

Sub-question 2:
What Do Students and Faculty Do When They Log Onto the DDP?

Data to address this sub-question were gathered from database mining, student and faculty surveys, and student and faculty interviews. Database mining included data on students (number of completed key performances) and faculty (number of active key performances and number of files uploaded). Survey data for both faculty and students included a series of nine questions that asked how often they used various features of the DDP. The student survey also asked the number of key performances students had completed during the semester. The faculty survey asked how many active key performances they had on the DDP. Interview data for both students and faculty included questions on what they do when they log onto the DDP.

Database Mining

Students and faculty use the DDP to complete key performances. For students, data gathered from database mining contained the number of key performances completed during the spring, 2005. For faculty, data gathered from the DDP database included the number of feedback files uploaded, and the number of active key performances for the spring, 2005 semester.

Student key performances are considered complete and appear on the appropriate matrix when students have uploaded a self assessment and faculty (or assessors) have uploaded feedback, given an overall key performance status, and a status for each matrix connection. During the spring, 2005 semester, 1,669 students completed a total of 3,918 key performances. Figure 15 displays the number of completed key performances during the spring, 2005 semester. The mean was 2.4, with a standard deviation of 1.5. The median was 2.0, and the data range was 1 to 11. The data included a number of

outliers (three or more standard deviations), including students who completed seven or more key

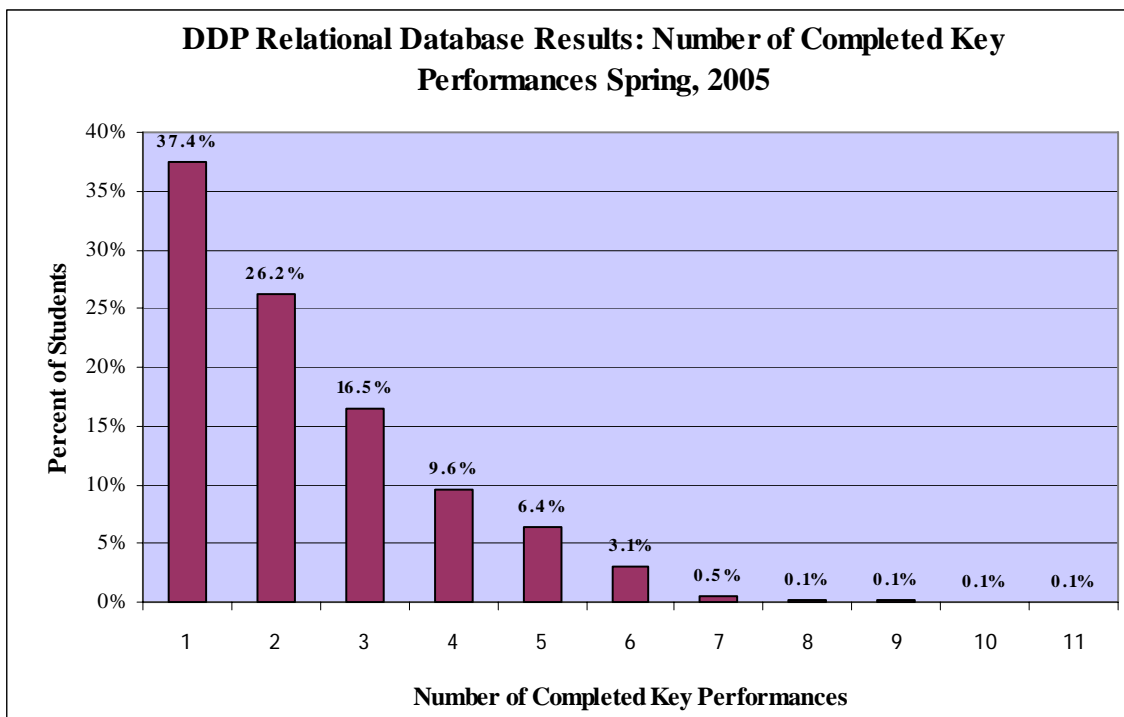


Figure 15. DDP relational database results: Number of completed key performances spring, 2005

performances. In this case, the median (2.0) was a more accurate representation of the number of key performances completed during the spring, 2005 semester.

Faculty must upload feedback in order for a key performance to be complete. The Assessment Center is responsible for uploading feedback on a number of required outside-of-class assessments. Due to the large number of file uploaded (846 files), data from the Assessment Center were removed. Data were also removed for the generic log-on, faculty teams (20 entries), and files uploaded by the DDP Assistant (3), to provide a more accurate picture of individual faculty file uploads.

Figure 16 displays the frequency of faculty file uploads. Uploads contained files for primary and secondary feedback. During the spring, 2005 semester,

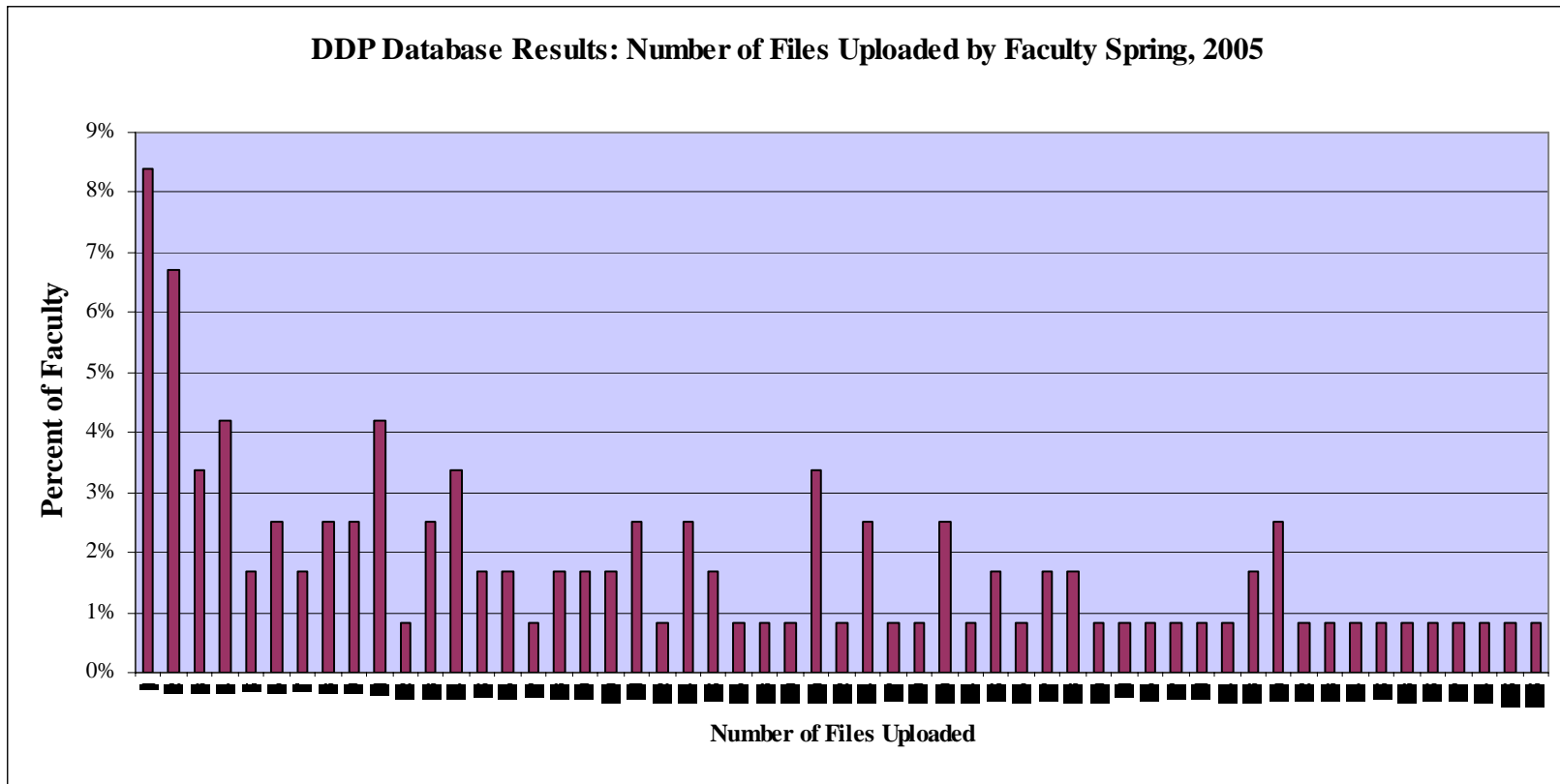


Figure 16. DDP relational database results: Number of faculty files uploaded spring, 2005

116 faculty/assessors uploaded a total of 3,150 files. The mean number of files uploaded was 27.2, with a standard deviation of 26.8. The range of file uploads was large, 1 to 120 and contained several outliers. The median for faculty file uploaded was 18.0, which is a more accurate representation, given the large range.

Active key performances are those currently listed on the DDP for student use. A key performance can be created by individual faculty or by faculty groups. A faculty member can have students complete a key performance they have created, or one created by another faculty member or faculty group. Figure 17 displays the results from the DDP relational database for all active key performances during the spring, 2005. A key performance that is active may, or may not, be used during the semester. All generic accounts were removed from the data (faculty teams, ability departments, and Assessment Center). In addition, data were moved for the DDP Administrator and the Internship Department. The Internship Department creates key performances for each department's internship courses.

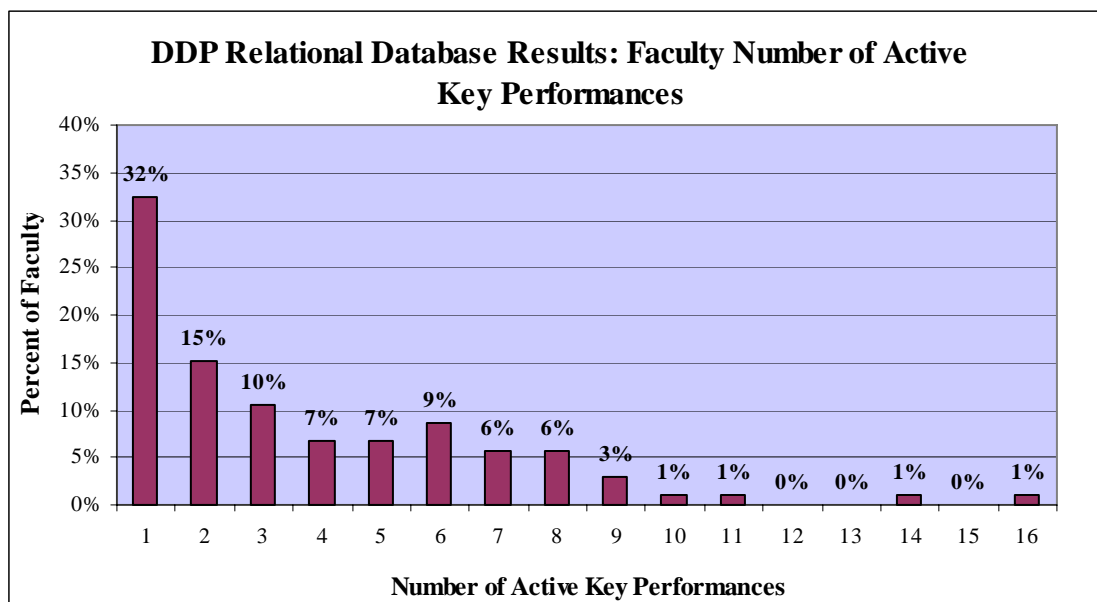


Figure 17. DDP relational database results: Faculty active key performances spring, 2005

There were a total of 374 active key performances, created by 100 different faculty. The mean was 3.7 with a standard deviation of 3.1 and a range of 15. The median was 3.0. The data contained two outliers, therefore the median (3.0) would be a more accurate representation of the number of faculty who created active key performances during spring, 2005.

Data from the DDP relational database indicated that students completed two key performances during spring, 2005. DDP relational database data indicated that faculty uploaded approximately 18 files and had three active key performances during spring, 2005.

Survey Data Analysis

There were two areas of the surveys that pertained to what students and faculty do when they log onto the DDP. For students, the first area was a question on their perception of how many key performances they completed during the semester. The second area was a series of nine questions that pertained to how often they use certain DDP features. Faculty were asked a similar series of nine questions on how often they use certain features of the DDP, as well as how many active key performances they had on the DDP.

Student Survey Results

Students were asked approximately how many key performances they had completed during the semester (spring, 2005). They were given five choices: 0, 1, 2, 3, 4 or more. Figure 16 displays the results for student perceptions of the number of key performances they completed during spring, 2005. The majority of advanced students (50.8%) perceived they had completed no key performances, while beginning

students (36.5%) perceived they had completed two key performances for the semester. Less than 10% of students responded they had completed 4 or more key performances during the spring, 2005 semester. Data indicated that as students' progress through the curriculum, their perception of completed key performances during the semester decreased.

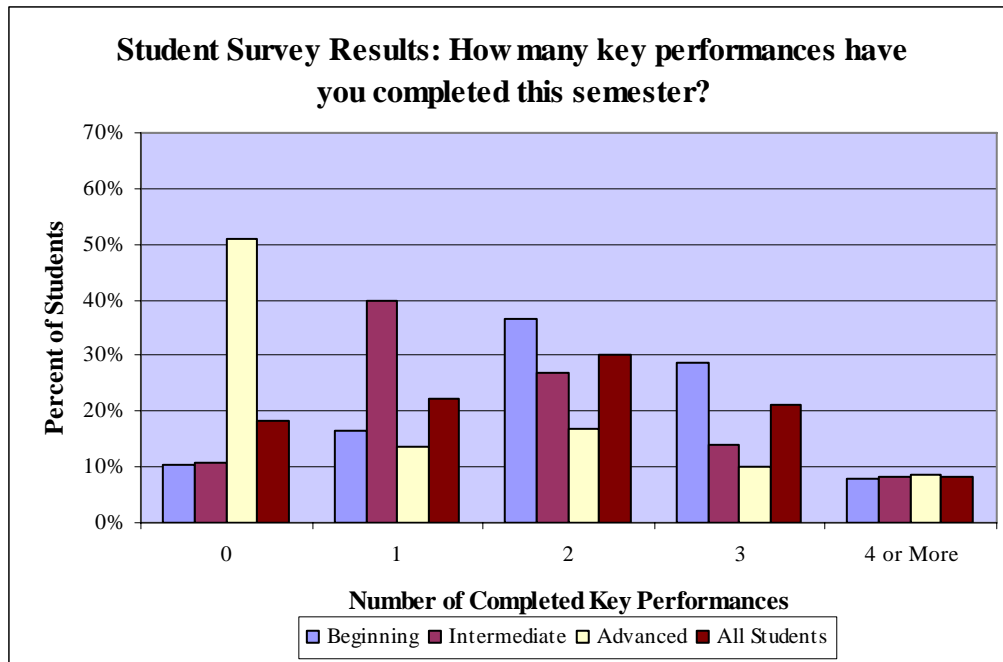


Figure 18: Student survey results: How many key performances have you completed this semester?

Table 17 summarizes the statistics on student perception of the number of completed key performances for spring, 2005. The mean for this question was 1.8, with a standard deviation of 1.2 and a median of 2.0. It is interesting to note that the median for advanced students was zero.

Table 17

Student Survey Statistics on Completed Key Performances

Number KP	Beginning Students	Intermediate Students	Advanced Students	All Students
0	17	9	30	56
1	27	34	8	69
2	60	23	10	93
3	47	12	6	65
4 or More	13	7	5	25
Total	164	85	59	308
Missing	8	6	2	16
Total	172	91	61	324
Mean	2.1	1.7	1.1	1.8
SD	1.5	1.1	1.4	1.2
Median	2.0	1.0	0.0	2.0

The second data set that was concerned with what students do when they log onto the DDP, involved a series of nine questions on various features of the DDP. Students were asked to determine how often they use a particular feature. The choices on the survey were: *Do not know what this is* (0), *Never* (1), *Occasionally* (2), *Often* (3), and *Very Often* (4).

The first question asked how often students add a key performance to the My Work area of the DDP. Students must add a key performance to the My Work area before the key performance can be completed. Figure 18 displays the results of the student survey. The most frequent response for all groups of students was *Occasionally* (64.3%). A total of 6.1% of all students did not know the meaning of this feature. However, only 1.1% of intermediate students did not know the meaning of this feature.

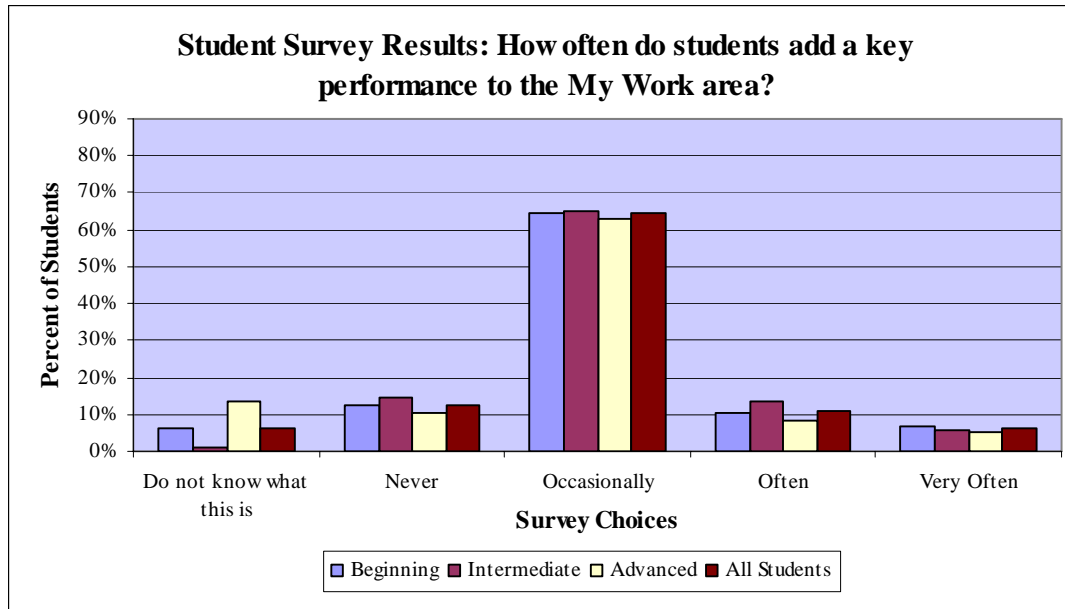


Figure 19. Student survey results: How often do students add a key performance to the My Work area?

Table 18 lists the data for each group and the corresponding measures of central tendencies. The median for all three student groups are identical, indicating students' perceptions of how often they add a key performance to the My Work area was *Occasionally*. This is interesting because students *must* add a key performance the My Work area before it can be completed.

Table 18

Student Survey Statistics on How Often a Key Performance is Added to the My Work Area

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	10	1	8	19
Never	21	13	6	40
Occasionally	107	58	37	202
Often	17	12	5	34
Very Often	11	5	3	19
Total Responses	166	89	59	314
Missing Responses	6	2	2	10
Total Respondents	172	91	61	324
Mean	2.0	2.1	1.8	2.0
SD	1.1	0.7	1.0	0.9
Median	2.0	2.0	2.0	2.0

The second question on the student survey that pertained to what students do when they log onto the DDP asked how often they upload a self assessment. Students must upload a self assessment in order to complete their portion of a key performance. Figure 20 displays the results of this question. The majority of students responded they upload a self assessment *Occasionally* (63.9%). The data also indicated that intermediate students seemed to know the meaning of uploading a self assessment, due to the low percent (0.0%) of intermediate students that responded *Do not know what this is*.

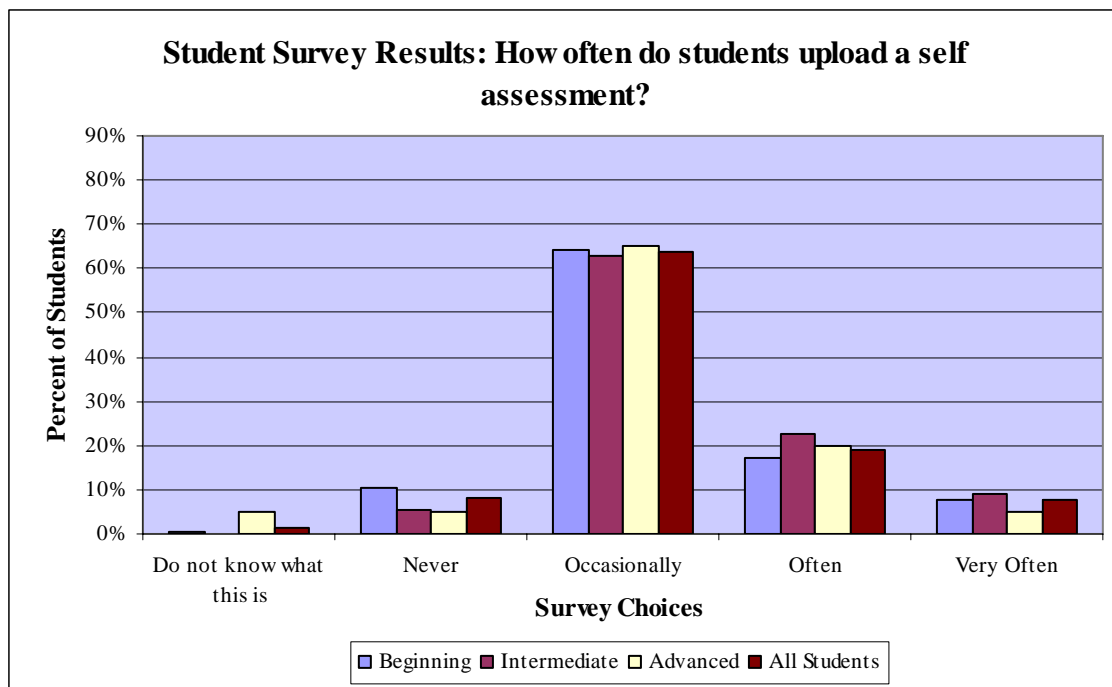


Figure 20. Student survey results: How often do students upload a self assessment?

Table 19 lists the data for each student group. The mean for all students was 2.2, with a standard deviation of 0.8, and the median was 2.0 (*Occasionally*).

Because uploading a self assessment is required for students to complete a key performance, it is interesting that students perceived this as something they do *Occasionally*.

Table 19

Student Survey Statistics on How Often Do Students Upload a Self Assessment

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	1	0	3	4
Never	18	5	3	26
Occasionally	109	56	39	204
Often	29	20	12	61
Very Often	13	8	3	24
Total Responses	170	89	60	319
Missing Responses	2	2	1	5
Total Respondents	172	91	61	324
Mean	2.2	2.4	2.2	2.2
SD	0.8	0.7	1.0	0.8
Median	2.0	2.0	2.0	2.0

The third question on the student survey that pertained to what students do when they log onto the DDP asked how often students check feedback. Depending on the key performance, students could receive their feedback as a hard-copy in class, or be required to access the feedback via the DDP. Figure 21 displays the results of the data. The majority of the students (56.3%) answered that they check their feedback *Occasionally*. Very few students (1.6%) did not know the meaning of this feature. There was also a low percent of students who responded that they checked their feedback *Very Often*.

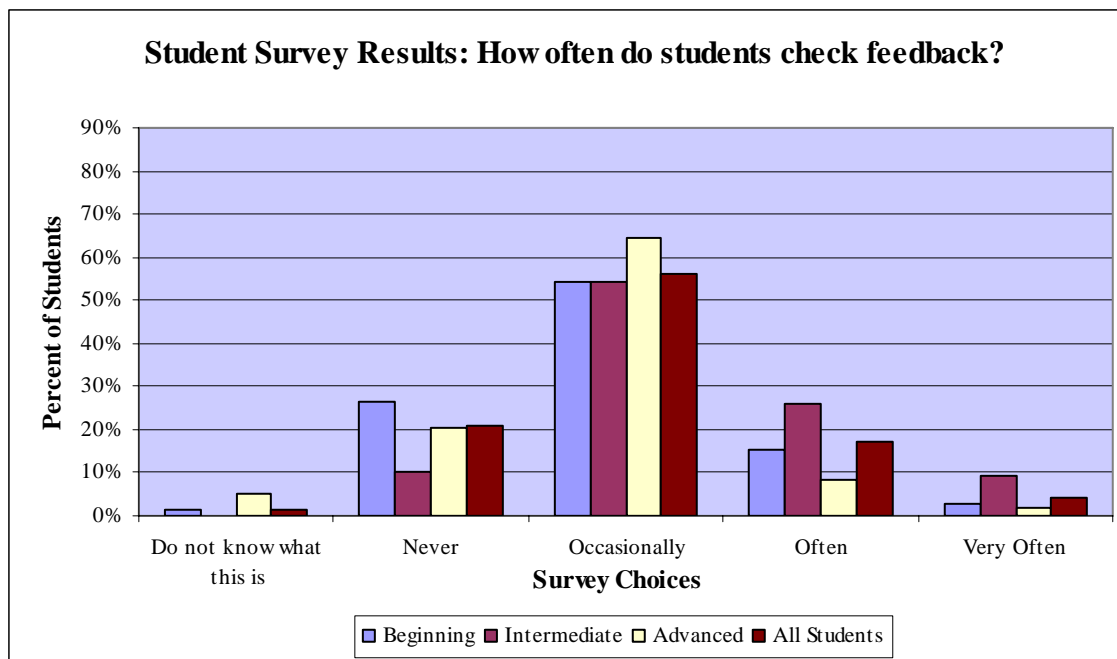


Figure 21. Student survey results: How often do students check feedback?

Table 20 lists the data for all student groups along with the corresponding measures of central tendencies. The mean for all students was 2.0, with a standard deviation of 0.8 and median of 2.0 (*Occasionally*). Intermediate students were the only group who knew the meaning of this feature and were the group with the highest percent of *Often* responses (26.1%).

Table 20

Student Survey Statistics on How Often Students Check Feedback

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	2	0	3	5
Never	45	9	12	66
Occasionally	93	48	38	179
Often	26	23	5	54
Very Often	5	8	1	14
Total Responses	171	88	59	318
Missing Responses	1	3	2	6
Total Respondents	172	91	61	324
Mean	1.9	2.3	1.8	2.0
SD	0.8	0.8	0.7	0.8
Median	2.0	2.0	2.0	2.0

The fourth question on the student survey that pertained to what students do when they log onto the DDP asked how often students review past key performances. Figure 22 displays the results of the data. The majority of students answered that they review their past key performances *Occasionally* (48.4%). Advanced students were the only group that did not list *Very Often* as a response. A large percent of beginning (40.4%) and intermediate (40.7%) students responded they *Never* reviewed past key performances.

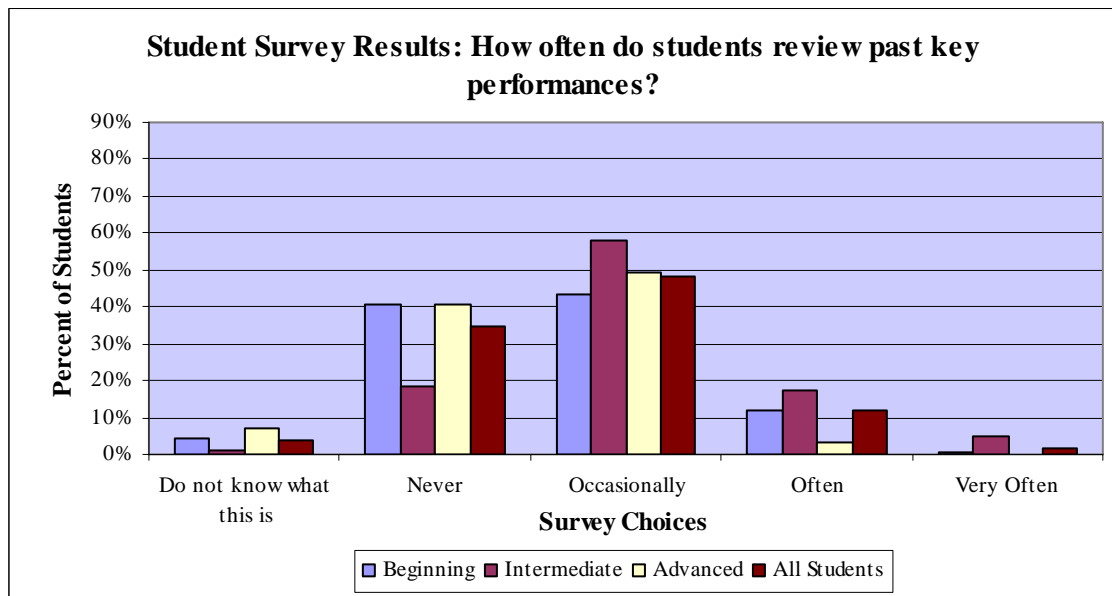


Figure 22. Student survey results: How often do students review past key performances?

Table 21 lists the data from each student group with the corresponding measures of central tendency. This question had a large percent of beginning and advanced students that responded *Never* (40.0%), while 18.6% of intermediate students responded *Never*. The mean for this question was 1.7, with a standard deviation of 0.8 and a median of 2.0 (*Occasionally*).

Table 21

Student Survey Statistics on How Often Students Review Past Key Performances

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	7	1	4	12
Never	69	16	24	109
Occasionally	74	50	29	153
Often	20	15	2	37
Very Often	1	4	0	5
Total Responses	171	86	59	316
Missing Responses	1	5	2	8
Total Respondents	172	91	61	324
Mean	1.6	2.1	1.5	1.7
SD	0.8	0.8	0.7	0.8
Median	2.0	2.0	2.0	2.0

The fifth question on the student survey that pertained to what students do when they log onto the DDP asked how often students use the My Resources area. Figure 23 displays the results of the data. For this survey question, the majority of students answered that they *Never* use the My Resources area (52.5%). This question had 13.0% of students who answered they did not know the meaning of the My Resource area and a small percent, 0.9% of students who responded they used this feature *Very Often*.

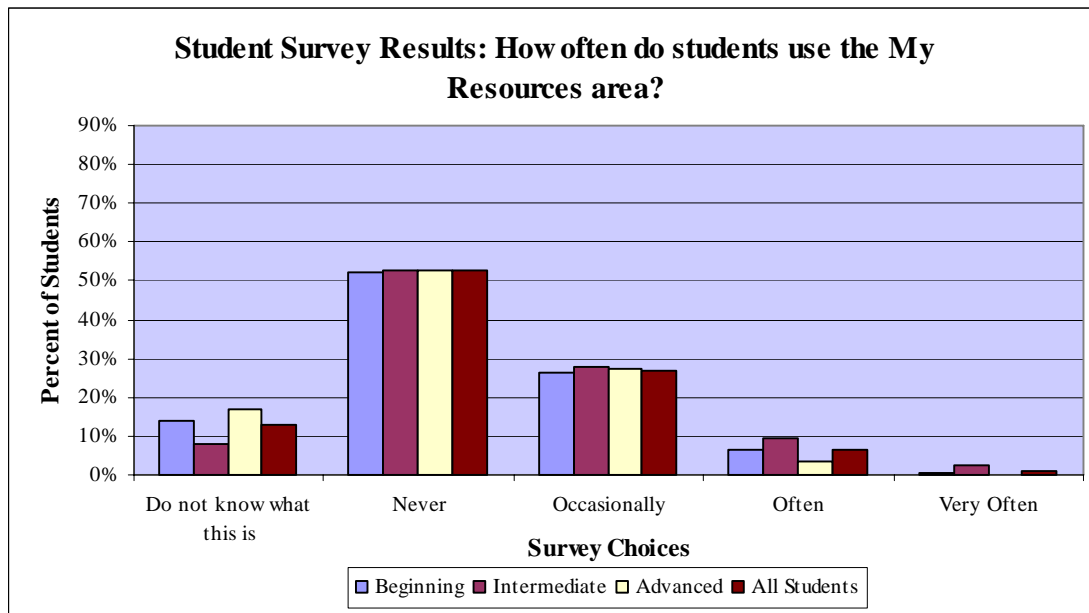


Figure 23. Student survey results: How often do students use the My Resources area?

Table 22 lists the data from each student group with the corresponding measures of central tendency. The mean for all students was 1.3, with a standard deviation of 0.8 and a median of 1.0 (*Never*).

Table 22

Student Survey Statistics on How Often Students Use the My Resources Area

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	24	7	10	41
Never	89	46	31	166
Occasionally	45	24	16	85
Often	11	8	2	21
Very Often	1	2	0	3
Total Responses	170	87	59	316
Missing Responses	2	4	2	8
Total Respondents	172	91	61	324
Mean	1.3	1.5	1.2	1.3
SD	0.8	0.9	0.8	0.8
Median	1.0	1.0	1.0	1.0

The sixth question on the student survey that pertained to what students do when they log onto the DDP asked how often students use the Reference area. Figure 24 displays the results for this feature. The majority of students (53.5%) responded they *Never* use the Reference area. This question also had a higher than expected percent of students who answered they did not know the meaning of the Reference area (15.0%). A low percent of students (1.3%) responded they used this feature *Very Often* and no advanced student chose this response.

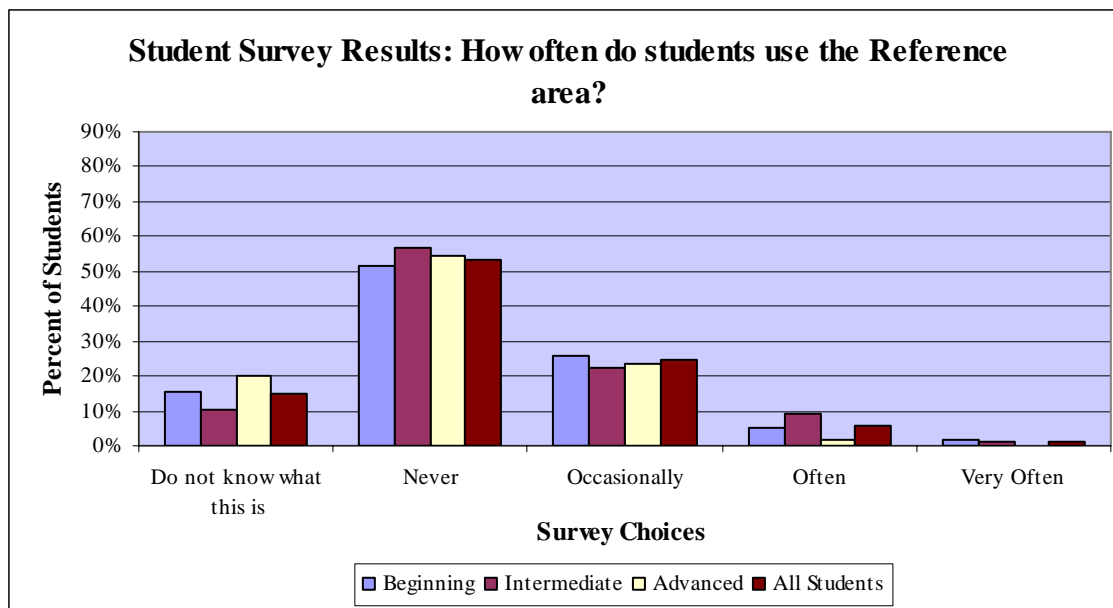


Figure 24. Student survey results: How often do students use the Reference area?

Table 23 lists the data from each student group with the corresponding measures of central tendency. The mean for all students was 1.3, with a standard deviation of 0.8 and the median of 1.0 (*Never*).

Table 23

Student Survey Statistics on How Often Students Use the Reference Area

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	24	9	12	47
Never	89	48	32	168
Occasionally	45	19	14	77
Often	11	8	1	18
Very Often	1	1	0	4
Total Responses	170	85	59	314
Missing Responses	2	6	2	10
Total Respondents	172	91	61	324
Mean	1.3	1.3	1.1	1.3
SD	0.9	0.8	0.7	0.8
Median	1.0	1.0	1.0	1.0

The seventh question on the student survey that pertained to what students do when they log onto the DDP asked how often the students attach a key performance to a matrix. Figure 25 displays the results of the data. For this survey question, the 39.0% of

students answered they *Never* attach a key performance to a matrix. This question also had a higher than expected percent of students (15.1%) who answered they did not know the meaning of attaching a key performance to a matrix. Very few students (2.5%) responded they used this feature *Very Often*. No intermediate students responded that they attach a key performance to a matrix *Very Often*.

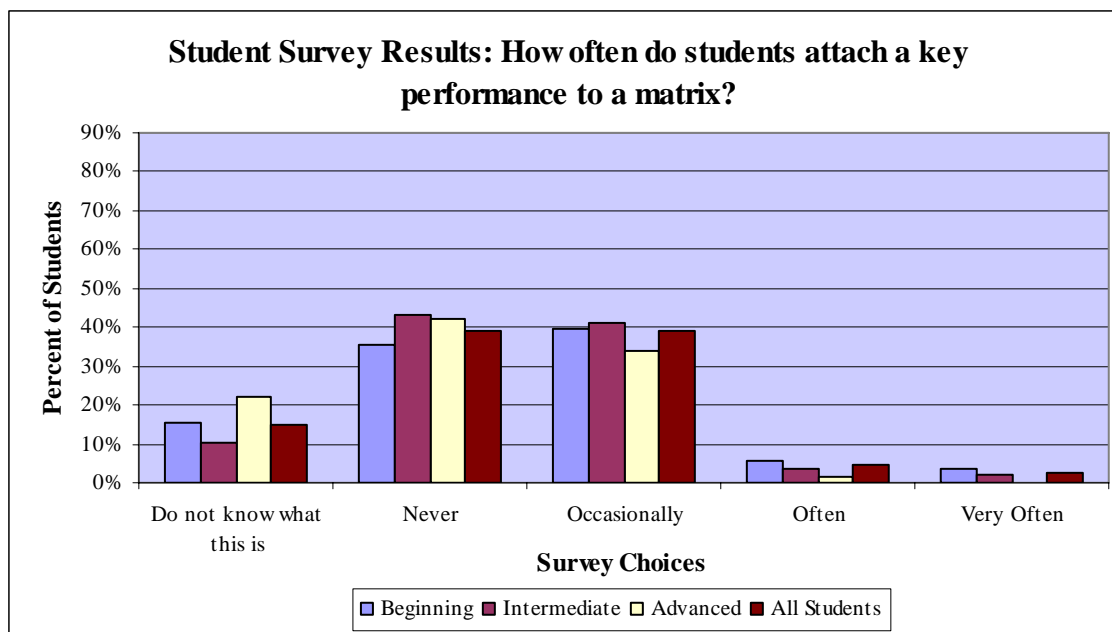


Figure 25. Student survey results: How often do students attach a key performance to a matrix?

Table 24 lists the data from each student group with the corresponding measures of central tendencies. The mean was 1.4 with a standard deviation of 0.8 and a median of 1.0 (*Never*). Data indicated that students perceived they generally *Never* attach a key performance to a matrix.

Table 24

Student Survey Statistics on How Often Students Attach a Key Performance to a Matrix

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	24	9	13	48
Never	89	38	25	124
Occasionally	45	36	20	124
Often	11	3	1	14
Very Often	1	2	0	8
Total Responses	170	88	59	318
Missing Responses	1	3	2	6
Total Respondents	172	91	61	324
Mean	1.5	1.4	1.2	1.4
SD	0.9	0.8	0.8	0.8
Median	1.0	1.0	1.0	1.0

The eighth question on the student survey that pertained to what students do when they log onto the DDP asked how often they view a video on the DDP. Figure 26 displays the results of the data. For this survey question, the majority of intermediate (69.7%) and advanced (65.0%) students answered they *Never* view a video of their work on the DDP. When the DDP version 2.0 was introduced, all beginning student videos were placed on

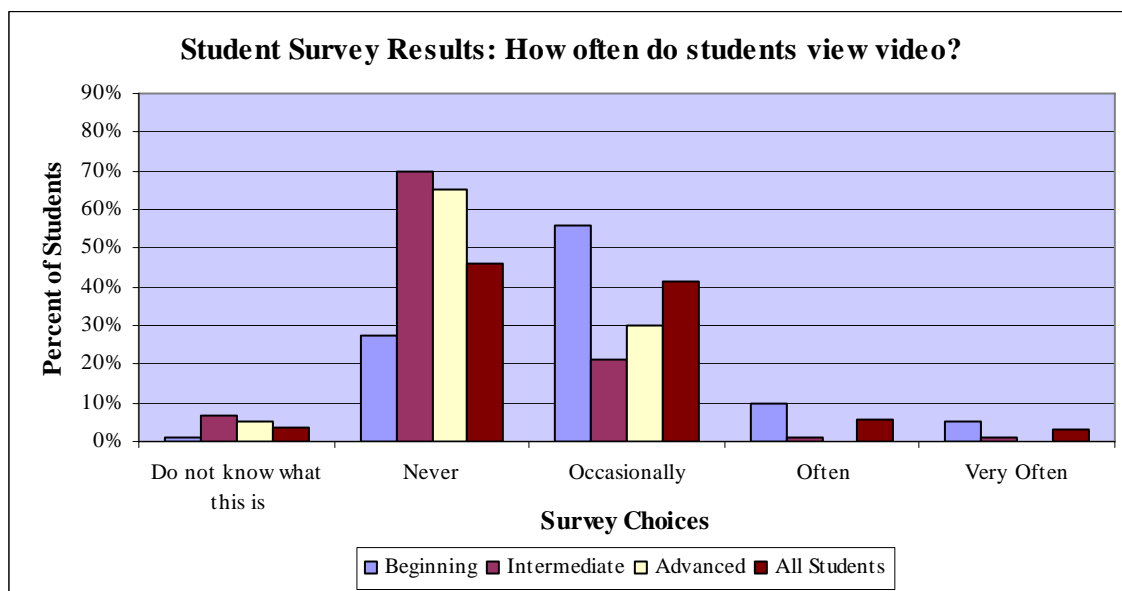


Figure 26. Student survey results: How often do students view video?

the DDP. This could explain the 40.0% of beginning students that responded they *Occasionally* view video of their work on the DDP. All student groups had a minimum percent of students (less than 7%) who indicated they did not know the meaning of viewing video on the DDP.

Table 25 lists the data from each student group with the corresponding measures of central tendencies. The mean for this question was 1.6, with a standard deviation of 0.8 and a median of 2.0 (*Occasionally*). No advanced students responded they viewed video of the work on the DDP *Often* or *Very Often*.

Table 25

Student Survey Statistics on How Often Students View a Video

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	2	9	3	11
Never	47	38	39	148
Occasionally	96	36	18	133
Often	17	3	0	18
Very Often	9	2	0	10
Total Responses	171	88	60	320
Missing Responses	1	2	1	4
Total Respondents	172	91	61	324
Mean	1.9	1.2	1.3	1.6
SD	0.8	0.6	0.5	0.8
Median	2.0	1.0	1.0	2.0

The last question on the student survey that pertained to what students do when they log onto the DDP asked how often they use the Help Menu on the DDP. Figure 27 displays the results of the data. For this survey question, the majority of students (70.0%) responded they *Never* use the Help Menu. Intermediate and advanced students had no responses for *Often* and *Very Often*. Very few students (5.0%) indicated they did not know the meaning of this feature.

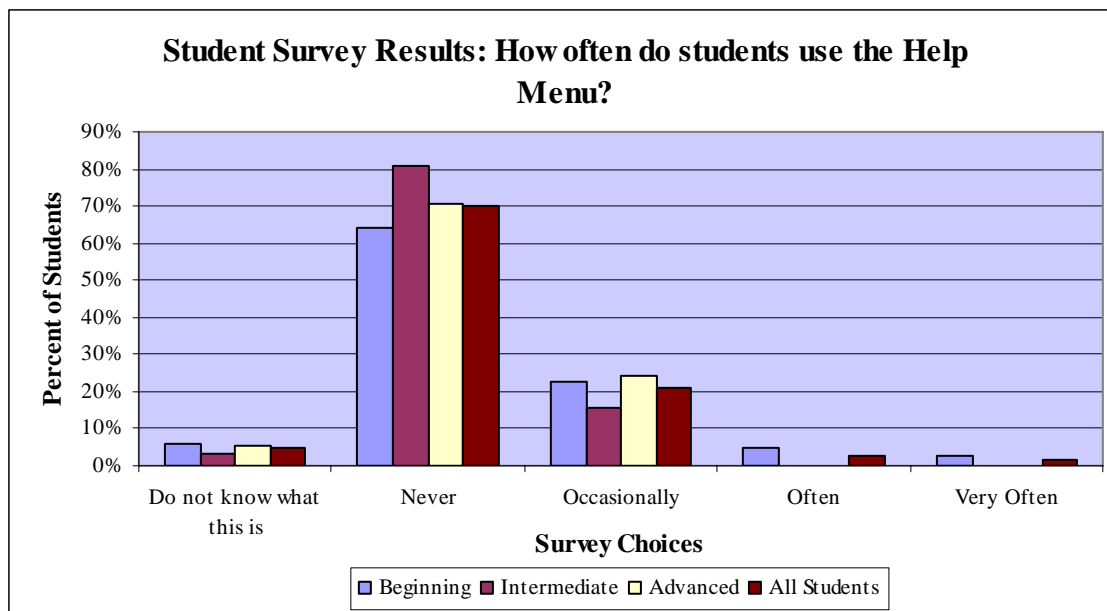


Figure 27. Student survey results: How often do students use the Help Menu?

Table 26 lists the data from each student group with the corresponding measures *Often* of central tendency. The mean for this question was 1.3, with a standard deviation of 0.7 and median of 1.0 (*Never*).

Table 26

Student Survey Statistics on How Often They Use the Help Menu

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	10	3	3	16
Never	109	72	41	222
Occasionally	38	14	14	66
Often	8	0	0	8
Very Often	5	0	0	5
Total Responses	170	89	58	317
Missing Responses	2	2	3	7
Total Respondents	172	91	61	324
Mean	1.4	1.1	1.2	1.3
SD	0.8	0.4	0.5	0.7
Median	1.0	1.0	1.0	1.0

Results from the two areas of the student survey that pertained to what students do when they log into the DDP indicated students perceived they had completed

approximately two key performances during the spring, 2005 semester. The top four choices for how often students use various features of the DDP are summarized in Table 27. The results indicated a similarity between the groups. However, in all cases the choice with the highest mean was *Occasionally*. None of the features listed on the survey had a mean score indicating an *Often* or *Very Often* response. These results could have been influenced by student perceptions that they are not using the DDP very frequently therefore they are not using any of the features very frequently.

All three student groups responded the feature they use the most was *Uploading a Self Assessment*. The second and third most often used features were similar for each group, *Add key performance to My Work* and *Check feedback for a key performance*. In the case of advanced students these two choices had identical means. One of the top four choices for intermediate and advanced students was *Review past key performances*. This was not a top four choice for beginning students. This could relate to the fact that typically, beginning students do not have as many completed key performances as the Table 27

Summary of Students' Most-Often Used Features of the DDP

	Beginning Students	Intermediate Students	Advanced Students	All Students
1	Upload a Self Assessment M=2.21	Upload a Self Assessment M=2.21	Upload a Self Assessment M=2.21	Upload a Self Assessment M=2.21
2	Add key performance to My Work M=1.99	Check feedback for a key performance M=2.34	Add key performance to My Work M=1.81	Check feedback for a key performance M=2.02
3	Check feedback for a key performance M=1.92	Add key performance to My Work M=2.08	Check feedback for a key performance M=1.81	Add key performance to My Work M=1.98
4	View video of work M= 1.91	Review past key performances M= 2.06	Review past key performances M= 1.49	Review past key performances M= 1.73

other student groups and therefore do not review their past work. It is interesting to note that beginning students' fourth choice was *View video of work*. Perhaps the fact that

beginning students are oriented to the DDP in a session in which they view video and self assess on their first speech (beginning of semester one) contributed to this perception.

The three least-used features of the DDP were similar for all student groups: *Use the Reference area*, *Use the Help Menu*, and *Use the My Resource area*. The results are displayed in Table 28. In the case of intermediate students, *View a video of work* was the second least used feature. The feature that advanced students used second least was *Attach a key performance to a matrix*. Perhaps the fact that attaching a key performance to a matrix was a feature introduced in version 2.0 of the DDP contributed to their perception because advanced students might not have received training on this feature.

Table 28

Summary of Students' Least-Often Used Features of the DDP

	Beginning Students	Intermediate Students	Advanced Students	All Students
1	Use the Reference area M=1.26	Use the Help Menu M=1.12	Use the Reference area M=1.07	Use the Reference area M=1.26
2	Use the My Resource area M=1.27	View video of work M= 1.91	Attach a key performance to a matrix M=1.15	Use the Help Menu M=1.26
3	Use the Help Menu M=1.35	Use the Reference area M=1.26	Use the My Resource area M=1.27	Use the My Resource area M=1.30

Faculty Survey Results

The faculty survey contained two areas that connected to the question of what faculty do when they log onto the DDP. The first question pertained to the faculty members' perception of the number of active key performances they had on the DDP. The second area included a series of nine questions on how often faculty used various features of the DDP.

Faculty can create their own key performances (they would be listed as the creator) for student use, or they can have their students complete key performances created by others. For example, if faculty are team-teaching or teaching a section of a

multi-section course, they might have their students use a key performance created by another faculty member. There are also generic accounts on the DDP. These generic accounts allow faculty to log on as *faculty teams* or *ability departments* in order to create key performances that can be used by a variety of students.

Faculty were asked approximately how many active key performances they had on the DDP. The choices for this question were: 0, 1, 2, 3, 4 or more. Figure 28 displays the survey results, with 90 faculty responding to this question. The mean number of active key performances was 2.1, with a standard deviation of 1.4 and a median of 2.0. Of the faculty responding, 24.4% answered they had two active key performances on the DDP during the spring, 2005 semester. Approximately the same number of faculty (22.2%) responded that they had *four or more* active key performances on the DDP. These data probably do not depict all the active key performances because faculty might not consider key performances they have created using the generic username as their own.

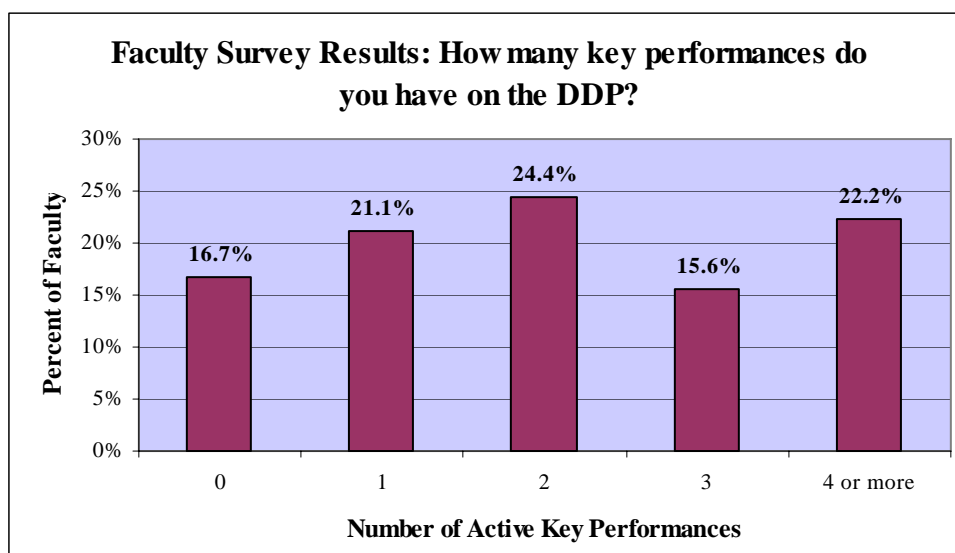


Figure 28. Faculty survey results: How many key performances do you have on the DDP?

In addition to the question on their perception of the number of active key performances they had on the DDP, faculty were asked a series of nine questions concerning how often they used a variety of DDP features. The first question faculty were asked is how often they create a key performance. Figure 29 displays the results of the data. A total of 88 faculty responded to this question. The mean was 1.9, with a standard deviation of 0.6. The median was 2.0, with the majority responding *Occasionally*. The data indicated that 2.3% of faculty did not know the meaning of creating a key performance, while 75.0% used this feature *Occasionally*.

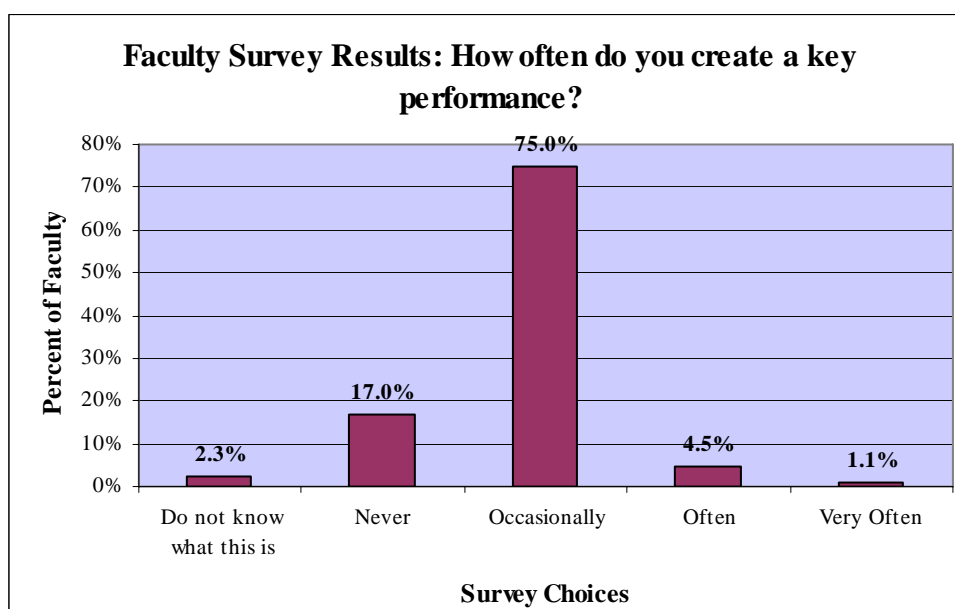


Figure 29. Faculty survey results: How often do you create a key performance?

The second question that pertained to what faculty do when they log onto the DDP was how often they upload student feedback. Figure 30 displays the results of the data, with 89 faculty answering this question. The mean was 2.6, with a standard deviation of 0.9 and a median of 3.0 (*Often*). Over 20% of faculty responded they uploaded student feedback *Very Often*, while 31.5% responded *Often*. Only one respondent (1.1%) did not know the meaning of this feature.

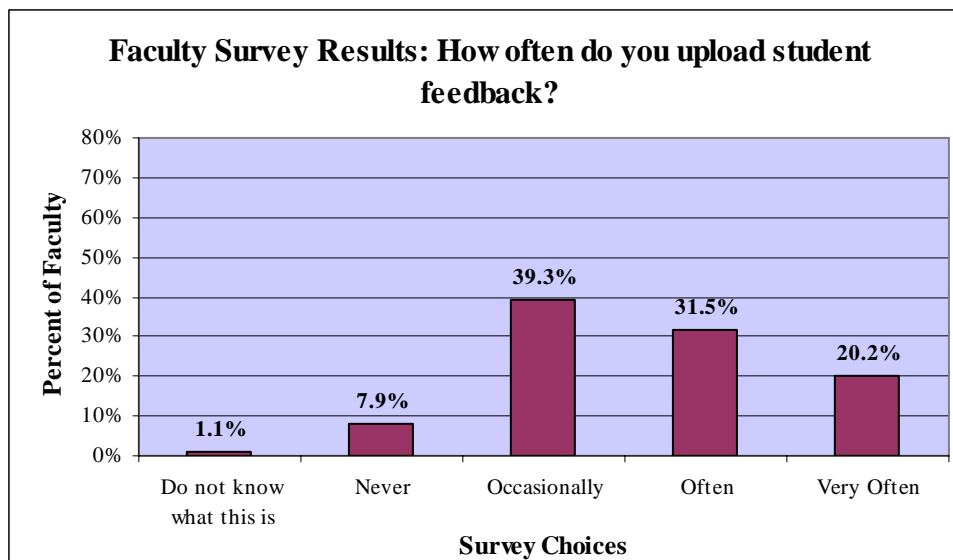


Figure 30. Faculty survey results: How often do you upload student feedback?

The third question that pertained to what faculty do when they log onto the DDP was how often they read student work. Students do not have to upload their work to the DDP unless required by their instructor. Figure 31 displays the results of the data, with 82 faculty responding to this question. The mean was 2.5, with a standard deviation of 0.9 and a median of 3.0 (*Often*). There was one respondent (1.1%) who did not know the meaning of this feature and 9.8% of faculty responded they view student work *Very Often*. It is interesting that 40.2% of faculty responded *Occasionally* to this question, despite the fact that students do not have to upload their work.

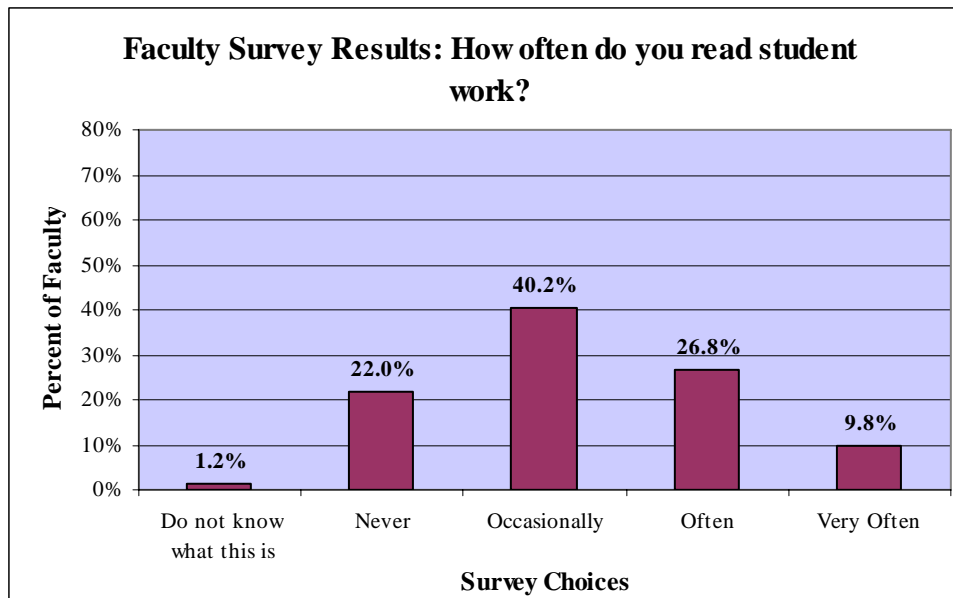


Figure 31. Faculty survey results: How often do you read student work?

The fourth question that pertained to what faculty do when they log onto the DDP asked how often they read students' self assessment. Figure 32 displays the results of the data. There were 85 faculty who responded to this question. The mean was 2.5 with a standard deviation of 0.9. The median score was 3.0 (*Often*). For this question, there was one respondent (1.2%) who did not know the meaning of this feature. Over 50% of faculty

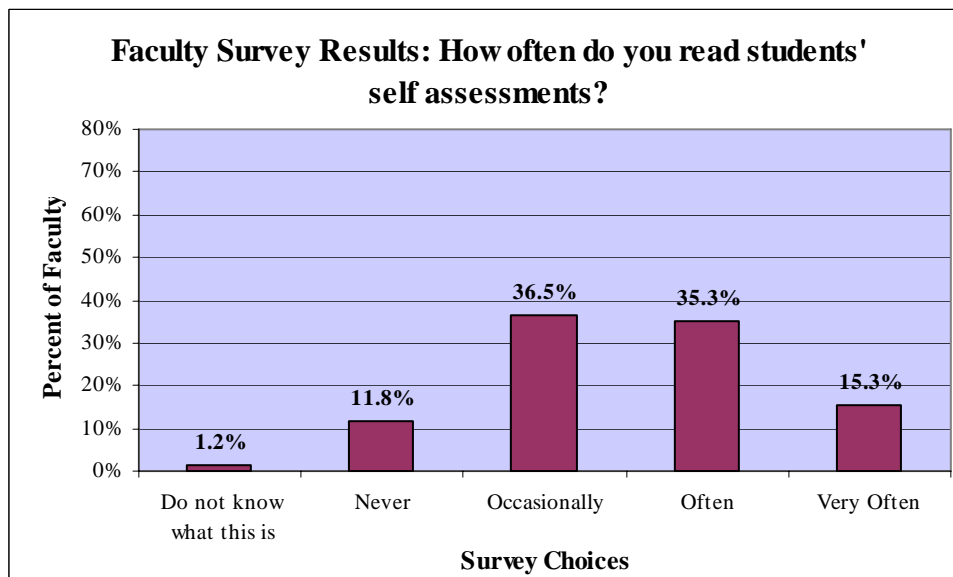


Figure 32. Faculty survey results: How often do you read students' self assessments?

indicated they read student self assessments *Often* or *Very Often*. This feature, along with uploading feedback had the highest mean with 3.0 (*Often*).

The fifth question that pertained to what faculty do when they log onto the DDP asked how often they use the My Resource area. The My Resource area is a place where faculty can upload files and store materials electronically without directly connecting the files to a key performance. Figure 33 displays the results of the data. There were 85 faculty responding to this question. The mean was 1.3, with a standard deviation of 0.8. The median was 1.0 (*Never*). For this question there was 14.1% of faculty who did not know the meaning of this feature. Only one respondent (1.2%) stated they use the My Resource area *Very Often*. It is interesting to note that over 50% of faculty responded they *Never* use the My Resource area, even though it was designed to allow faculty to upload any type of electronic files, similar to an Internet hard drive. Perhaps this is due to lack of training, or the general overall perception that faculty do not use the DDP often enough.

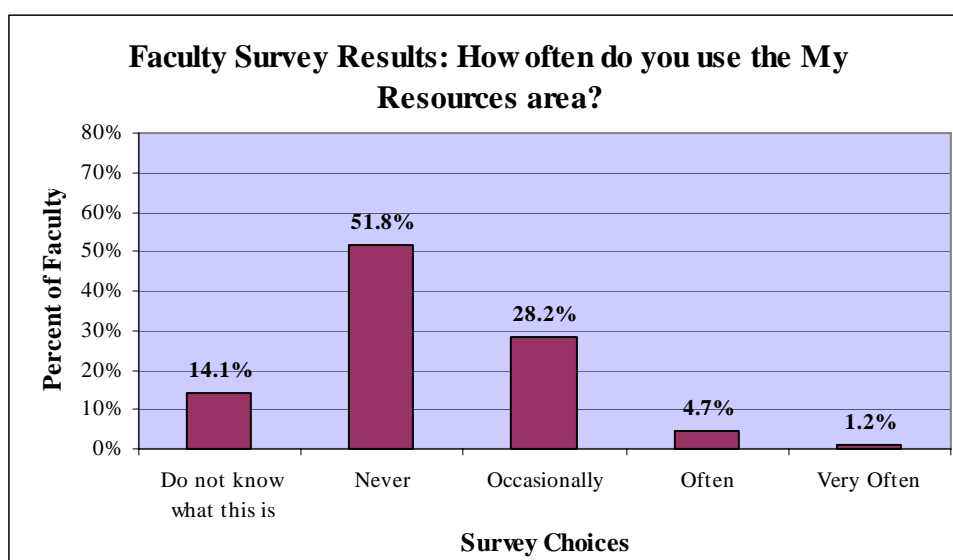


Figure 33. Faculty survey results: How often do you use the My Resources area?

The sixth question that pertained to what faculty do when they log onto the DDP asked how often they use the Reference area. The Reference area contains institutional documents that can be of use to faculty. For example, the area contains a list of all major and support (minor) advanced outcomes and required courses. Figure 34 displays the results of the data. There were 86 faculty that responded to this question. None of the faculty responded that they used the Reference area *Very Often*. The mean was 1.5, with a standard deviation of 0.8 and a median of 2.0 (*Occasionally*). Of the faculty responding, 10.5% did not know the meaning of this feature.

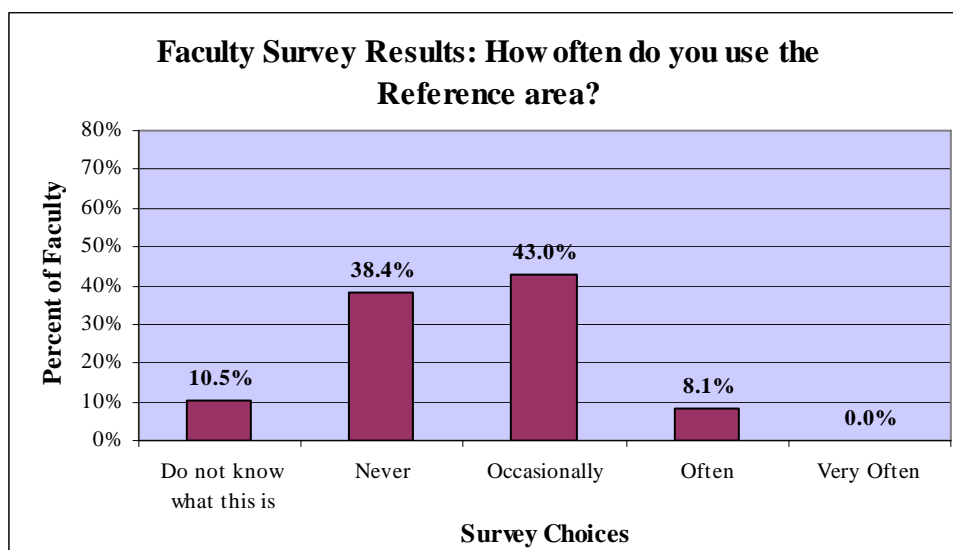


Figure 34. Faculty survey results: How often do you use the Reference area?

The seventh question that pertained to what faculty do when they log onto the DDP asked how often they check a student's past work. Figure 35 displays the results of the data. There were 87 faculty who responded to this question. The mean was 1.9, with a standard deviation of 0.8 and a median of 2.0 (*Occasionally*). Almost half of the faculty (43.0%) responded that they *Occasionally* use this feature.

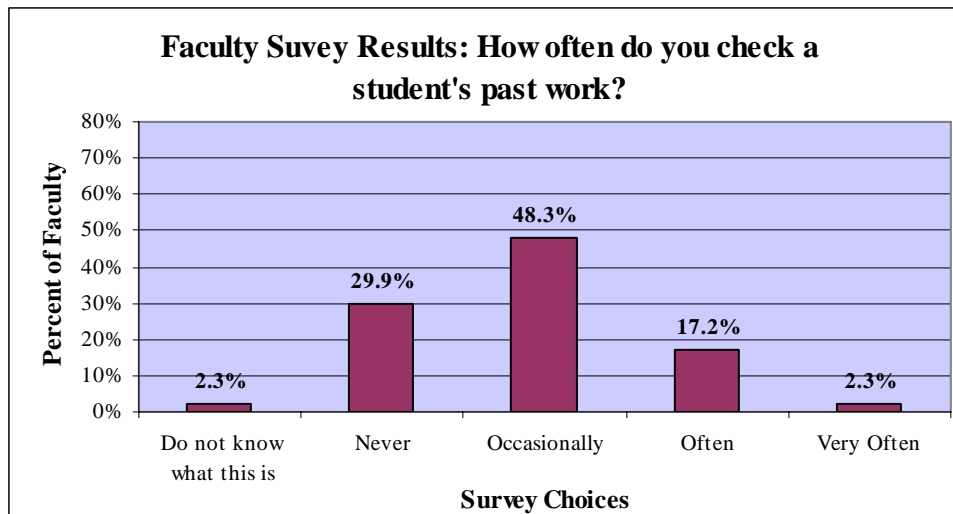


Figure 35. Faculty survey results: How often do you check a student's past work?

The eighth question that pertained to what faculty do when they log onto the DDP asked how often they use the DDP for narratives. For each Alverno graduate, faculty create a narrative transcript that describes the student's quality of work and their demonstration of abilities in her major and support (minor) programs. Figure 36 displays the results of the data. There were 87 faculty who responded to this question. The mean for this question was 1.9, with a standard deviation of 1.1 and a median of 2.0 (*Occasionally*). Of the faculty responding, 43.7% responded they *Never* use the DDP for narratives, and 2.3% do not know the meaning of this feature.

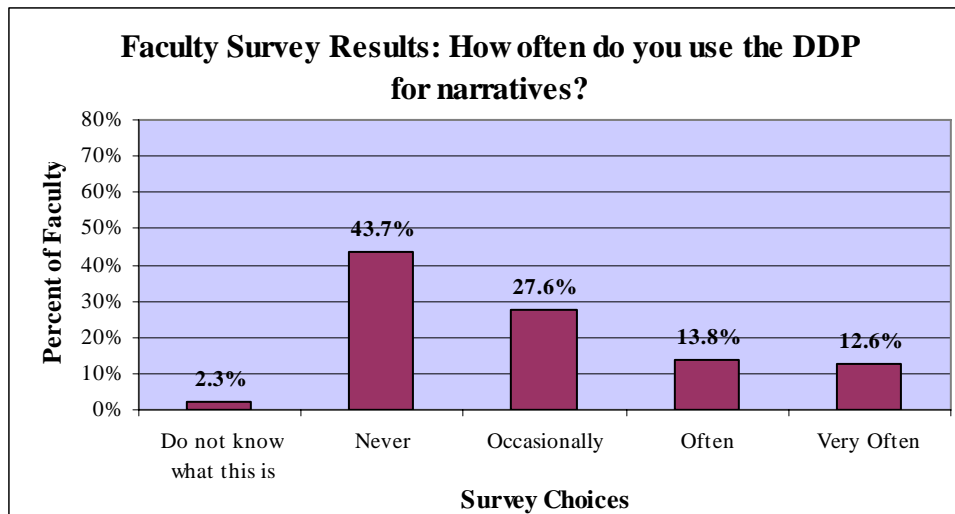


Figure 36. Faculty survey results: How often do you use the DDP for narratives?

The last question that pertained to what faculty do when they log onto the DDP asked how often they use the Help Menu. There were 86 faculty who responded to this question. Figure 37 displays the results of this question. The mean was 1.4, with a standard deviation of 0.7 and a median of 1.0 (*Never*). Of the faculty responding, 8.1% did not know the meaning of this feature and no faculty responded they used the Help Menu *Very Often*.

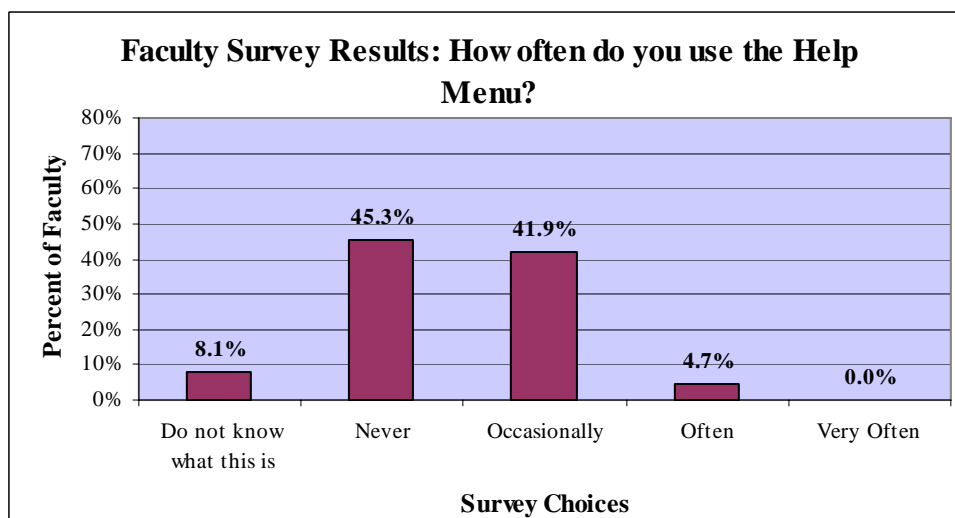


Figure 37. Faculty survey results: How often do you use the Help Menu?

Results from the two areas of the faculty survey concerning what faculty do when they log onto the DDP indicated that faculty perceived they had two active key performances on the DDP during spring, 2005. The top three choices for how often faculty use various features of the DDP are summarized in Table 29. It should be noted that the mean scores for the two most-often used features were less than 3 (choice of *Often*).

Table 29

Summary of Faculty's Most-Used and Least-Used Features of the DDP

	Faculty Most-Used Features of the DDP	Faculty Least-Used Features of the DDP
1	Upload student feedback M= 2.62	Use the My Resource Area M= 1.27
2	Read student self assessment M= 2.52	Use the Help Menu M= 1.43
3	Read student work M=2.22	Use the Reference Area M= 1.49

Faculty data on the three least-often used features of the DDP were similar to students (*Use the My Resource Area, Use the Help Menu, and Use the Reference Area*). However, the mean for faculty was approximately 1 (choice of *Never*).

Students and faculty were asked their perceptions on how often they used various features of the DDP. Student and faculty surveys listed somewhat different features, but there were three features that were on both surveys: *Using the Reference area, Using the My Resource area, and Using the Help Menu*. These three features were scored by both students and faculty as their least-used features.

Interview Data Analysis

There were three interview questions that pertained to what students and faculty do when they log onto the DDP. These questions were slightly different for students than

for faculty. However, both groups were asked to describe what they do when they log onto the DDP.

Student Interview Results

Students were asked two additional questions that pertained to what they do when they log onto the DDP. They were asked what stood out in their experiences with the DDP and if they used the DDP outside of course requirements.

All eight students made comments concerning their infrequent use of the DDP. For example: “I only have one instructor who has us putting things on there on a regular basis;” “I have had a few things that were required;” and “There really wasn’t much to upload, maybe a couple of things here and there.” All students described they had uploaded self assessments and completed what was required by their instructors.

Students seemed more responsive when asked what stood out in their experiences with the DDP. Examples of student responses included: (a) “I think the most important thing I’ve seen is where you put in your self assessment, and the instructors put in theirs, and you see what they said, and you have it on record;” (b) “I can click on them [abilities on the Ability Matrix] and find out a little bit more about what they mean, and get a real snapshot of where I’m at;” (c) “we would get an assignment and we’d have to have it uploaded in a week and then we could have our feedback by our next class;” and (d) “...[I] like doing speeches and...uploading and things.” There was one negative comment on students’ DDP experiences: “It seems faculty don’t know how to use it so you’ll do something and put the work into putting [it] on the DDP and you never get feedback.”

Six of the eight students described using the DDP outside-of-course requirements. Examples of how they used the DDP included: (a) “When we first starting doing it [the DDP], I could get onto it at home, and I would look at it and would think of different things I could do with it;” (b) “I went back to look at the course requirements for my major and ... was double checking what validations were required for the year that I entered [on the DDP];” (c) “I like looking at my feedback from time to time. At least I know where I am and what I need to work on;” and (d) “Just curiosity, just to play with it. I went in to show my husband things.”

The interview data supported the data from the student surveys as to what they do when they log onto the DDP. Students frequently mentioned they uploaded self assessments and checked feedback. A difference between the student survey data and the interview data was that the interview data gave a much richer picture of what students were thinking about, what they did, and did not do when they log onto the DDP.

Faculty Interview Results

Besides a general question on what they do when they log onto the DDP, faculty were asked how they use the DDP with their students, and what stood out for them in their experiences with the DDP.

Most faculty commented that they use the DDP at the end of their courses for course reflections and course feedback, as well as for narratives. Faculty described working within their departments to decide on DDP use and that they used it more in advanced level courses. One faculty member stated they did not like using the DDP and only used it as an optional piece with their students.

A number of faculty described using the DDP for narratives and the usefulness of course reflections and feedback as some of the ways they used the DDP. Faculty seemed to be more responsive when they described their memorable DDP experiences. For example, one faculty member described how she changed a course assignment:

I started using it because the students do an interview on the DDP. I had them reflect on questions after they finished the interview. We've changed that because of the DDP. I have each student write feedback to the person they interviewed, and they put it on the DDP. Then the student responds to what she learned from both the interview and the feedback she got from the interviewer. The prompt in the DDP, *Peer Feedback*, prompted me to include this. What it created was an opportunity for me and for the students ... where it [peer feedback] means something and it's popular. I couldn't believe the development!

Another faculty described how using the DDP impacted students with respect to self assessment:

...one of the things I dearly love about the DDP is it forces students to be very serious when they realize this is part of a long-term record. I don't use the word *permanent*, but I use it long-term. I give class time to this because I think it is working—to really seriously reflect on what is self assessment.

One faculty member described how the use of the DDP has impacted writing student feedback: "...I was always very conscience of the fact that if someone else is going to read this, I have to be able to write it in a way that it is contextual and that kind

of feedback for me takes more time. I think I became excited in what you could see in DDP in student performances.”

There were two faculty who described negative aspects of their DDP experiences. One faculty member described problems he had with the DDP “kicking him out” after he uploaded feedback, but then added that this was no longer an issue. The other faculty member described significant problems with the DDP: “Yes, well you will remember the problems in setting up that performance. I spent a fair amount of time before I was able to get in touch with [DDP Assistant], trying to troubleshoot it and there were undocumented bugs in the instructions and there were problems with it not saving...I like technology to work for me, or it’s not useful. The technology didn’t work for me.” The faculty member mentioned later in the interview that he experienced this some time ago and, since then, has not really used the DDP.

Faculty interview responses supported their survey data. Most faculty mentioned they uploaded feedback, read student self assessments, and read student work. The interviews provided a number of rich, in-depth ideas on how faculty are using the DDP with their students and the benefits they see from using the DDP. The interviews also provided data on what the faculty perceived as issues and problems with the DDP.

Summary of Results:

DDP relational database data indicated that 1,669 students completed a total of 3,918 key performances ($M = 2.4$, $SD = 1.5$, Range 1 – 11, median = 2.0). Students completed approximately two key performances during spring, 2005. The data listed 116 faculty/assessors uploaded a total of 3,150 files ($M = 27.2$, $SD = 26.8$, Range 1-120, median = 18.0). Data were also collected on the number of active key

performances created by faculty. There were a total of 475 active key performances created by 105 different faculty ($M = 4.3$, $SD = 6.8$, Range 1-58, median = 3.0).

Survey results indicated student perceptions of the most-often and least-often used features of the DDP. A summary of each of the nine features by student group (beginning, intermediate, and advanced) is displayed in Table 62. Means of all nine

Table 62

Summary of Student Perceptions of How Often They Use Features of the DDP

Feature	Beginning		Intermediate		Advanced	
	N=172	M	N=91	M	N=61	M
1. Add a key performance to the My Work area	166	2.0	89	2.1	59	1.8
2. Upload a self assessment	170	2.2	89	2.4	60	2.2
3. Check feedback for a key performance	171	1.9	88	2.3	59	1.8
4. Review past key performances	171	1.6	86	2.1	59	1.5
5. Use the My Resource area	170	1.3	87	1.5	59	1.2
6. Use the Reference area	170	1.3	85	1.3	59	1.1
7. Attach a key performance to a matrix	170	1.5	88	1.4	59	1.2
8. View a video of work	171	1.9	88	1.2	60	1.3
9. Use the Help Menu	170	1.4	89	1.1	58	1.2

Choices: Do not know what this is (0), Never (1), Occasionally (2), Often (3), Very Often (4)

features were 2.2 or less (Choice of 2 = *Occasionally*). Table 63 displays a summary of each of the nine features for faculty. Uploading student feedback had the highest mean, with 2.6 (between 2-*Occasionally* and 3-*Often*). Three features had similar means for both students and faculty: Use the My Resource area, Use the Reference area, and Use the Help Menu.

Table 63

Summary of Faculty Perceptions of How Often They Use Features of the DDP

Feature	Faculty	
	N=93	M
1. Create a new key performance	88	1.9
2. Upload student feedback	89	2.6
3. Read student work	82	2.2
4. Read student self assessments	85	2.5
5. Use the My Resource area	85	1.3
6. Use the Reference area	86	1.5
7. Check a students past work	87	1.9
8. Use the DDP for narratives	87	1.9
9. Use the Help Menu	86	1.4
<i>Choices: Do not know what this is (0), Never (1), Occasionally (2), Often (3), Very Often (4)</i>		

A comparison of student and faculty perceptions of most-often and least-often used DDP features is displayed in Table 64. Student and faculty interview data supported the results of the surveys. Uploading self assessments and reading feedback were two of the most frequent comments made during the student interviews. Faculty described uploading student feedback and reading student self assessments and work as frequent tasks they completed when they logged onto the DDP.

Table 64

Summary of Student and Faculty Survey Results for Most-Often and Least-Often Used Features of the DDP

Perception of Most-Often-Used DDP Features		Perception of Least-Often-Used DDP Features	
<i>Students</i>	<i>Faculty</i>	<i>Students</i>	<i>Faculty</i>
Upload a Self Assessment M=2.21	Upload student feedback M= 2.62	Use the Reference area M=1.25	Use the My Resource Area M= 1.27
Check feedback for a key performance M=2.02	Read student self assessment M= 2.52	Use the Help Menu M=1.26	Use the Help Menu M= 1.43
Add a key performance to My Work M=1.73	Read student work M=2.22	Use the My Resource area M=1.30	Use the Reference Area M= 1.49