

# Learning Management System Review – Campus Survey

Resource Selection Committee

Brock University

June 2021

## Executive Summary

Brock University is undergoing an evaluation of its current Learning Management System (LMS) and as part of this process has launched a survey to understand users' experiences with Brock's current Sakai-based LMS as well as to discover the importance of potential functionality and features. The following is a high-level summary of both the quantitative and qualitative results from the cross-sectional survey (for a more detailed view of the results see the full report below).

Of the **531 responses** collected 275 were students (undergraduate and graduate), 141 were faculty members, and 94 were staff. Other roles were represented in smaller numbers. The majority of respondents are **satisfied or very satisfied (n=276; 59.1%)** with Brock's current LMS Isaak-Sakai across most roles. The primary reasons for the high satisfaction ratings were Sakai is **easy to navigate (n=111)**, **has lots of features (n=58)**, and is **organized with simple design (n=40)**. The primary reasons for the lower satisfaction ratings were **Sakai is not intuitive or user friendly (n=116)**, **concerns regarding specific tools (n=81)**, and **lack of accessibility (n=52)**. Other reasons were cited with less frequency (see full report).

The **top five built-in tools** in Brock's current LMS were shown to be: **Assignments (n=359)**, **Gradebook (n=337)**, **Announcements (n=253)**, **Tests & Quizzes (n=253)**, and **Resources (n=250)**. The **top external tools** were **Echo 360 Videos (n=200)** and **ARES Course Readings (n=60)**, while 179 respondents indicated that they actually don't use any of these external tools.

When looking at the **features of a LMS** the following item in each of the three categories were ranked as most important. There were slight differences in student, faculty, and staff rankings.

### Design & Usability:

Easy and clear course content layout options (n=338)

### Site & Content Creation:

Ease of upload of multimedia content (video, image) (n=263)

### Assessment & Communication:

Ease of grading/annotation (n=275)

Additionally, respondents were asked to **prioritize pairs of functional approaches**, described in Question 7 below.

Lastly, we asked respondents if there was anything else we should consider as we review our LMS and some of the most prominent themes were: **wanting the LMS we select to be easy to use and stable (n=86)**, **respondents had specific suggestions regarding improvements to Sakai features (n=54)**, and **ideally wanting the LMS to be well integrated with other teaching and learning tools (n=44)**.

## Overview

In the Fall, the University launched a review of Sakai as its Learning Management System (LMS). After completing the initial phase of the process, during which the need for a LMS review was confirmed, the University launched the second phase of the process, in which the specific requirements for a LMS will be identified.

As part of the second phase, Brock University underwent an evaluation of its current Learning Management System and gathered information about expectations from the Brock University community. The purpose of this survey was to understand users' experiences with Sakai as well as to discover the importance of specific functionality and features within a LMS.

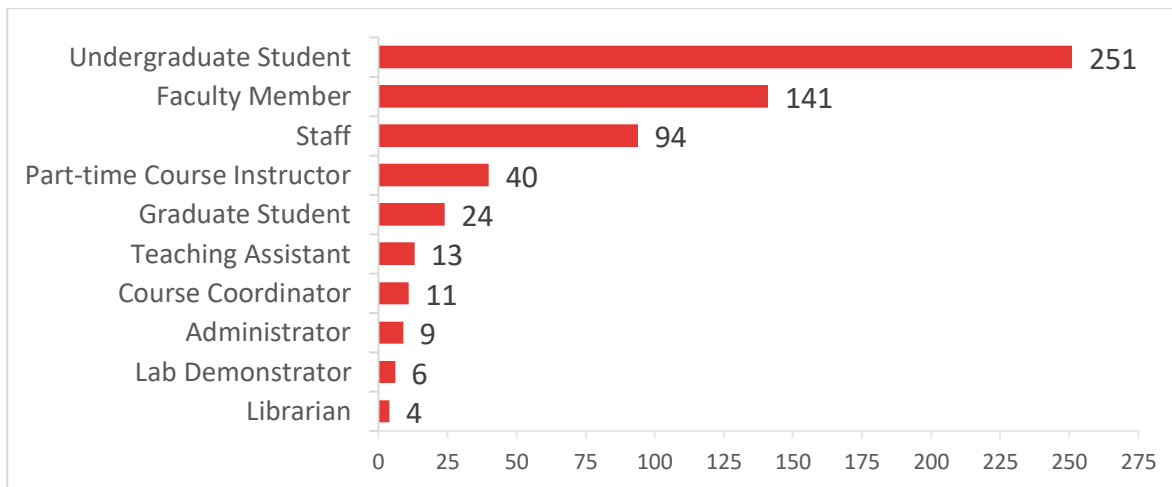
## Method

A cross-sectional survey was sent out through several channels: emailed to the Dean's to forward to their respective Faculty members, Provost, Academic newsletter, CPI newsletter, BUSU newsletter, university-wide Sharepoint site, homepage of Isaak-Sakai, Student Life and GSA social media channels, and presented in various Chairs and Directors meetings (Education, Math & Science). The survey was open from June 4<sup>th</sup>, 2021 to June 22<sup>nd</sup>, 2021.

## Results & Analysis

Responses to the survey were analyzed by a research assistant with expertise in qualitative research. Below are the summary results of the **531 responses** with full quotes provided in Appendix A. *Please note that the majority of responses are captured in the Student (both undergraduate and graduate), Faculty, and Staff roles as most that selected roles outside of these categories also selected one of the aforementioned. When we refer to overall numbers these are from all roles and when we refer to Students this includes both undergraduate and graduate combined.*

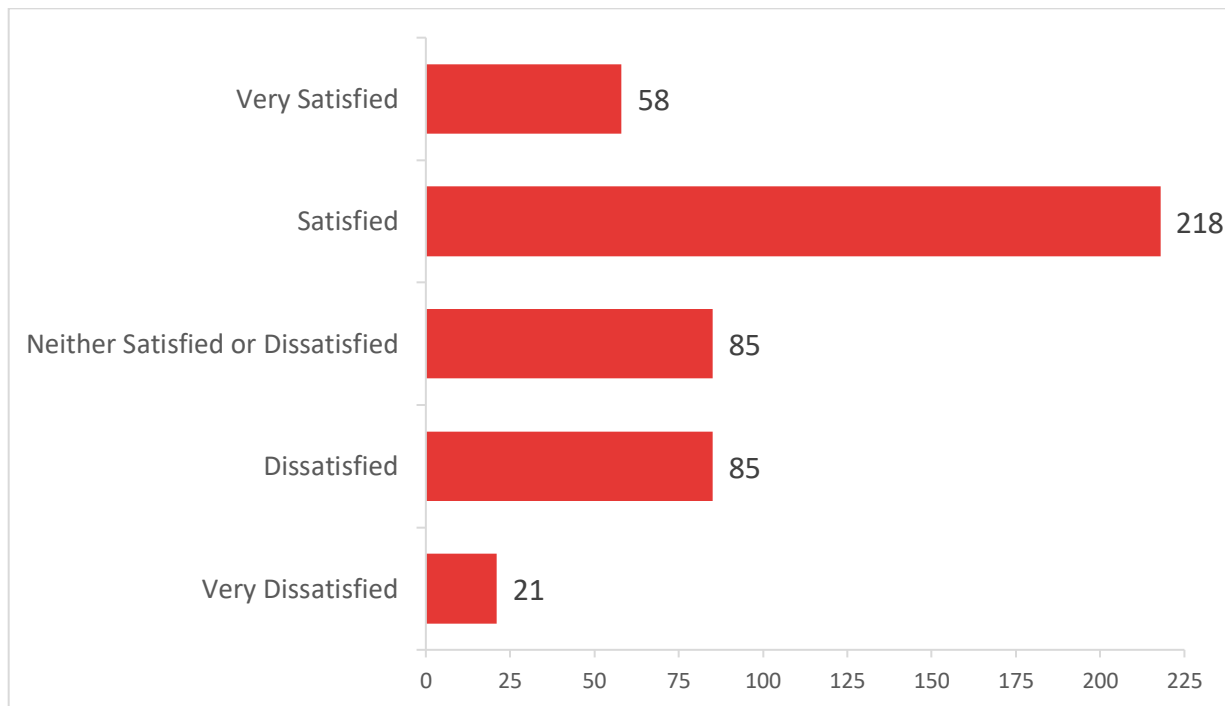
### Question 1: Demographics – Please select your role at Brock University (select all that apply).



Role	Count (n=593)	Percentage (%)
Undergraduate Student	251	42.3
Faculty Member	141	23.8
Staff	94	15.9
Part-time Course Instructor	40	6.8
Graduate Student	24	4.1
Teaching Assistant	13	2.2
Course Coordinator	11	1.9
Administrator	9	1.5
Lab Demonstrator	6	1
Librarian	4	0.7

**Question 2: How would you rank your current satisfaction with the Brock University learning management system Isaak-Sakai?**

The majority of respondents are **satisfied or very satisfied (n=276; 59.1%)** with Brock’s current LMS Isaak-Sakai across most roles except for Staff. The majority of Staff are dissatisfied or very dissatisfied (37%) with the current LMS and they had a high rate of neither satisfied or dissatisfied (33%).



Rank	Count (n=467)	Percentage (%)
Very Satisfied	58	12.4
Satisfied	218	46.7
Neither Satisfied or Dissatisfied	85	18.2
Dissatisfied	85	18.2
Very Dissatisfied	21	4.5

### Question 3: What are the primary reasons for your rating (list up to three)?

Many reasons were submitted, with a total of **389 responses**. These responses were categorized into negative (n=359), positive (n=235), and neutral (n=64) themes. All themes were represented by all participant roles. *See Appendix A for full quotations to support each theme and sub-theme.*

From the responses, the **most common challenges** (negative aspects) with the current LMS were as follows:

- **Not intuitive or user-friendly (n=116)**, including difficult to navigate, challenges in setting up course sites, lack of flexibility, inability to have multiple instances of Sakai open at one time, and inaccessible by non-Brock users
- **Tool specific concerns (n=81)**, mostly relating to the Tests and Quizzes, Assignments, and Gradebook tools, other tools were also mentioned as being restrictive
- **Lack of accessibility (n=52)**, including screen-reader difficulties, poor mobile experience, and wanting better tool integration (ARES, textbook publishers, Teams)
- **Outdated (n=52)**, mostly related to the visual appeal of the platform and its lack of modernization
- **Unstable (n=38)**, referring to crashes during exams and other glitches with the system
- **Slow and tedious (n=28)**, including too many clicks to perform simple tasks and too much authentication required
- **Confusing layout (n=27)**, that often appeared disorganized to respondents
- **Online teaching and learning specific (n=11)**, specifically from the last year including respondents who felt that Sakai was not suitable for online learning, especially for large classes

The most common **positive aspects** of the current LMS were as follows:

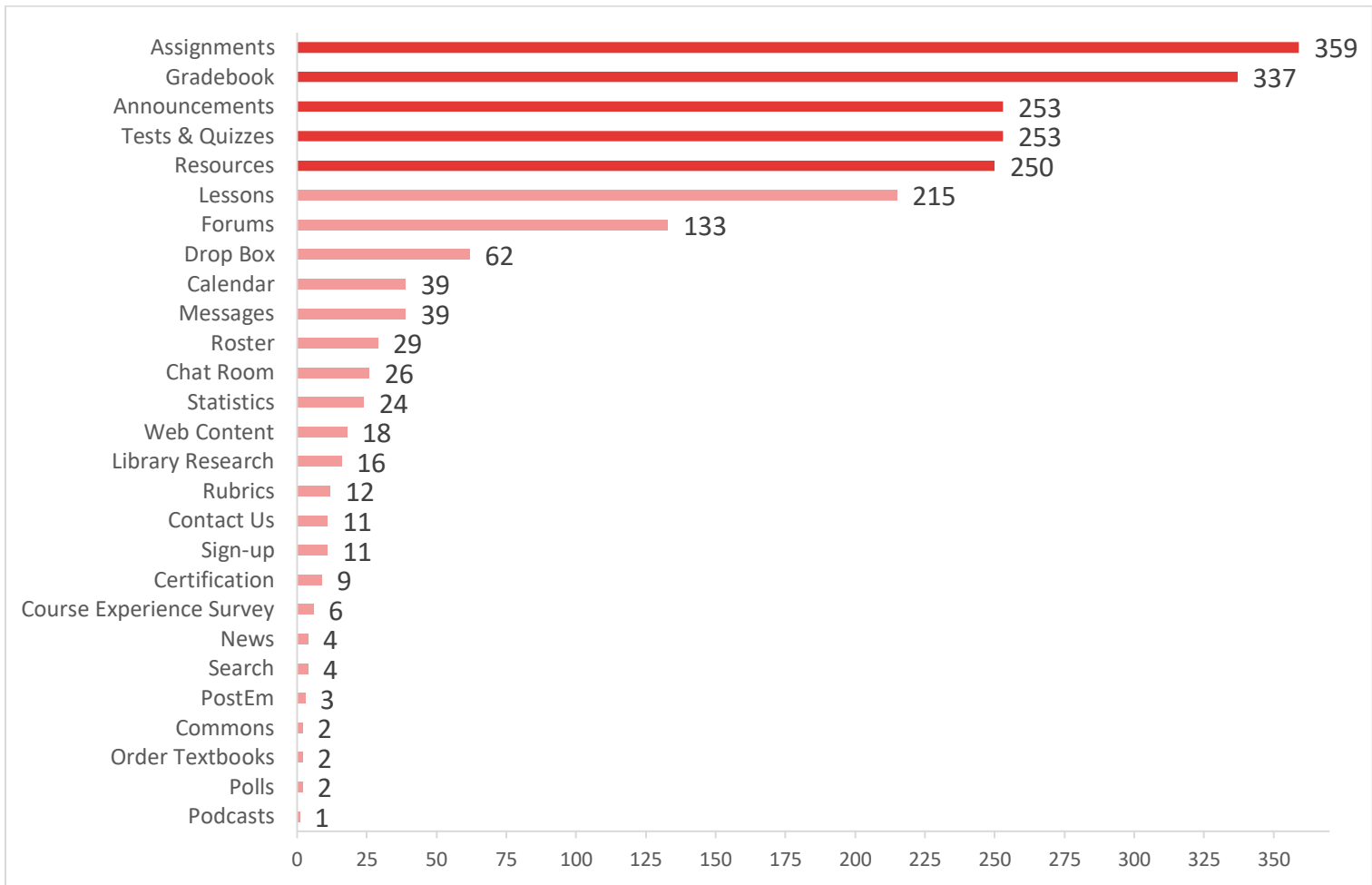
- **Easy to navigate (n=111)**, referring to the system being intuitive and straightforward
- **Lots of features (n=58)**, allow for efficient grading and feedback processes, simple transfer of course contents from year-to-year, effective communication tools between students and instructors, and simple to post media content
- **Organized and simple design (n=40)**
- **Accessible (n=24)**, in its layout and flexibility
- **Stable and reliable (n=20)**, users found it fast, secure and appreciate the open-source nature of Sakai

The **neutral responses** regarding the current LMS typically mentioned one of two things:

- A user issue that was not applicable to the LMS itself (n=42), for example, instructors choosing to not use Sakai or respondents feeling that they needed more training on the platform
- and/or the sentiment that Sakai is basic but it works (n=18)

### Question 4: Please select the top 5 of the built-in tools in the current LMS that your course or course experience could not function without.

Out of **2120 selections** the top five built-in tools in our current LMS are: **Assignments** (n=359; 17%), **Gradebook** (n=337; 16%), **Announcements** (n=253; 12%), **Tests & Quizzes** (n=253; 12%), and **Resources** (n=250; 12%). This was consistent across most roles except for Faculty who selected the **Lessons** tool more frequently than Tests & Quizzes.

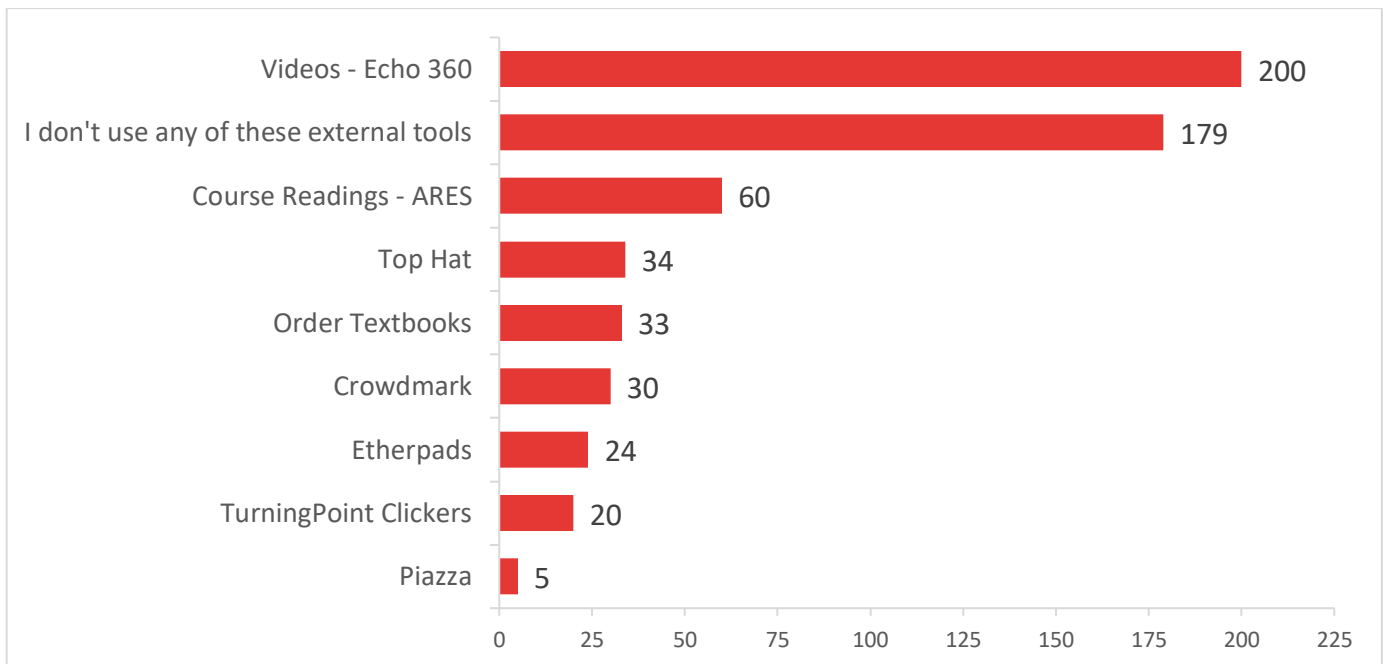


Tool	Count (n=2120)	Percentage (%)
Assignments	359	16.9
Gradebook	337	15.9
Announcements	253	11.9
Tests & Quizzes	253	11.9
Resources	250	11.8
Lessons	215	10.1
Forums	133	6.3
Drop Box	62	2.9
Calendar	39	1.8
Messages	39	1.8
Roster	29	1.4
Chat Room	26	1.2
Statistics	24	1.1
Web Content	18	0.9
Library Research	16	0.8
Rubrics	12	0.6
Contact Us	11	0.5
Sign-up	11	0.5
Certification	9	0.4

Tool	Count (n=2120)	Percentage (%)
Course Experience Survey	6	0.3
News	4	0.2
Search	4	0.2
PostEm	3	0.1
Commons	2	0.1
Order Textbooks	2	0.1
Polls	2	0.1
Podcasts	1	0.1

**Question 5: Please select the external tools integrated into the current LMS that your course or course experience could not function without.**

Out of **585 selections** the top external tools integrated into the current LMS are **Echo 360 Videos** (n=200; 34%) and **ARES Course Readings** (n=60; 10%). 179 (31%) respondents indicated that they don't use any of these external tools. This was consistent across all roles.



Tool	Count (n=585)	Percentage (%)
Videos – Echo 360	200	34.2
I don't use any of these external tools	179	30.6
Course Readings - ARES	60	10.3
Top Hat	34	5.8
Order Textbooks	33	5.6
Crowdmark	30	5.1
Etherpads	24	4.1
TurningPoint Clickers	20	3.4
Piazza	5	0.9

**Question 6: Please rank the following features of a LMS from most important to least by dragging and dropping items (three parts).**

Part One – Design & Usability: The **top five** overall ranked items are as follows:

1. Easy and clear course content layout options (n=338)
2. Accessibility (n=284)
3. Modern easy-to-use interface (n=253)
4. Frequent, automatic saving of content (n=72)
5. Integration with Office 365 (including Word, Powerpoint, and Teams) (n=52)

There are slight differences in Faculty and Staff ratings:

Faculty:

1. Easy and clear course content layout options (n=101)
2. Modern easy-to-use interface (n=72)
3. Accessibility (n=61)
4. Customization of site appearance (n=57)
5. Minimal specialized training required (n=47)

Staff:

1. Easy and clear course content layout options (n=54)
2. Accessibility (n=51)
3. Modern easy-to-use interface (n=46)
4. Customization of site appearance (n=16)
5. Frequent, automatic saving of content (n=14)

Part Two – Site & Content Creation: The **top five** overall ranked items are as follows:

1. Ease of upload of multimedia content (video, image) (n=263)
2. Ease of organization of content (drag and drop) (n=249)
3. Ability to navigate between multiple tabs and windows of the same course (n=188)
4. Ease of import/export of content between sites, other LMS's, and related technologies (n=151)
5. Contemporary text editor (n=57)

There are slight differences in Faculty and Staff ratings:

Faculty:

1. Ease of organization of content (n=108)
2. Ease of upload of multimedia content (n=80)
3. Ability to navigate between multiple tabs and windows of the same course (n=59)
4. Flexible group creation and management (n=31)
5. Ease of import/export of content between sites, other LMS's, and related technologies (n=20)

Staff:

1. Ease of upload of multimedia content (n=39)
2. Ability to navigate between multiple tabs and windows of the same course (n=34)
3. Ease of organization of content (n=27)
4. Ease of import/export of content between sites, other LMS's, and related technologies (n=15)
5. Options for multiple modes of content delivery (n=15)

Part Three – Assessment & Communication: The **top five** overall ranked items are as follows:

1. Ease of grading/annotation (n=275)
2. Configurable notifications (assessment due, quiz available, grade released, etc.) (n=183)
3. Straightforward assessment creation/submission (n=156)
4. Clear error and warning alerts (n=101)
5. Academic integrity tool integration (n=81)

Students:

1. Configurable notifications (assessment due, quiz available, grade released, etc.) (n=128)
2. Ease of grading/annotation (n=75)
3. Academic integrity tool integration (n=50)
4. Submission receipts for assessments (n=48)
5. Straightforward assessment creation/submission (n=46)

**Question 7: For each of the following lines (set of 3 items) please choose which you would prioritize over the other or choose Don't Know if you are unable to pick.**

Respondents indicated that their **priorities for an LMS are:**

- simplicity in completing a task (59%)
- tools and processes that support many approaches (67%)
- allow for content and options of my choosing (55%)
- provide familiarity in experience (76%)
- automate tasks (61%)
- work best for asynchronous courses (69%)
- represent Brock University's LMS needs (74%)
- contain the full teaching and learning experience (58%)

Students, Faculty, and Staff differed in one priority each. Students and Staff prioritized providing consistency through templates that favour the best options (53%) over allowing for content and options of my choosing (47%). Faculty prioritized the LMS acting as a starting point for other teaching and learning experiences (53%) over containing the full teaching and learning experience (47%).

Option 1	Count (%)	Count (%)	Option 2
Simplicity in completing a task	209 (59.2%)	144 (40.1%)	Ensuring a task is completed exactly as I expect it to be
Suggested tools and processes	106 (31.4%)	232 (68.6%)	Tools and processes that support many approaches
Provide consistency through templates that favour the best options	151 (45.5%)	181 (54.5%)	Allow for content and options of my choosing
Provide familiarity in experience	252 (76.1%)	79 (23.9%)	Offer new experiences
Automate tasks	183 (61.4%)	115 (38.6%)	Initiate and control tasks
Work best for asynchronous courses	187 (69%)	84 (31%)	Work best for synchronous courses
Represent Brock University's LMS needs	222 (74.3%)	77 (25.8%)	Represent industry proven LMS needs
Contains the full teaching and learning experience	185 (57.5%)	137 (42.6%)	Acts as a starting point for other teaching and learning experiences

**Question 8: From your experience, what else should the Brock University community consider as we review our LMS?**



Across all roles, the most prominent themes from the **216 responses** are as follows. *See Appendix A for full quotations to support each theme.*

- Many participants want the LMS to be **easy to use and stable (n=86)**, this includes having a mobile application for the LMS, prioritizing the student experience, providing consistency across course sites, a reliable system that doesn't crash during high stakes moments, simple to navigate and user-friendly
- Specific suggestions regarding **improvements to Sakai features (n=54)**, the most common were more flexibility with published content in Tests and Quizzes, more detailed Statistics, more efficient ways to submit media (video and images), overall more accessibility features, a Lessons tool that utilizes in-page anchors and less scrolling, more control over system notifications, a modernized update to Forums, and better tool integration with Calendar
- Ideally, the LMS would be **well integrated** with other teaching and learning tools (**n=44**) such as Teams, other Office 365 tools like email, various response and engagement technology, other Brock University interfaces (e.g., Portal), accessibility and proctoring software, and textbook publisher e-tools
- Specific suggestions regarding the **selection of other LMS's (n=35)**, many participants had experience with other systems and specifically recommended Canvas, Blackboard, Brightspace, and more broadly replacing Sakai with a more up-to-date, professional, and customizable LMS
- Regardless of LMS, we need **extensive support for the system (n=30)**, it was very clear that participants want to be supported with more effective help documentation, one-to-one support, tutorials and training sessions
- Some participants prefer to **keep Sakai and/or certain Sakai features (n=23)**, the most cited reason for keeping Sakai was timing and having just been through a year of extensively learning the capabilities of Sakai for online learning. The most common features participants want to keep are the Student View option, easy transfer of content from site-to-site, submission receipts, and Gradebook Classic.
- Some participants want **upgrades and flexibility regarding aesthetics for the current LMS (n=18)** such as more customization and modernization, dark mode, and templates for Lessons

#### **Question 9: Would you like to be contacted regarding opportunities to give additional feedback on the LMS Review process (product demos, focus groups, additional focused surveys)?**

A total of 372 participants answered this question with **142 agreeing to be contacted** for further feedback opportunities regarding the LMS Review.

## Implications and Next Steps

The above results achieved four outcomes: supporting the need for an LMS review, providing an evaluation of our current learning management system (Isaak-Sakai), identifying specific features, functions, and their importance in a LMS, and helping to inform the next steps in our review process. From here we will be engaging with five LMS vendors – Learn Ultra, Brightspace, Canvas, OpenLMS, and Sakai 21 – to build sandbox sites for the Brock University community to engage with and provide feedback on. Both the feedback from the sandbox experiences as well as the results from this report will help inform the next stages of Brock University's LMS renewal process.

## Appendix A

### Quotations to Support Qualitative Data

#### Question 3: What are the primary reasons for your rating (list up to three)?

##### Challenges/Negative:

- **Not intuitive or user-friendly:**
  - *“When I instructed a course and used Sakai to support this, I found it very unfriendly from a user perspective. It was not intuitive, which meant that I would often forget how to do things within the system if I had not performed that particular function for some time.”*
  - *“With that being said, it is tricky to find things on the site if you don’t already know how to use it. For example, changing forum message settings (so you only receive messages from posts you are in, etc.) is really tricky to do if you don’t already know how to do it.”*
  - *“Sakai could be confusing at times, and some people struggled to find essential lectures, or use the assignment tabs. Info was not presented well”*
  - *“Sakai is the least user friendly for both instructors/TAs and students. I spend way too much time helping TAs and students to troubleshoot issues with the platform that could be spent on other things of much greater importance. I also hear endless complaints about it from TAs and students.”*
- **Tool specific concerns:**
  - *“Doesn't seem intuitive or user friendly for student grades - too much room for error (like how it doesn't calculate grades correctly if you don't put all zeros in first), and you can release all grades at once, but if a TA does that by accident (and they shouldn't have that ability), there is no way to do a mass unrelease.”*
  - *“Trying to create tests is arduous and tedious”*
  - *“Inability to alter timing of exams during the exam (add 10 minutes, or an hour or two if Sakai crashed during an exam).”*
  - *“a linked calendar on the site that shows all of your class schedules and assignments, especially with online learning, just overall could be improved”*
  - *“Uploading assignments looks easy, but in reality I had to download my assignment from the student microsoft 360 to my computer and transfer to pdf and then upload. Sakai made it sound like I could upload it straight from my online microsoft 360.”*
- **Lack of accessibility:**
  - *“I teach the 1st year psychology course and other large second-year courses. The SAKAI LMS is no longer supported by the textbook publisher so we could not provide students with ancillary online resources (e.g., practice quizzes, videos, learning activities) that come with the new edition of the textbook, and therefore had to use an older edition.”*
  - *“make a user friendly app that people can log in on from their phones and not have to log in every time they wanna check their homework, as it makes the process of completing schoolwork that much more annoying.”*
  - *“Some features that I would prefer to be updated to the system would be: a. A night time mode that allows it to be easier to read in dark situations. Blue and black?”*
  - *“not fully accessible, which impacts me as a learner”*
- **Outdated:**

- *“Especially with the progress online systems have made over the last year or so, I think Sakai could be “modernized” a bit, presented in a more user-friendly, updated format.”*
- *“It is an extremely clunky piece of old technology, which severely lacks in every supporting aspect of pedagogy!”*
- *“restrained in its visual interface - the testing and forum options are somewhat awkward (not fluid) Design appearance is antiquated”*
- **Unstable:**
  - *“Sakai is known for crashing during exam periods and is not a reliable source for learning.”*
  - *“It tends to crash at crucial moments, such as in the middle of an online quiz. 3. It tends to crash when there is higher volume than usual.”*
- **Slow and tedious:**
  - *“Uploading content to the system also seemed to be very clunky and time consuming with too many steps involved.”*
  - *“There are way too many clicks to perform simple tasks when grading or creating modules.”*
  - *“Constantly have to repeat processes when trying to add content (scrolling, clicking, etc). the design is also so dated.”*
- **Confusing layout:**
  - *“Sakai could be confusing at times, and some people struggled to find essential lectures, or use the assignment tabs. Info was not presented well”*
- **Online teaching and learning specific:**
  - *“It randomly deleted files. There were hundreds of complaints. It was ineffective for my class of 605 students. There were hundreds of complaints. It was frustratingly ineffective at delivering useful content.”*
  - *“Entering and managing grades in Gradebook is difficult for large classes.”*

Positive:

- **Easy to navigate:**
  - *“It was user friendly I could access all my course documents and work allows me to submit my work quickly and from anywhere”*
  - *“Easy to navigate between courses, see assignment due dates, and find files”*
  - *“Easy to post lectures, readings, videos and other class material for the students. Easy to set online assignments quizzes and exams (which most of us had to learn to do for the first time online last year), and Sakai gradebook is easy to use and access. Chat rooms are easy to use and helpful to students.”*
  - *“Easy to navigate and offers plenty of valuable options for my teaching. Students have also found the platform easy to navigate.”*
  - *“beautiful in its simplicity”*
- **Lots of features:**
  - *“It’s a fantastic tool to pool course resources, its multi-functionality (resources, tests & quizzes, assignments, grades, lessons, etc.) makes it convenient to use for all courses.”*
  - *“Once the format has been developed, it is quite easy to import the site from year to year.”*
  - *“there are various features that can be utilized to meet the needs of different courses”*
  - *“And things like Gradebook are really helpful because it allows you to submit assignments, find resources, and find your grades all in one place.”*
- **Organized and simple design:**
  - *“Everything is available in one location”*

- **Accessible:**
  - *“Sakai is very organized and laid out nicely so everything is very accessible”*
  - *“A lot of features to ensure accessibility”*
  - *“The platform allows me to post videos and content in a way that is accessible for students.”*
- **Stable and reliable:**
  - *“Open source, lots of helpful resources here and online - doesn't leave me feeling like trapped in a corporate juggernaut.”*

**Question 8: From your experience, what else should the Brock University community consider as we review our LMS?**

- Many participants want the LMS to be **easy to use and stable (n=86)**,
  - *“Ultimately we want the student experience to be easy and exceptional - it should be quite straightforward for a student to determine what sites they need”*
  - *“The LMS needs to have a format that is visually simple and straightforward whereby students can expect to go to the same places and folders for each class to find the same kinds of materials. This is also an accessibility concern as not everyone can visually discriminate a complex system with many folders to find all of the information required.”*
  - *“Sakai often crashes and shuts students out, please strengthen the system opening Sakai on a phone is annoying due to having to open a browser and then the site”*
  - *“It needs to have sensible names for things, and intuitive processes. I spent a ton of time this year trying to figure out how to do things that should be simple, like creating a question pool for quizzes, or sorting out gradebook.”*
- Specific suggestions regarding **improvements to Sakai features (n=54)**
  - *“Allow for increased accessibility features, including options for reading content out-loud (a built in screen reader). Have embedded image descriptions for screen readers that don't require captions underneath the photos/pictures. Have a personal time management tool/calendar which allows for students to plan out their time for the tasks/activities in their classes. Build in pomodoro methods. Build in a tab which provides information on time management, learning strategies and mental health.”*
  - *“Test and quizzes should be updated to a less stressful experience, and should automatically save regularly. Ideally the page wouldn't send you to the top everytime you save as well, as that becomes very difficult for finding your place in test that put all the questions on the same page. Test and quizzes 'table of contents' should be updated to act as a helpful tool for students. There's a lot of potential in marking questions for later when allowed just like in an in person test, however it just doesn't work well currently.”*
  - *“Something inovative that has the potential to enhance discussions between students (not forums) and enables more interaction (more like social media where students can easily upload photographs and interact with each other).”*
  - *“Having assignment automatically show up in a calendar and have reminders through a mobile app will help remind students of due date and getting clear instruction of the expectations of those assessments is a good tool to facilitate assessment for learning.”*
- Ideally, the LMS would be **well integrated** with other teaching and learning tools (**n=44**)
  - *“the perfect LMS would integrate everything - learning, experiences, courses, email ... maybe?”*

- *"This system needs to be compatible with all accessibility software ie JAWS, Kurzweil, Dragon so that students are able to use these not only for lessons and assignments, but also in testing situations that occur in the LMS."*
- *"I think there needs to be integration between the LMS and Teams - there were just so many places students had to go this year to find information"*
- *"It would be great if staff and students could access the LMS through other apps used by the university -- for example, when you on in outlook, on the lefthand side, there is a menu bar with your commonly used "apps". It would be great if the LMS system was an "app" that could be accessed here for easy and quick transitions between sites. Lately I have been using Microsoft "Bookings" for students to book meetings at a time that is convenient for them... it would be great if this site could be integrated into the new LMS in some way that's easy to use, a clean and reliable format."*
- *"the need for online proctoring tool....or online proctoring system...this is my major concern with sakai as well as the difficulty with importing/exporting from publisher tools such as test creator"*
- **Specific suggestions regarding the selection of other LMS's (n=35)**
  - *"I would suggest that we must replace SAKAI with an up-to-date LMS that is supported by and fully compatible with resources provided by publishers, and that we should select one that can handle the tasks and needs of large courses. I understand that some faculty members are reluctant to learn how to use a new LMS, but the university should not continue to use an outdated, inadequate system due to these fears. The university should prioritize providing an LMS that meets the needs of faculty and students, and allay any fear of change by ensuring that CPI can support faculty and students through this transition."*
  - *"Some of the other professional LMS systems out there offer a better user experience, customization, etc. In addition, the better integration of other online tools."*
  - *"An outdated LMS may encourage outdated ways of learning and offering courses. This, at minimum, jeopardizes Brock's first strategic priority."*
  - *"We need to consider that online learning integration is not going to go away. Students increasingly are asking for more flexibility in terms of how, where and when they learn and a modern LMS is essential is allowing us to keep up with this."*
  - *"I think the most important criteria should be to choose a tool that is widely used by other universities in Ontario or North America. I don't think Brock should be an outlier in our choice of LMS."*
- **Regardless of LMS, we need extensive support for the system (n=30)**
  - *"Either training staff in how to set up and fully customize their Sakai site, or providing templates for teachers to edit to their needs would make the LMS even more valuable to students and staff alike."*
  - *"Integrated support! Tutorials, bank of support videos, searchable support topics that lead to actual answers and not just pages of useless text. We should not need to hire a complete team of people to fulfill this requirement. Of course we'll need people to ask for more complicated solutions but it's ridiculous that we can't do a simple search such as "how to create an assignment" and get a reasonable, clear answer from an existing database."*
  - *"Consider training the users of the system (professors, lecturers, teaching assistants). Most of the time the problems I have with Sakai are related to the knowledge and understanding of the user."*
  - *"The whole process and learning curve. The support and how it is delivered matters just as much as the product, and the two should be considered together."*
- **Some participants prefer to keep Sakai and/or certain Sakai features (n=23)**
  - *"It doesn't need changing in my opinion. It's a very straightforward platform and changing its design may make things more confusing for returning and incoming students alike."*

- *“You should consider the time everyone has already invested in Sakai. Faculty, graduate, and undergraduate students have spent many dozens of hours learning the ins and outs of Sakai during COVID-19 on-line learning. I have used Sakai for many years, but this past 15 months I have spent time to learn amazing tips and tricks and new functions that have functioned well. Changing the LMS now after all of us have just invested so much time and effort into Sakai would feel like a huge kick in the teeth. The last thing I or my students need post-COVID as we transition back into the classroom over the next few years is to start from scratch on a new LMS. Now is not the time. No new LMS will be good enough, easy enough, or cheap enough to justify the loss of morale and faculty/student hours”*
- *“We are familiar with it. It strikes me as relatively inexpensive to operate. And it is dependable. Given that instruction is a major source of Brock's revenue stream, and for better or for worse online instruction is becoming more important as a revenue stream, I would be loathe to replace something that works as well as Sakai.”*
- Some participants want **upgrades and flexibility regarding aesthetics for the current LMS (n=18)**
  - *“Having more options, for those of us who wish to invest the time to make the online experience more attractive, would be welcome.”*
  - *“The balance between form and function and striking a more even balance. Sakai, for the most part, works well, but needs more options for visual design, accessibility and for multiple modes of content (images especially, but also audio and other media formats).”*
  - *“Resemble performance of online experiences in other non LMS environments that 21st century students have come to expect.”*