance, & Social Work
- Biology, Chemical and Physical Sciences, & Environmental Science

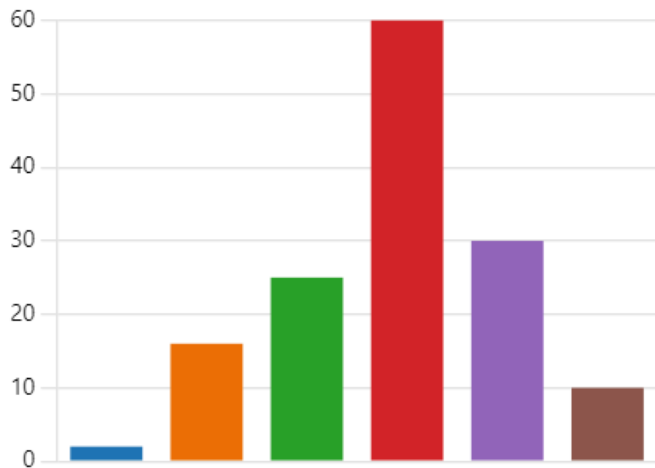
Most respondents teach **undergraduate courses (76%)**.

● Undergraduate	109
● Graduate	15
● Non-credit courses	0
● More than one level	9
● I do not teach	10



The majority of respondents have been in higher education for **11-20 years (42%)**.

● Less than 1 year	2
● 1-5 years	16
● 6-10 years	25
● 11-20 years	60
● 21-30 years	30
● More than 30 years	10



## II. Survey Results

## A. Key Findings

### 1. Course Modality and Enrollment

All four course modality are largely **evenly distributed**, with **in-person classes** coming out on top (40%).

<span style="color: blue;">●</span> In-person	111
<span style="color: orange;">●</span> Hybrid	62
<span style="color: green;">●</span> Remote Synchronous	32
<span style="color: red;">●</span> Online	75



The majority of courses have **15-25 students enrolled (74%)**.

<span style="color: blue;">●</span> Less than 5 (independent studies)	0
<span style="color: orange;">●</span> 5-15 students	7
<span style="color: green;">●</span> 15-25 students	99
<span style="color: red;">●</span> 25-50 students	27
<span style="color: purple;">●</span> 50+ students	0



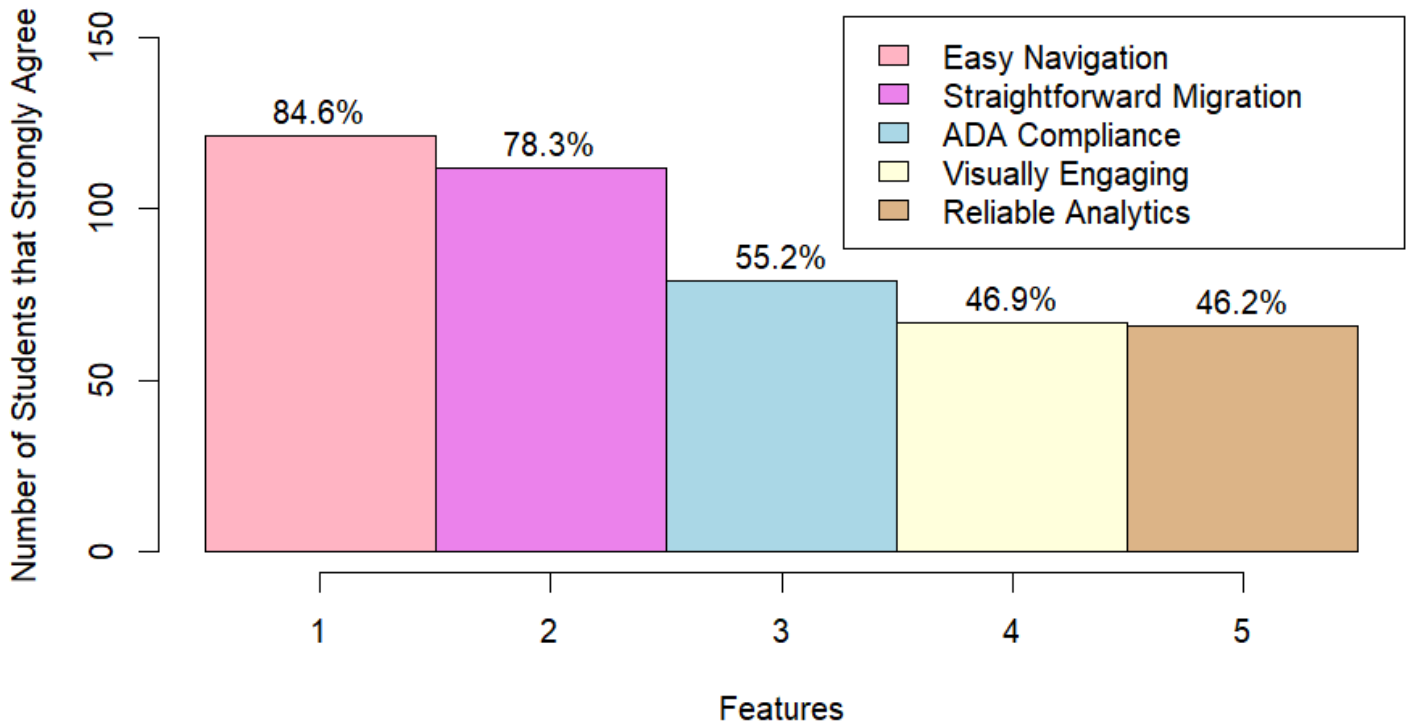
### 2. Functions and Features

General functions that were most important to faculty and staff were:

- **Easy to Navigate** (84.6 % strongly agree)
- **Straightforward Migration** (78.3 % strongly agree)

- **ADA compliance** (*55.2 % strongly agree*)

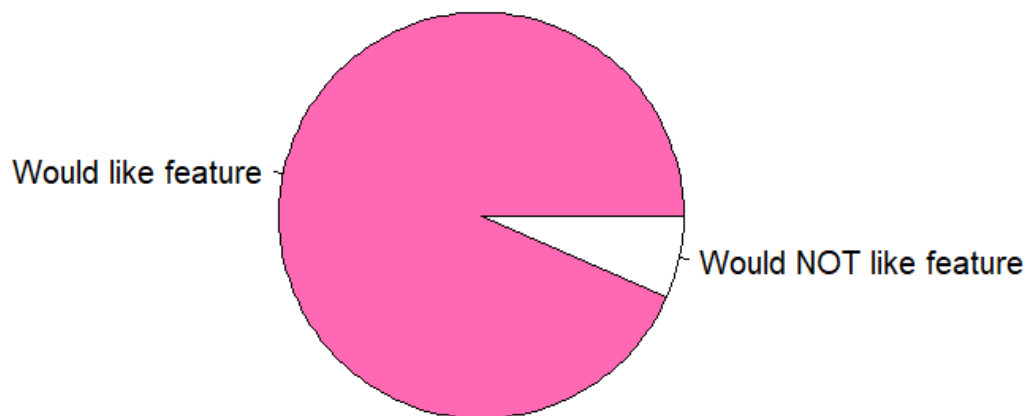
### Top Features Important to Faculty and Staff



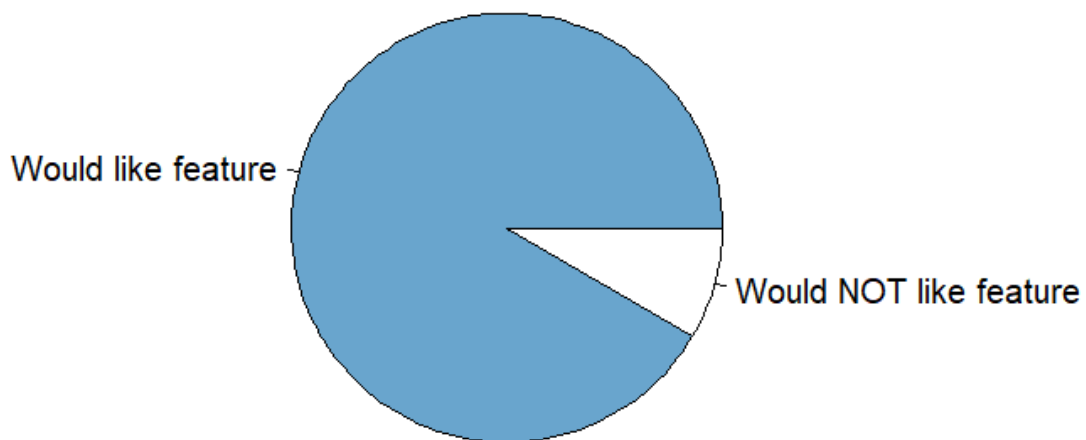
Most desired features for faculty and staff were

- **Ability to copy course content** from a previous semester without excessive editing required (*91.6 %*)
- **Easy-to-use platform with consistent navigation and experience** when creating assignments, quizzes, and discussion (*91.6 %*)

### Ability to Copy Course Content from the past without Excessive Editing

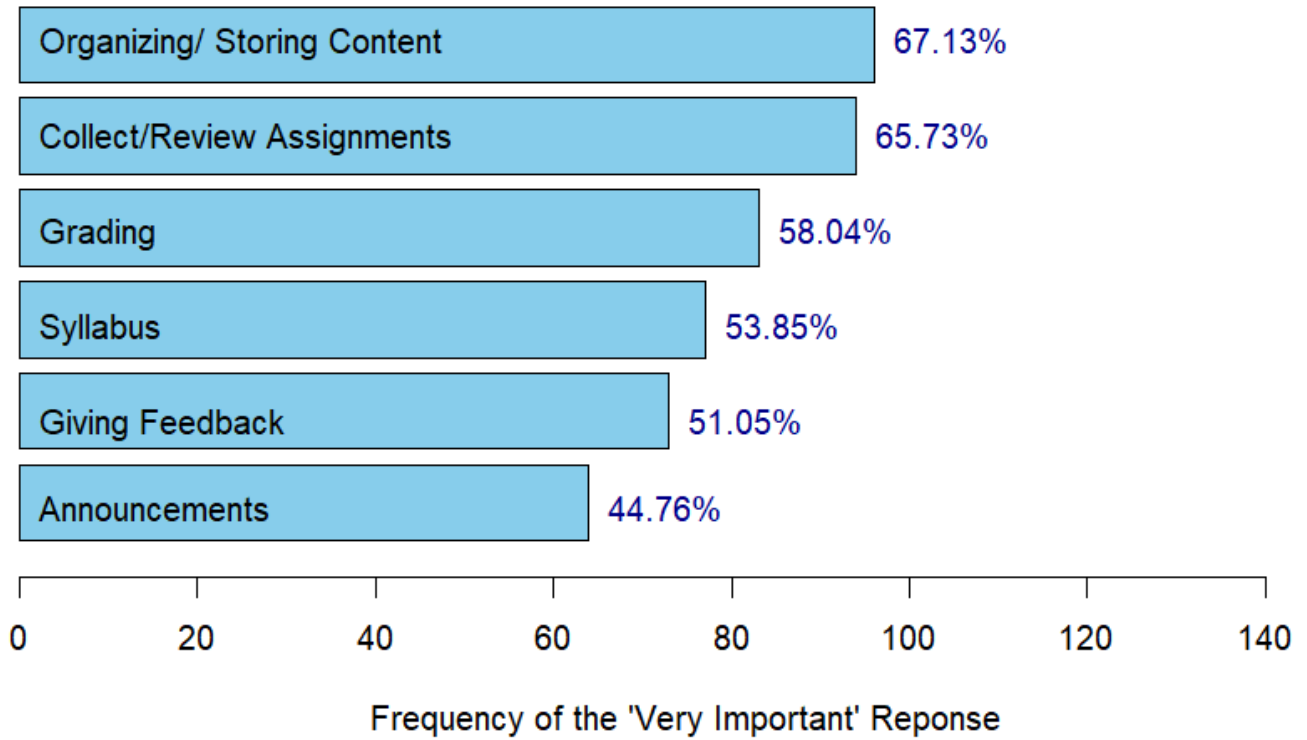


### Consistent Navigation and Experience



The **specific functions** that were most important to faculty's teaching were:

### What functions are most important to faculty and staff?



### 3. Engagement and Proficiency

Most faculty/staff **use Plato every day (64%)** or often

- Never 1
- Rarely 7
- Sometimes 1
- Often 42
- Every Day 92



The majority of faculty/staff have been using an LMS for **10 years or more (57.3%)**.

● 1-2 years	7
● 3-5 years	18
● 5-10 years	36
● More than 10 years	82



Most faculty/ staff describe using an LMS, such as Plato, in their teaching approach to a **great extent (60.1%)**.

● To a limited extent (only course ...	2
● To a basic extent (course outline...	3
● To a moderate extent (I use extr...	25
● To a great extent (it's a true com...	86
● To a very great extent (I teach al...	17



The majority of faculty/ staff describe themselves as **advanced at using an LMS (45%)**, such as Plato.

● Complete Novice	0
● Novice	4
● Intermediate	61
● Advanced	64
● Power User	14





Similarly, most faculty/staff describe their **overall expertise with digital technologies** as **intermediate (43%)**.

● Complete Novice	0
● Novice	6
● Intermediate	62
● Advanced	61
● Power User	14



#### 4. Defining an LMS

Most respondents agree that the **primary function of an LMS** is:

- As one part of a teaching and learning ecosystem that connects students, instructors, and technologies in one space that is easily expandable as needed

#### 5. Additional Feedback and Highlights

Parsing through the other comments, the major themes for a future LMS for faculty and staff were:

- Concerns about migration
- Students being able to easily submit assignments
- Having a user-friendly platform

## **6. Takeaways**

The gathered data highlights the importance of being able to easily duplicate course content from previous semesters (migration) for faculty and staff, as well as emphasizes the value of consistent and intuitive navigation throughout the platform for both students and faculty. The survey demonstrates that faculty and staff consider the primary focus of a Learning Management System to be for administering assignments, managing content, and handling grades, so when considering future LMSs, it's important to examine those features specifically and how they operate. Lastly, the largest concern for faculty and staff is seamless migration of courses and an easy to use platform.