

Sub-question 3:

What features of the DDP are perceived by students and faculty as useful or not useful?

Data were gathered to describe this question from two of the three approaches. No data were gathered from the DDP relational database. Student and faculty surveys contained a series of nine questions on their perceived usefulness of various features of the DDP. Faculty and student interviews usually contained a question on what features of the DDP they found the most (or least) useful.

Survey Data Analysis

Students and faculty were asked a series of nine questions on their perceived usefulness of various features of the DDP. These questions mirrored the questions pertaining to how often they used various features of the DDP.

Student Survey Results

Students were asked a series of nine questions on their perceived usefulness of various features of the DDP. These features included accessing the DDP from off-campus, assessing their work and self assessments, accessing their feedback, reviewing past key performances, using the My Resource area, using the Reference area, attaching a key performance, viewing video of their work, and using the Help Menu. The choices on the survey were: *Do not know what this is* (0), *Not Useful* (1), *Occasionally Useful* (2), *Often Useful* (3), *Very Useful* (4).

The first question on student perceptions of the usefulness of various DDP features concerned accessing the DDP from off-campus. Figure 38 displays the results of this question. In general students perceived accessing the DDP from off-campus was

Very Useful (4), with the exception of beginning students who chose *Occasionally Useful* (2). Of the student responding, 38.0% did not know the meaning of this feature.

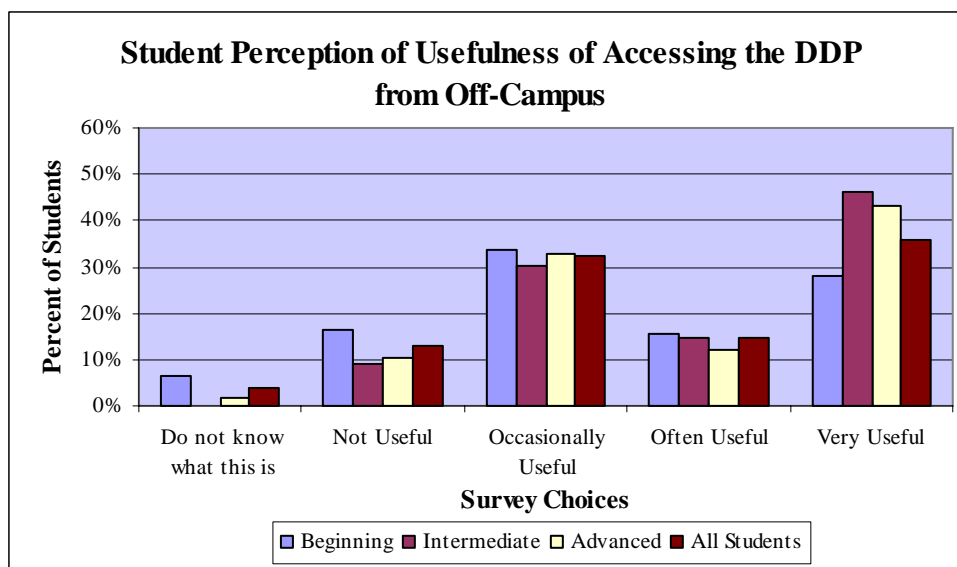


Figure 38. Student perception of usefulness of accessing the DDP from off-campus

Table 30 displays the results from all student groups and the corresponding measures of central tendencies. The mean for all students was 2.7, with a standard deviation of 1.2 and a median of 3.0. Beginning students had the lowest mean (2.4) and their median was 2.0 (*Occasionally Useful*). Intermediate and advanced students had a median of 3.0 (*Often Useful*).

Table 30

Student Survey Statistics on Usefulness of Accessing the DDP from Off-Campus

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	11	0	1	12
Not Useful	27	8	6	41
Occasionally Useful	56	27	19	102
Often Useful	26	13	7	46
Very Useful	47	41	25	113
Total Responses	167	89	58	314
Missing Responses	5	2	3	10
Total Respondents	172	91	61	324
Mean	2.4	3.0	2.8	2.7
SD	1.2	1.1	1.2	1.2

Median	2.0	3.0	3.0	3.0
--------	-----	-----	-----	-----

The second question on student perception of usefulness of DDP features concerned accessing their work and self assessments. Figure 39 displays the results of the data. The most frequent answer for all student groups was *Occasionally Useful* (2). Only 1.6% of students did not know the meaning of accessing their work and self assessments, while all intermediate students seemed to understand the meaning of this feature. Intermediate students also seemed to view this feature as more useful than the other student groups, with 62.5% of intermediate students responded they perceived accessing work and self assessments as *Often Useful* or *Very Useful*.

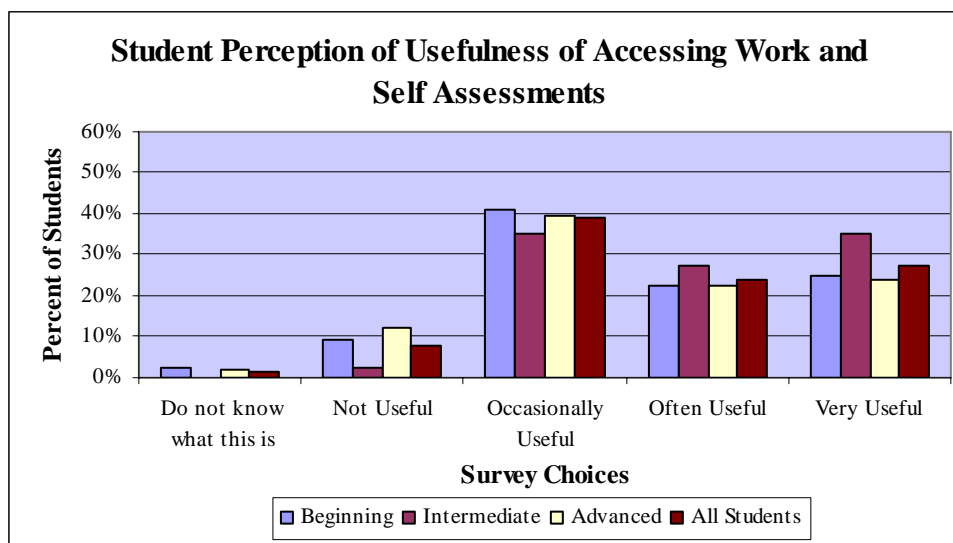


Figure 39. Student perception of the usefulness of accessing work and self assessments

Table 31 displays the data for all student groups and their corresponding measures of central tendencies. The mean was 2.7, with a standard deviation of 1.0 and a median of 3.0 (*Often*).

Table 31

Student Survey Statistics on Usefulness of Accessing Work and Self Assessments

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	4	0	1	5
Not Useful	16	2	7	25
Occasionally Useful	70	31	23	124
Often Useful	38	24	13	75
Very Useful	42	31	14	87
Total Responses	170	88	58	316
Missing Responses	2	3	3	8
Total Respondents	172	91	61	324
Mean	2.6	3.0	2.6	2.7
SD	1.0	0.9	1.1	1.0
Median	2.0	3.0	2.0	3.0

The third question on student perceptions of the usefulness of DDP features concerned accessing their feedback. Figure 40 displays the results of the data. The most frequent student response was *Occasionally Useful* (2). All intermediate students seemed to know the meaning of this feature, while 2.5% of all students did not know the meaning accessing feedback. Over 50% of students viewed this feature as *Often Useful* or *Very Useful*. Intermediate students (60.9%) perceived accessing feedback as *Very Useful*.

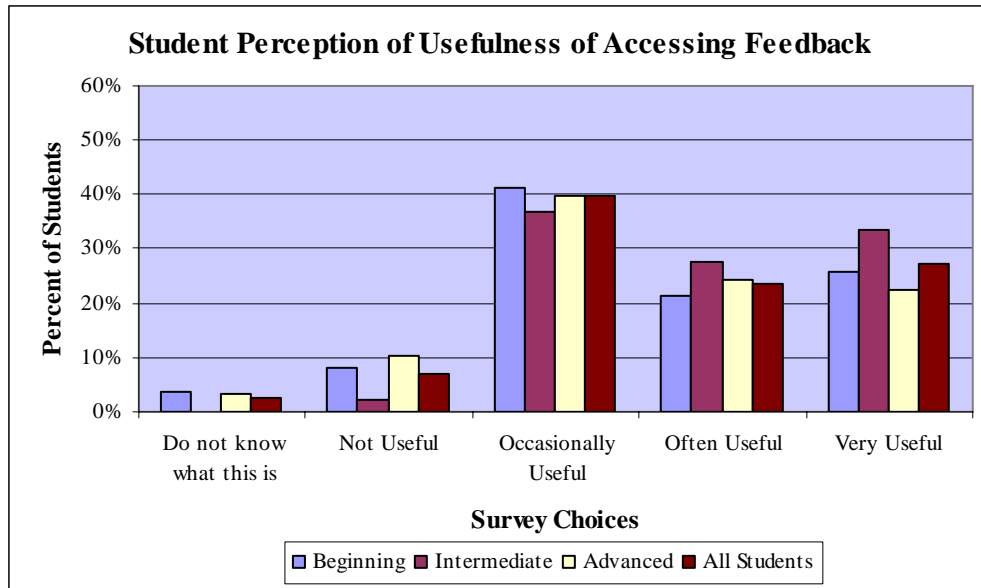


Figure 40. Student perception of the usefulness of accessing feedback

Table 32 displays the results for all student groups with the corresponding measures of central tendencies. The mean was 2.7, with a standard deviation of 1.0 and a median of 3.0 (*Often Useful*).

Table 32

Student Survey Statistics on Usefulness of Accessing Feedback

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	6	0	2	8
Not Useful	14	2	6	22
Occasionally Useful	70	32	23	125
Often Useful	36	24	14	74
Very Useful	44	29	13	86
Total Responses	170	87	58	315
Missing Responses	2	4	3	9
Total Respondents	172	91	61	324
Mean	2.6	2.9	2.5	2.7
SD	1.1	0.9	1.1	1.0
Median	2.0	3.0	2.0	3.0

The fourth question on student perceptions of the usefulness of DDP features concerned reviewing past key performances. Figure 41 displays the results of the data.

The most frequent answer for all student groups was *Occasionally Useful*. Over 50% of intermediate students responded *Often Useful* (3) or *Very Useful* (4), while over 50% of beginning and advanced students responded that reviewing a key performance was *Occasionally Useful* or *Often Useful*. Over 25% of advanced students responded that reviewing past key performances was *Not Useful*.

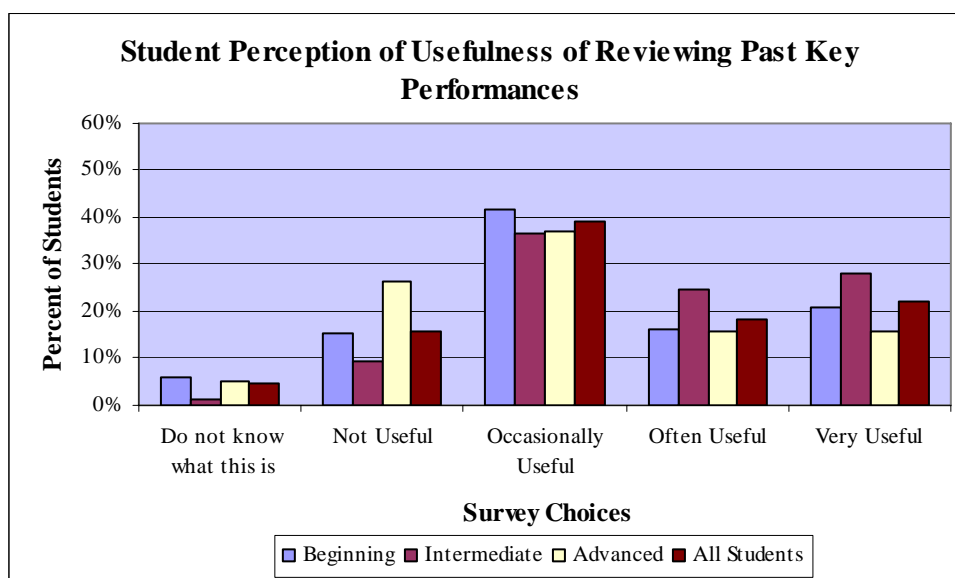


Figure 41: Student perception of the usefulness of reviewing past key performances

Table 33 displays the results of all student group and the corresponding measures of central tendencies on student perception of the usefulness of reviewing past key performances. The mean was 2.4, with a standard deviation of 1.1. The median was 2.0 (*Occasionally Useful*).

Table 33

Student Survey Statistics on Usefulness of Reviewing Past Key Performances

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	10	1	3	14
Not Useful	26	8	15	49
Occasionally Useful	70	31	21	122
Often Useful	27	21	9	57

Very Useful	35	24	9	68
Total Responses	168	85	57	310
Missing Responses	4	6	4	14
Total Respondents	172	91	61	324
Mean	2.3	2.7	2.1	2.4
SD	1.1	1.0	1.1	1.1
Median	2.0	3.0	2.0	2.0

The fifth question on student perceptions of the usefulness of DDP features concerned using the My Resources area. Figure 42 displays the results of the data. The most frequent response for all student groups was *Not Useful*, and less than 10% of all students thought this feature was *Very Useful*. Over 50% of students responded that they either did not know the meaning of this feature, or thought the My Resources area was *Not Useful*. Of interest in these results was that 23.1% of beginning students did not know the meaning of the My Resources area. Only 19.9% of students responded that using the My Resource area was *Often Useful* or *Very Useful*.

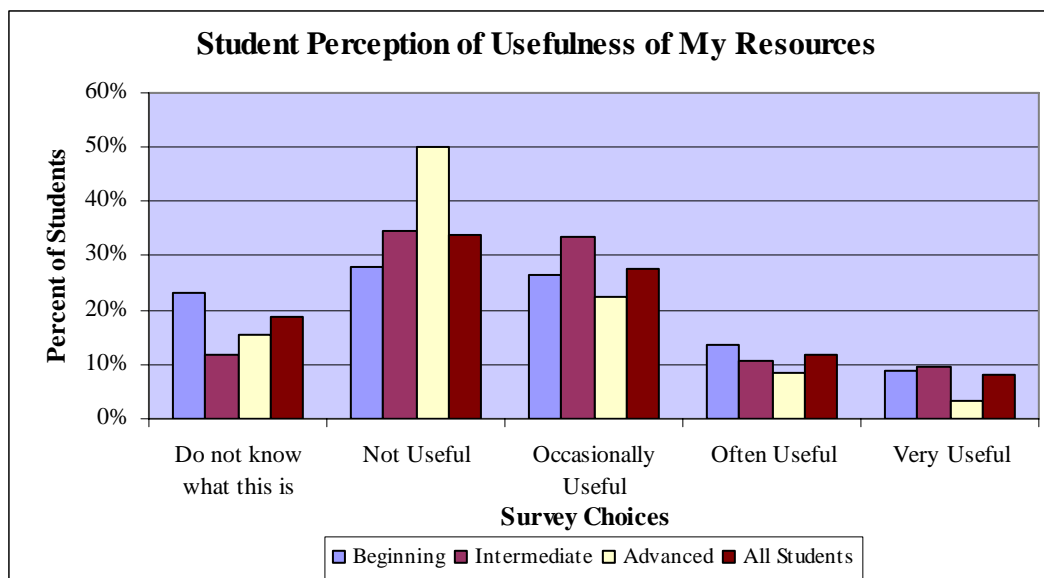


Figure 42. Student perception of the usefulness of My Resources

Table 34 displays the results of all student groups and the corresponding measures of central tendencies for student perception of the usefulness of the My Resource area.

The mean for this question was 1.6, with a standard deviation of 1.2 and a median of 1.0 (*Not Useful*).

Table 34

Student Survey Statistics on Usefulness of My Resources Area

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	39	10	9	58
Not Useful	47	29	29	105
Occasionally Useful	45	28	13	86
Often Useful	23	9	5	37
Very Useful	15	8	2	25
Total Responses	169	84	58	311
Missing Responses	3	7	3	13
Total Respondents	172	91	61	324
Mean	1.6	1.7	1.3	1.6
SD	1.2	1.1	1.0	1.2
Median	1.0	2.0	1.0	1.0

The sixth question on student perceptions of the usefulness of DDP features concerned using the Reference area. Figure 43 displays the results of the data. This question had a higher than expected percent of students (18.9%) that did not know the meaning of the Reference area. Over 50% of advanced students responded using the Reference area was *Not Useful*, while only 26.2% of beginning students responded this feature was *Not Useful*. Over 50% of students responded they did not know the meaning of the Reference area feature or they found this feature *Not Useful*.

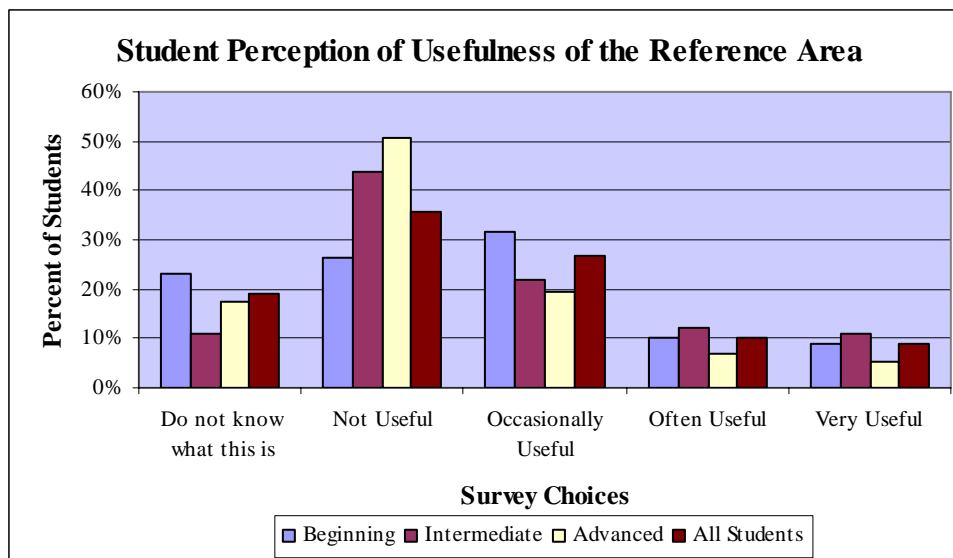


Figure 43. Student perception of the usefulness of the Reference area

Table 35 displays the results of all student groups and the corresponding measures of central tendencies for student perception of the usefulness of the Reference area. The mean for this question was 1.5, with a standard deviation of 1.2 and a median of 1.0 (*Not Useful*).

Table 35

Student Survey Statistics on Usefulness of the Reference Area

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	39	9	10	58
Not Useful	44	36	29	109
Occasionally Useful	53	18	11	82
Often Useful	17	10	4	31
Very Useful	15	9	3	27
Total Responses	168	82	57	307
Missing Responses	4	9	4	17
Total Respondents	172	91	61	324
Mean	1.6	1.7	1.3	1.5
SD	1.2	1.2	1.0	1.2
Median	1.0	1.0	1.0	1.0

The seventh question on student perceptions of the usefulness of DDP features concerned attaching a key performance to a matrix. Figure 44 displays the results of the

data. Close to half of advanced students (47.3%) responded that they found attaching a key performance to a matrix *Not Useful*. Over 44% of all students responded they did not know the meaning of this feature or they found it *Not Useful*. Intermediate students seem to have a greater understanding of this feature (9.4% did not know the meaning of this feature).

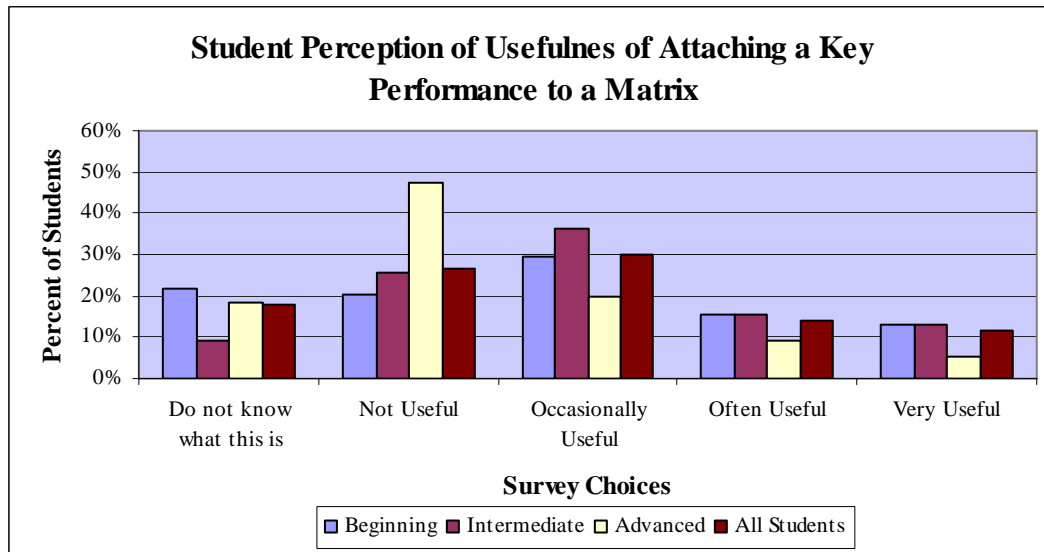


Figure 44. Student perception of the usefulness of attaching a key performance to a matrix

Table 36 displays the results for all student groups and the corresponding measures of central tendencies for student perception of the usefulness of attaching a key performance to a matrix. The mean for this question was 1.8, with a standard deviation of 1.2 and a median of 2.0 (*Occasionally Useful*).

Table 36

Student Survey Statistics on Usefulness of Attaching a Key Performance to a Matrix

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	37	8	10	55
Not Useful	34	22	26	82
Occasionally Useful	50	31	11	92
Often Useful	26	13	5	44
Very Useful	22	11	3	36
Total Responses	169	85	55	309
Missing Responses	3	6	6	15
Total Respondents	172	91	61	324
Mean	1.8	2.0	1.4	1.8
SD	1.3	1.2	1.1	1.2
Median	2.0	2.0	1.0	2.0

The eighth question on student perceptions of the usefulness of DDP features concerned viewing a video of your work. Figure 45 displays the results of the data. Intermediate students did not seem to find this feature useful, as 42.9% responded that viewing a video of the work was *Not Useful*. Advanced students responded that viewing a video of their work on the DDP was *Not Useful* (39.3%) or *Occasionally Useful* (39.3%). Beginning students found this feature the most useful, with 40.0% responding they found viewing a video of their work *Often Useful* or *Very Useful*.

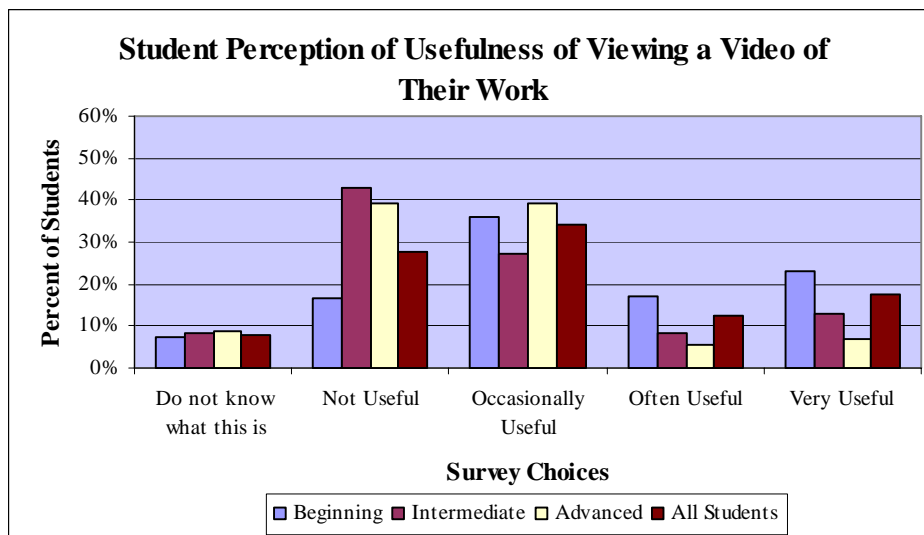


Figure 45. Student perception of the usefulness of viewing a video of their work

Table 37 displays the results of all student groups and the corresponding measures of central tendencies for student perception of the usefulness of viewing a video of their work on the DDP. The mean for this question was 2.0, with a standard deviation of 1.2 and a median of 2.0 (*Occasionally Useful*).

Table 37

Student Survey Statistics on Usefulness of Viewing a Video of Their Work

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	13	7	5	25
Not Useful	28	36	22	86
Occasionally Useful	61	23	22	106
Often Useful	29	7	3	39
Very Useful	39	11	4	54
Total Responses	170	84	56	310
Missing Responses	2	7	5	14
Total Respondents	172	91	61	324
Mean	2.3	1.8	1.6	2.0
SD	1.2	1.2	1.0	1.2
Median	2.0	1.0	2.0	2.0

The last question on student perceptions of the usefulness of DDP features concerned using the Help Menu. Figure 46 displays the results of the data. Over 50% of intermediate and advanced students responded they found the Help Menu *Not Useful*. Beginning students seemed to find the Help Menu useful, with 29.1% responding this feature was *Often Useful* or *Very Useful*. It is interesting to note that 10.1% of students do not know the meaning of this feature.

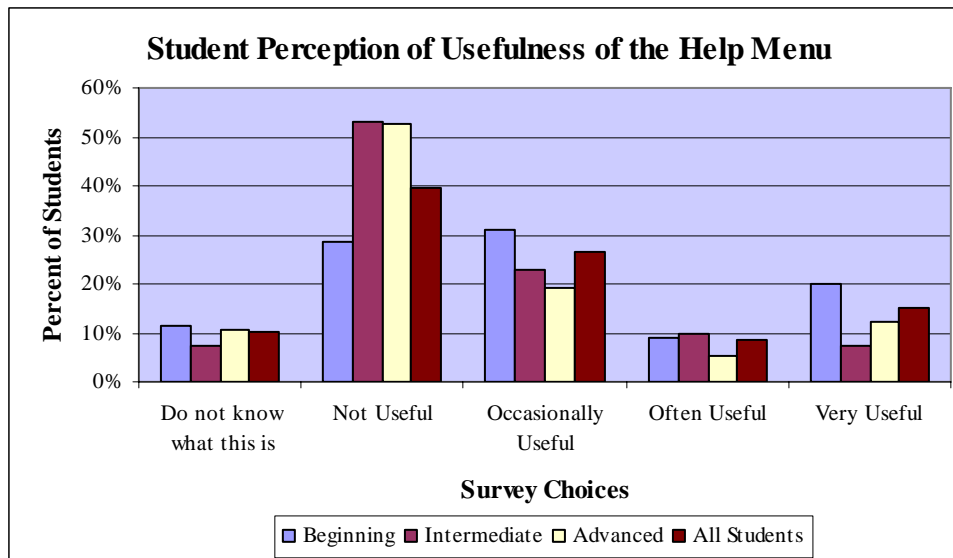


Figure 46. Student perception of the usefulness of the Help Menu

Table 38 displays the results of all student groups and the corresponding measures of central tendencies of student perception on the usefulness of the Help Menu. The mean for this question was 1.8, with a standard deviation of 1.2 and a median of 2.0 (*Occasionally Useful*).

Table 38

Student Survey Statistics on Usefulness of the Help Menu

	Beginning Students	Intermediate Students	Advanced Students	All Students
Do not know what this is	19	6	6	31
Not Useful	48	44	30	122
Occasionally Useful	52	19	11	82
Often Useful	15	8	3	26
Very Useful	34	6	7	47
Total Responses	168	83	57	308
Missing Responses	4	8	4	16
Total Respondents	172	91	61	324
Mean	2.0	1.6	1.7	1.8
SD	1.3	1.0	1.2	1.2
Median	2.0	1.0	1.0	2.0

Students were asked to rate their perception of the usefulness of nine DDP features using a scale of: *Do not know what this is* (0), *Not Useful* (1), *Occasionally Useful* (2), *Often Useful* (3), and *Very Useful* (4). Table 39 lists student perceptions of the most-useful DDP features. Although the rank order of the features differ between student groups, all groups listed the same features as the most useful. These were: *Accessing work and self assessments*, *Accessing the DDP from off-campus*, and *Accessing feedback*. Intermediate students rated accessing the DDP from off-campus as *Often Useful* (3). Beginning students' perceptions of the most-useful DDP features of the DDP included a tie between *Accessing work and self assessments* and *Accessing feedback*.

Table 39

Summary of Student Perception of the Most-Useful Features of the DDP

	Beginning	Intermediate	Advanced	All Students
1	Accessing Work and Self Assessments M=2.58	Accessing DDP From Off-Campus M=2.98	Accessing DDP From Off-Campus M=2.84	Accessing Work and Self Assessments M=2.68
2	Accessing Feedback M=2.58	Accessing Work and Self Assessments M=2.95	Accessing Work and Self Assessments M=2.55	Accessing DDP From Off-Campus M=2.66
3	Accessing DDP From Off-Campus M=2.43	Accessing Feedback M=2.92	Accessing Feedback M=2.52	Accessing Feedback M=2.66

Table 40 lists students' perception of the least-useful features of the DDP. All student groups listed *Using the Reference Area*, and *Using the My Resources Area* as their three useful features. Intermediate students were the only group that listed *Using the Help Menu* in their least-useful features, ranking it first. Student perceptions of the least often used features of the DDP (Sub-question 2) also listed *Using the Reference Area* and *Using the My Resource Area*.

Table 40

Summary of Student Perception of the Least Useful Features of the DDP

	Beginning Students	Intermediate Students	Advanced Students	All Students
1	Using the Reference Area M=1.55	Using the Help Menu M=1.57	Using the Reference Area M=1.32	Using the Reference Area M=1.54
2	Using the My Resources Area M=1.57	Using the Reference Area M=1.68	Using the My Resources Area M=1.34	Using the My Resources Area M=1.57
3	Attaching a Key Performance to a Matrix M=1.78	Using the My Resources Area M=1.71	Attaching a Key Performance to a Matrix M=1.36	Attaching a Key Performance to a Matrix M=1.75

Faculty Survey Results

Faculty were asked a series of nine questions on their perceived usefulness of various features of the DDP. These features included accessing the DDP from off-campus, providing feedback to students, viewing student work, viewing student self assessments, using the My Resource area, using the Reference area, checking a student's past work, using the DDP for narratives, and using the Help Menu. The choices on the survey were: *Do not know what this is* (0), *Not Useful* (1), *Occasionally Useful* (2), *Often Useful* (3), *Very Useful* (4).

The first question on faculty perceptions of the usefulness of DDP features concerned accessing the DDP from off-campus. Figure 47 displays the results of this question. Of the 87 faculty responding to this question, 6.9% did not know the meaning of this feature and 44.8% responded accessing the DDP from off-campus was *Often Useful* (3) or *Very Useful* (4). The mean for this question was 2.4, with a standard deviation of 1.2 and the median was 2.0 (*Occasionally Useful*).

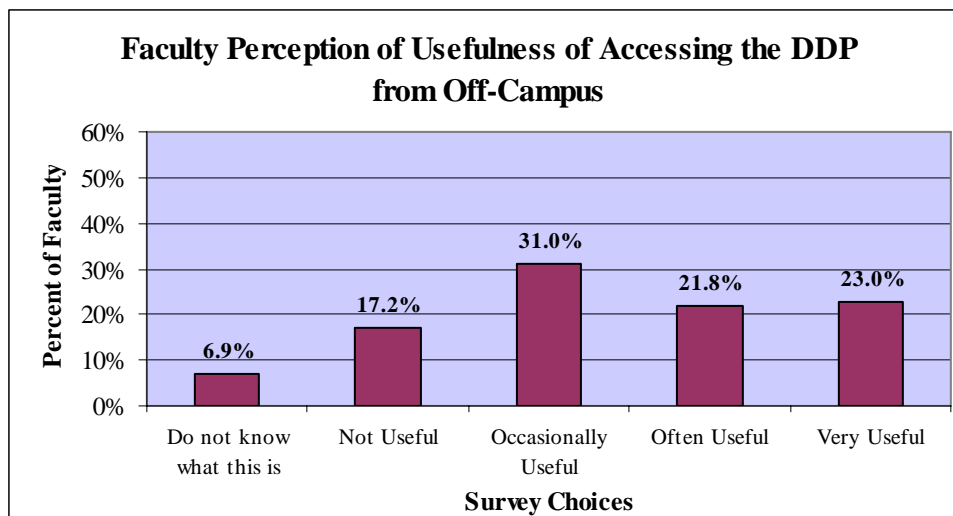


Figure 47. Faculty perception of the usefulness of accessing the DDP from off-campus

The second question on faculty perceptions of the usefulness of DDP features concerned providing feedback to students. Figure 48 displays the results of this question. Of the 86 faculty responding to this question, only 1.2% (one respondent) did not know the meaning of this feature. *Occasionally Useful* and *Very Useful* were each selected by 33.7% of faculty as their perception of the usefulness of providing feedback to students. Only 7.0% of faculty responded that this feature was *Not Useful*. This is interesting because in order to complete a key performance, faculty must upload (provide) feedback to the student. The mean for this question was 2.8, with a standard deviation of 1.0 and the median was 3.0 (*Often Useful*).

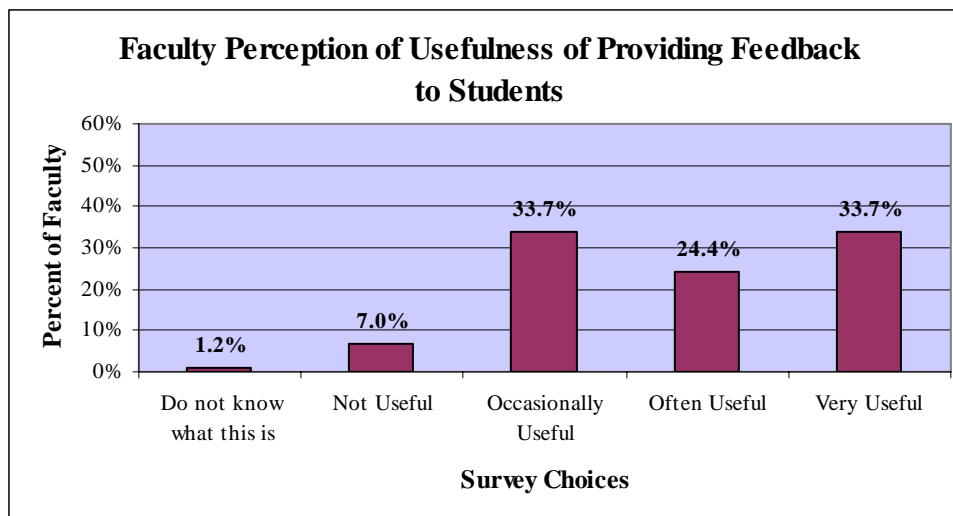


Figure 48. Faculty perception of the usefulness of providing feedback to students

The third question on faculty perceptions of the usefulness of DDP features concerned viewing student work. Figure 49 displays the results of this question. Of the 83 faculty responding to this question, only 1.2% (one respondent) did not know the meaning of this feature. *Occasionally Useful* was selected by 38.6% of faculty to describe their perception of the usefulness of viewing student work. It is interesting to note that 42.2% of faculty thought this feature was *Often Useful* or *Very Useful* despite the fact that students are not required to upload their work unless directed by their instructor. The mean for this question was 2.4, with a standard deviation of 1.0. The median was 2.0 (*Occasionally Useful*).

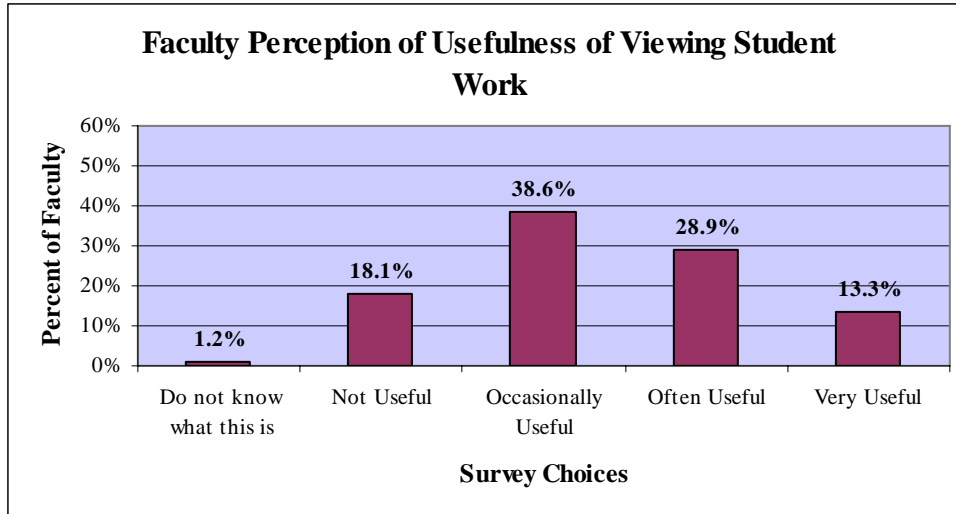


Figure 49. Faculty perception of the usefulness of viewing student work

The fourth question on faculty perceptions of the usefulness of DDP features concerned viewing student self assessments. Figure 50 displays the results of this question. A total of 85 faculty responded to this question. Only 1.2% (one respondent) did not know the meaning of this feature. Of the faculty responding, 53.0% thought this feature was *Often Useful* or *Very Useful*. The mean for this question was 2.6, with a standard deviation of 1.0 and a median of 3.0 (*Often Useful*).

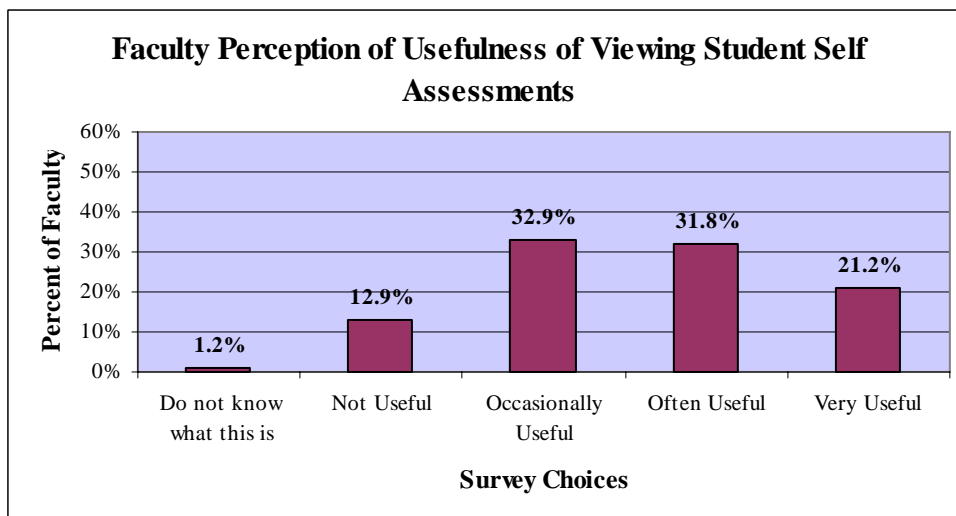


Figure 50. Faculty perception of the usefulness of viewing student self assessments

The fifth question on faculty perceptions of the usefulness of DDP features concerned using the My Resource area. Figure 51 displays the results of this question. Of the 82 faculty responding to this question, 18.3% did not know the meaning of this feature, and 47.6% thought this feature was *Not Useful*. Only 1.2% (1 respondent) thought this feature was *Very Useful*. The mean for this question was 1.3, with a standard deviation of 0.9 and a median of 1.0 (*Not Useful*).

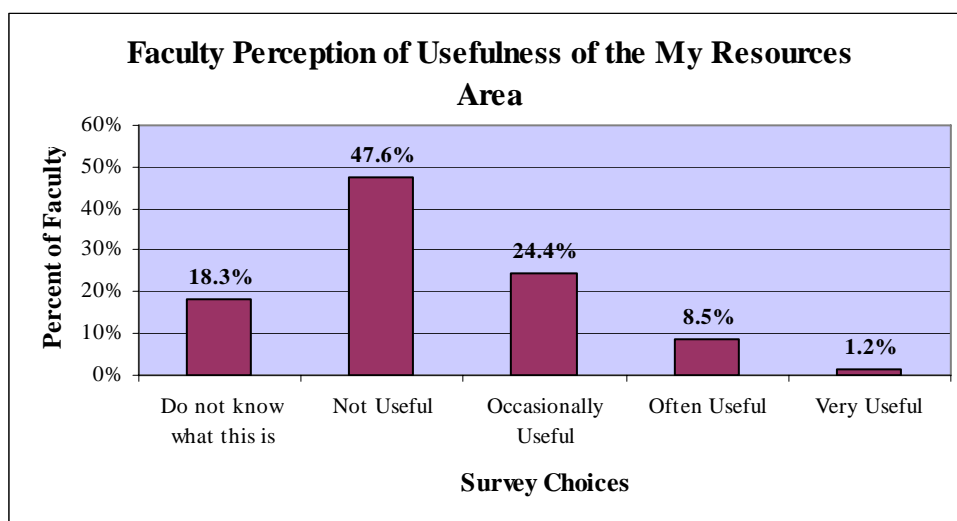


Figure 51. Faculty perception of the usefulness of the My Resources area

The sixth question on faculty perceptions of the usefulness of DDP features concerned using the Reference area. Figure 52 displays the results of this question. A total of 79 faculty responded to this question and 10.1% did not know the meaning of this feature. Of the faculty responding, 39.2% thought the Reference area was *Occasionally Useful*, while 17.7% thought this feature was *Often Useful* or *Very Useful*. The mean for this question was 1.7, with a standard deviation of 1.0 and a median of 2.0 (*Occasionally Useful*).

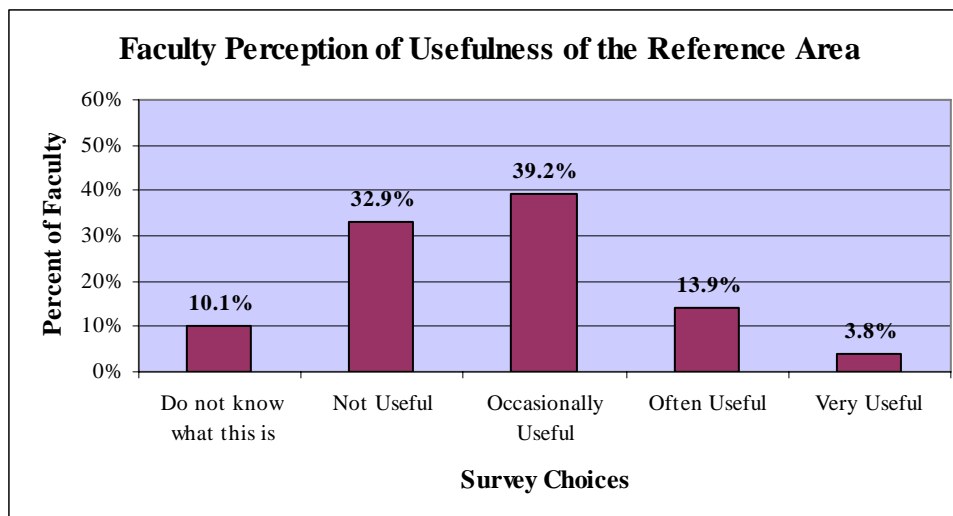


Figure 52. Faculty perception of the usefulness of the Reference area

The seventh question on faculty perceptions of the usefulness of DDP features concerned checking student's past work. Figure 53 displays the results of this question. Of the 83 faculty responding to this question, only 2.4% (2 respondents) did not know the meaning of this feature, while 51.8% thought checking a student's past work was *Occasionally Useful*. Approximately 20% of faculty thought checking a student's past work was *Not Useful*. The mean for this question was 2.1, with a standard deviation of 0.9. The median was 2.0 (*Occasionally Useful*).

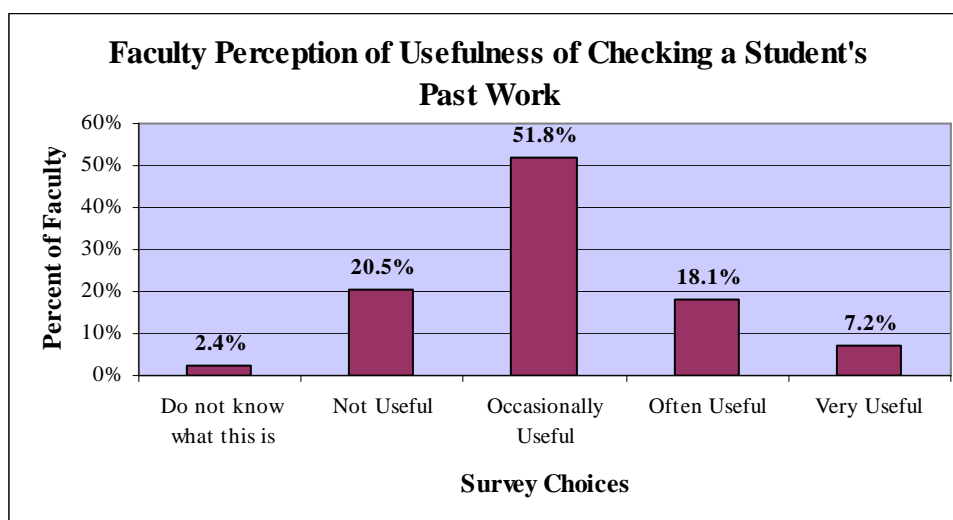


Figure 53: Faculty perception of the usefulness of checking a student's past work

The eighth question on faculty perceptions of the usefulness of DDP features concerned using the DDP for narratives. Figure 54 displays the results of this question. Of the 81 faculty responding to this question 4.9% did not know the meaning of this feature. A total of 29.6% of faculty thought this feature was *Not Useful* and 38.3% thought using the DDP for narratives was *Often Useful* or *Very Useful*. The mean for this question was 2.2, with a standard deviation of 1.2 and a median of 2.0 (*Occasionally Useful*).

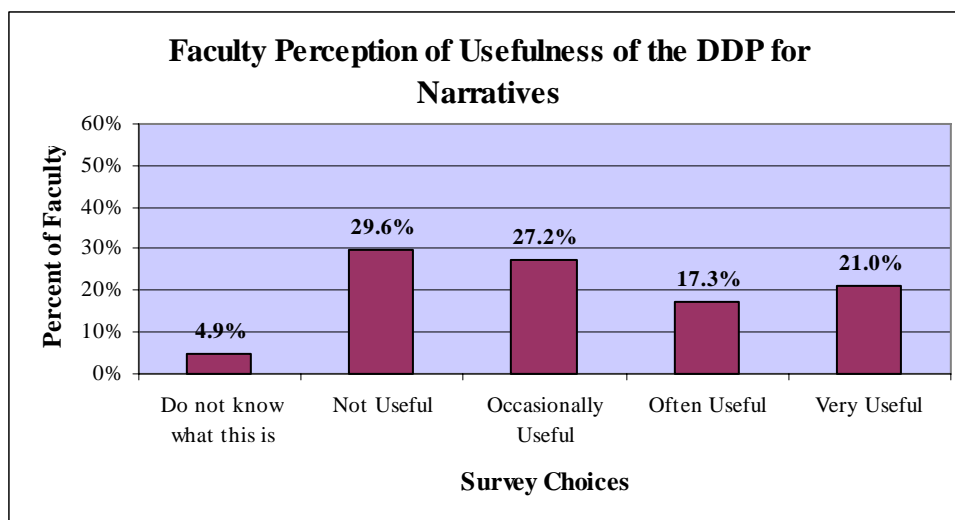


Figure 54. Faculty perception of the usefulness of the DDP for narratives

The last question on faculty perceptions of the usefulness of DDP features concerned using the Help Menu. Figure 55 displays the results of this question. Of the 80 faculty responding to this question 10.0% did not know the meaning of this feature, while 43.8% of faculty thought the Help Menu was *Not Useful*. Only 2.5% of faculty thought the Help Menu was *Very Useful* and 38.3% of faculty thought the Help Menu was *Occasionally Useful*. The mean for this question was 1.5, with a standard deviation of 0.8 and a median of 1.0 (*Never Useful*).

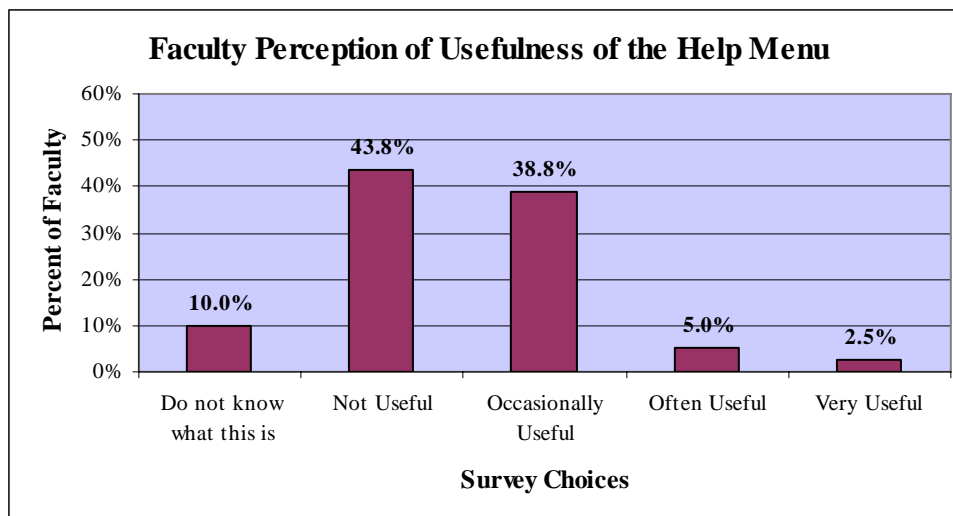


Figure 55. Faculty perception of the usefulness of the Help Menu

Results from the faculty survey on their perceptions of the most useful DDP features are summarized in Table 41. It should be noted that the mean scores for the most useful features were approximately 3 (choice of *Often*). Faculty perceptions of the least useful DDP features included: the My Resource Area, the Help Menu, and the Reference area. Faculty perceptions of the least-useful features were identical to their perceptions of the least-often used features of the DDP (sub-question 2).

Table 41

Summary of Faculty Perception for Most-Useful and Least-Useful Features of the DDP

	Faculty Most-Useful Features	Faculty Least-Useful Features
1	Providing feedback to Students M= 2.83	Using the My Resource Area M= 1.27
2	Viewing student self assessment M= 2.59	Using the Help Menu M= 1.46
3	Accessing the DDP from Off-campus M=2.37	Using the Reference Area M= 1.68

Students and faculty were asked their perceptions of the usefulness of DDP features. While some of the features differed between student and faculty surveys, there were some similarities. Student and faculty surveys listed three of the same DDP

features: the Reference area, the My Resource area, and the Help Menu. Both students and faculty rated these three features as the least-useful features of the DDP.

Interview Data Analysis

During the interviews, students and faculty were asked what features they perceive as useful or not useful. This was a general question and most students and faculty responded by describing what they do most often when they log onto the DDP.

Student Interview Results

Students were asked a general question about their perception of useful and not useful DDP features. In addition, students were asked a question concerning their perceptions of the purpose of the DDP.

Students frequently mentioned they used the DDP to upload self assessments, work, and to read feedback. However, there was an overall pattern in their perception that they used the DDP infrequently and only when required. For example: “I go there [DDP], I do the download because that’s what I am told and that’s it. Periodically, I will look in there just to see what is still in there. I haven’t had a great need to refer back;” and “Actually, I have only gone on the DDP when asked to.” Two students made comments that indicated a limited knowledge of the DDP: “I’m not overly familiar with the different tabs;” and “I am not real familiar with how to get to some of the stuff on there.” Several students described using the Reference area for a variety of things, such as finding out major requirements, using student forms and criteria sheets, and definitions for the eight abilities, but as a whole the students interviewed were not familiar with the Reference or My Resources areas.

Students' responses demonstrated they have knowledge of the main purposes of the DDP. Most students described the DDP as a place where they could store information that they (and faculty) could access at any time. For example: (a) "I think their purposes were so that they and the student could access information about their courses any time. And the student could also keep track of what she's done and look back on [it];" (b) "I think that it was to provide very concise and condensed form of keeping track of everything;" and (c) "a form of storing our information, and that will go on from year to year until you complete your course and you will see your strengths and weaknesses and how much you've improved."

One student commented that she thought she originally knew the purpose of the DDP, but now was not sure: "At first I thought it was for me to be able to track how far I've come, track my validations especially in that grid, be able to access that past coursework, etc., but now, quite frankly, I'm at a loss because I'm never asked to use it."

Although students did not list specific features they found useful or not useful, the interview results were similar to their survey results. Students perceived their use of the DDP as infrequent. Students seemed to understand the purpose of the DDP, but were not using the DDP enough to achieve this purpose.

Faculty Interview Results

Although faculty were asked what features of the DDP they found useful or not useful, their comments concerned what they liked about the DDP and its potential. For example: (a) "what I ... really like about us now using the DDP is that summary feedback... we should have a paragraph or two for each student for each outcome level course that we teach;" (b) "...[I like] the DDP being used as a resource for individual

instructors to see how their students are developing... we've identified its potential uses in curriculum development and also in program evaluation;" and (c) "...what would be extremely helpful is that, somehow each one of us, in every single course that we taught, if we just wrote three sentences describing the quality of the work of every student in the course. Obviously it would help in writing the narrative statements."

Faculty described using the DDP to read student self assessments, to upload feedback, and to create narrative statements. There were two negative comments about the DDP that focused on time and work issues. For example: "it [DDP] makes writing narratives more extensive. You have more useful information when people put stuff on the DDP, and I will block out whole statements and then transfer them into the narrative statement that I'm writing, and refine it. It is a long process;" and "I timed it. A minute and forty seconds per upload per student just to go through the process of getting from my file, up through the network, on to the DDP and back and make sure its there. When I have a hundred of those to do, that's too much time."

Interview responses reinforced the results of the faculty surveys. Most faculty mentioned that they uploaded feedback, read student self assessments, and read student work. However, the interviews provided a number of ideas on potential use of the DDP, and information on what faculty perceived as issues and problems with the DDP.

Summary of Results:

The data from the surveys identified the features students and faculty perceived as the most-useful and least-useful. A summary of each of the nine features by student group (beginning, intermediate, and advanced) is displayed in

Table 65. Student perceptions of the usefulness of these nine features of the DDP were slightly higher than their perceptions of how often they used these features.

Table 65

Summary of Student Perceptions of Useful Features of the DDP

Feature	Beginning		Intermediate		Advanced	
	N=172	M	N=91	M	N=61	M
1. Accessing the DDP from off-campus	167	2.4	89	3.0	58	2.8
2. Accessing my work and self assessments	170	2.6	89	3.0	58	2.6
3. Accessing my feedback	170	2.6	87	2.9	58	2.5
4. Reviewing past key performances	168	2.3	85	2.7	57	2.1
5. Using the My Resource area	169	1.6	84	1.7	58	1.3
6. Using the Reference area	168	1.6	82	1.7	57	1.3
7. Attaching a key performance to a matrix	169	1.8	85	2.0	55	1.4
8. Viewing a video of work	170	2.3	84	1.8	56	1.6
9. Using the Help Menu	168	2.0	83	1.8	57	1.6
<i>Choices: Do not know what this is (0), Not Useful (1), Occasionally Useful (2), Often Useful (3), Very Useful (4)</i>						

Table 66 displays faculty perceptions of the usefulness of nine features of the DDP.

Faculty perceptions of the usefulness of these features were slightly higher than their perceptions of how often they used these features.

Table 66

Summary of Faculty Perceptions of Useful Features of the DDP

Feature	Faculty	
	N=93	M
1. Create a new key performance	87	2.4
2. Upload student feedback	86	2.8
3. Read student work	83	2.4
4. Read student self assessments	85	2.6
5. Use the My Resource area	82	1.3
6. Use the Reference area	79	1.7

7. Check a students past work	83	2.1
8. Use the DDP for narratives	81	2.2
9. Use the Help Menu	80	1.5
<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 usefulness of DDP features is displayed in Table 67. Student and faculty seem to have similar perceptions of the least-useful features of the DDP, with both groups selecting the Reference area and the My Resources area as two of the least-useful features.

Table 67

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

Perception of Most-Useful DDP Features		Perception of Least-Useful DDP Features	
<i>Students</i>	<i>Faculty</i>	<i>Students</i>	<i>Faculty</i>
Accessing Work and Self Assessment M=2.68	Providing Feedback to Students M= 2.83	Using the Reference area M=1.54	Using the My Resource Area M= 1.27
Accessing the DDP from Off-Campus M=2.66	Viewing Student Self Assessment M= 2.59	Using the My Resource area M=1.57	Use the Help Menu M= 1.46
Accessing Feedback M=2.66	Accessing the DDP from Off-Campus M=2.37	Attaching a Key Performance to a Matrix M=1.75	Use the Reference Area M= 1.68

During interviews students and faculty did not specifically name features of the DDP they found the most useful. Students frequently commented that they did not perceive they were using the DDP very frequently. Most faculty mentioned that they uploaded feedback, read student self assessments, and read student work. However, the interviews provided a number of ideas on potential use of the DDP, and information on what faculty perceived as issues and problems with the DDP.