

#### Sub-question 4:

Overall, what are students and faculty perceptions of the usefulness of the DDP?

Data were gathered to describe this question from two of the three approaches. No data were gathered from DDP relational database for this question. Student and faculty surveys posed a question on the overall usefulness of the DDP. Student and faculty interviews also contained a question on the overall usefulness of the DDP.

#### *Survey Data Analysis*

Students and faculty were asked their perception of the overall usefulness of the DDP. This question was rated on a continuous Likert Scale of 1 to 5, with 1 as *Not Useful*, 3 as *Useful*, and 5 as *Extremely Useful*. In addition, this question contained an open-ended response area titled *Please Explain*.

#### *Student Survey Results*

Students were asked to rate their perception of the overall usefulness of the DDP on a Likert Scale and then explain their answer in an open-ended question. Due to the format of the Likert Scale, students could mark anywhere on a line. Scores were rounded to the nearest point or half point to standardize the data. Figure 56 summarizes the Likert Scale data. There were 318 student responses with 40.6% of students responding the DDP overall was *Useful*. Of the students that responded to this question, 10.1% thought the DDP overall was *Not Useful*. Advanced students had the highest percent of responses that indicated the DDP was *Not Useful* (21.7%). Only 5.9% of beginning students thought the DDP overall was *Not Useful*. A total of 68.6% of students thought the DDP overall was *Useful* to *Extremely Useful*. Beginning students had the highest percent of

students who responded the DDP was *Extremely Useful* (11.8%), while only 1.7% of advanced students thought the DDP was *Extremely Useful*.

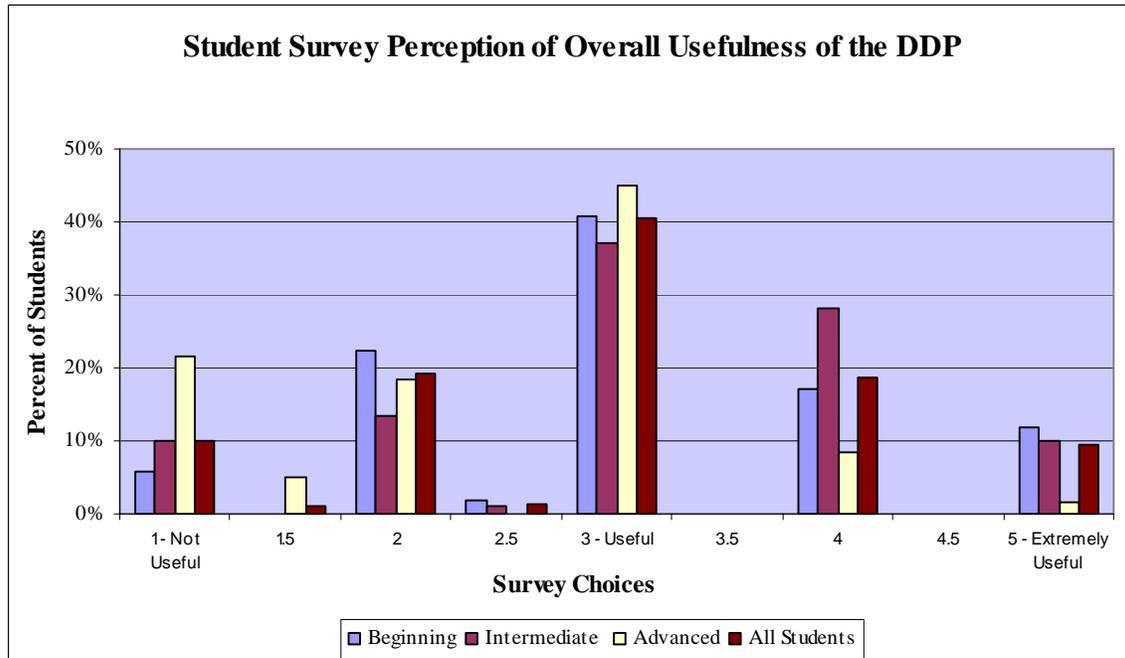


Figure 56. Student perception of the overall usefulness of the DDP

Table 42 summarizes the data for each student group and the corresponding measures of central tendencies for student perception of the overall usefulness of the DDP. The mean for this question was 3.0, with a standard deviation of 1.1 and a median of 3.0 (*Useful*).

Table 42

Student Survey Statistics on Overall Usefulness of the DDP

	Beginning	Intermediate	Advanced	All Students
1 Not Useful	10	9	12	31
1.5	0	0	4	4
2	37	12	11	60
2.5	4	1	0	5
3 Useful	69	33	27	129
4	29	25	5	59
5 Extremely Useful	20	9	1	30
Total Responses	169	89	60	318

Missing Responses	3	2	1	6
Total Respondents	172	91	61	324
Mean	3.1	3.1	2.4	3.0
SD	1.1	1.1	1.0	1.1
Median	3.0	3.0	3.0	3.0

In addition to the Likert Scale on overall usefulness of the DDP, students were asked to explain their answers. The open-ended responses were analyzed using SPSS Text Analysis for Survey software. The original data extraction identified 190 different terms that were pared down to 26. All responses were placed into seven categories with some responses falling into more than one category. The total count of categorized responses was 241. The categories identified were: *Find Useful*, *Negative Comments*, *Frequency of Use*, *Use for Review*, *Need to Learn More*, *Other*, and *Blank* responses. Table 43 contains the results of the analysis.

Table 43 contains the thematic categories, number of responses, and sample responses from each category. There was a total of 324 surveys analyzed; 132 or 40.7% had blank responses for this question. The category with the largest number of responses was *Find Useful* with 95 responses (39.4%). Responses were placed in this category if they were analyzed to be positive responses, describing what the students found useful concerning the DDP. Any responses of a negative nature were placed into the *Negative Comments* category which had a total of 55 responses (22.8%). *Frequency of Use* was a category created due to the number of responses that referred to not using the DDP enough, using the DDP infrequently, or the DDP would be useful if it was used more often. There was a total of 53 *Frequency of Use* responses (22.0%). Responses referring to using the DDP to review past performances were placed in a separate category, *Used for Review*; there were 26 responses in this category (10.8%). While reviewing past

performances is a type of response that could fall into *Find Useful* category, a separate category (*Used for Review*) was created to keep track of this theme for the institution.

There were a number of responses that referred to the need to learn more about the DDP

Table 43

*Thematic Conceptual Matrix for Student Survey Responses to Overall Usefulness of the DDP*

Categories	N	Example Comments
Find Useful	95	<ul style="list-style-type: none"> <li>▪ Able to see everything -- can access it off-campus which is helpful.</li> <li>▪ Don't have to fill out self assessments by hand. Self assess easier because you view yourself</li> <li>▪ I believe it is a good tool to assess my progress as a student.</li> <li>▪ I don't use the functions a lot now, but they will be useful when I have to use them.</li> <li>▪ It's a great place to access past performances and to view teacher feedback quickly!</li> </ul>
Negative Comments	55	<ul style="list-style-type: none"> <li>▪ I never use it unless I have to for a class.</li> <li>▪ I really don't find useful, I don't even know why we use it.</li> <li>▪ I think it is nice to have but not necessary.</li> <li>▪ It seems like it is a lot of extra work and I've never been aware of what the purpose is.</li> <li>▪ It seems like the DDP is always used at the very end of the semester because instructors "have to". I hardly ever need to use it in the beginning or middle of a semester.</li> <li>▪ It's a pain! Trying to understand how to attach stuff - and you can't change things... It's a pain!</li> </ul>
Frequency of Use	53	<ul style="list-style-type: none"> <li>▪ Not all professors use it.</li> <li>▪ Would be more useful if instructors utilized it more often.</li> <li>▪ Although I do not access the DDP often, when I have accessed it I found it to be very helpful.</li> <li>▪ I am not required to use it very often.</li> <li>▪ I don't use it much, but I see its merit.</li> <li>▪ I have hardly used the DDP and have very little work on my matrix.</li> </ul>
Use for Review	26	<ul style="list-style-type: none"> <li>▪ Allows me to review what I've done in class that I don't see while in class.</li> <li>▪ I believe it is a good tool to assess my progress as a student.</li> <li>▪ I get to view my work, my feedback from instructors, and I'll always have it because its on the computer and not on paper where I can lose it or have the chance of it getting damaged.</li> <li>▪ I use it as a guideline for improved future work.</li> <li>▪ I use the DDP, but only because this is where my final self assessments are. But it is helpful to look back.</li> </ul>
Need to Learn More	10	<ul style="list-style-type: none"> <li>▪ I don't know enough about it, but it sure seems like there are many uses for it. I only use it when I was told to.</li> <li>▪ I don't know much about it. This is my first semester and my first time using it.</li> <li>▪ Useful but wish I knew how to access all of the tools available on the DDP.</li> </ul>
Other	2	<ul style="list-style-type: none"> <li>▪ Clear 1</li> <li>▪ If you don't know how to use it</li> </ul>

Blank	132	
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to determine its usefulness. These responses (4.1%) were placed in the *Need to Learn More* category. The *Other* category contained two responses that did not fit into any of the other categories.

Data from both the Likert Scale and open-ended responses indicated that overall, students found the DDP useful. While there were a number of negative comments (28.0%), 95 responses (39.4%) fell into the *Find Useful* category. Responses from the *Frequency of Use* category (22.0%) indicated students wanted to use the DDP more often.

#### *Faculty Survey Results*

Faculty were asked to rate their perception of the overall usefulness of the DDP on a Likert Scale of 1 to 5, with 1 as *Not Useful*, 3 as *Useful* and 5 as *Extremely Useful*. In addition, this question contained an open-ended response area titled *Please Explain*. Due to the format of the Likert Scale, faculty could mark any where on a line. Scores were rounded to the nearest half point to standardize the data.

Figure 57 summarizes the responses to the Likert Scale question of faculty perception of the overall usefulness of the DDP. A total of 90 faculty responded to this question, and 33.3% perceived the DDP overall as *Useful*. It is interesting to note that 50.0% of faculty responded with an answer that was greater than useful (choice greater than 3), while 16.6% perceived the DDP as being less than useful (choice less than 3). The mean was 3.5, with a standard deviation of 1.1 and a median of 3.3.

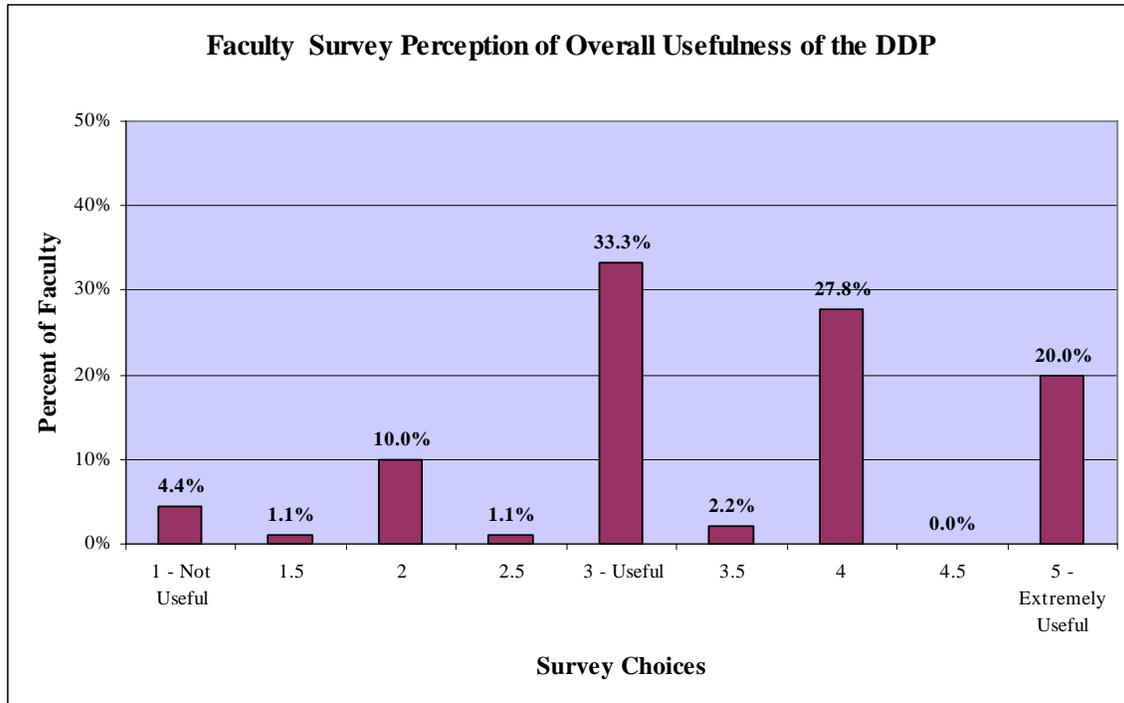


Figure 57. Faculty perception of the overall usefulness of the DDP

In addition to the Likert Scale on the overall usefulness of the DDP, faculty were asked to explain their answers. These open-ended responses were analyzed using SPSS Text Analysis for Survey software. The original data extraction identified 146 different terms. These terms were pared down to 26 and placed into seven categories, with some responses falling into more than one category. There were a total of 55 responses for all categories.

Table 44 contains the thematic categories, number of responses, and sample responses from each category. The seven categories identified were: *Find Useful*, *Negative Comments*, *Need to Learn More*, *Frequency of Use*, *Suggestions*, *Other*, and *Blank* responses. There was a total of 93 surveys analyzed with 50 or 53.8% blank responses. The category with the highest number of responses was *Find Useful* (45.5%). Responses were placed in this category if they were analyzed to be positive responses,

Table 44

*Thematic Conceptual Matrix for Faculty Survey Responses to Overall Usefulness of the DDP*

Categories	N	Example Comments
Find Useful	25	<ul style="list-style-type: none"> <li>▪ Useful for narratives. Can cut/paste quotes from other instructors</li> <li>▪ I think if used appropriately it's an excellent way to show development</li> <li>▪ I'm a fan -- it is a good resource for giving feedback and documenting student progress</li> <li>▪ I may not use it but I believe it is extremely useful to students and colleagues at the advanced levels</li> <li>▪ It helps both teachers and students have a cumulative picture of student learning</li> <li>▪ Very helpful for writing narratives and honors nominations has pushed me to give more complete, clear feedback has pushed students to do better self assessment</li> </ul>
Negative Comments	19	<ul style="list-style-type: none"> <li>▪ Don't see great use factor beyond 2-3 years after graduation.</li> <li>▪ It is not suitable for comments on specific parts of a work or for doing feedback in a variety of settings.</li> <li>▪ I simply haven't had the opportunity to create a need for it yet.</li> <li>▪ As reported, end of semester time and energy resources are an issue -- I have 58 files to upload right now -- need a department wide review of use.</li> <li>▪ Better understanding/agreement re. the philosophy. In particular, I do not find video/audio useful (because its linearity) and raw performances do not help me in DDP use. I understand the student may make use of it, but that is not a substitute for analysis (feedback/assessment).</li> <li>▪ I think we have spent a lot of money on a technological tool that has marginal value that we now need to justify. I may be wrong. I could easily be convinced that I am incorrect. However, the only value I see to the DDP is that students can look back on previous performances. While I think this is neat, I don't see how that is worth millions of dollars and thousands of hours of investment.</li> </ul>
Need to Learn More	4	<ul style="list-style-type: none"> <li>▪ It would be more useful if I fully understand how it can be used.</li> <li>▪ Still learning -- not taking advantage of its full capabilities and struggle w/ time and choice of when to use it.</li> <li>▪ The multiple uses --from photos of students I'm not familiar with to being able to track student growth as well as begin to get more "sense" of program outcome achievement over time.</li> <li>▪ I would rank this higher, but I haven't fully discovered all of the possibilities.</li> </ul>
Frequency of Use	3	<ul style="list-style-type: none"> <li>▪ Would like to see more systematically used.</li> <li>▪ Useful as long as it is used. I hope faculty reference this key performance when writing graduation narratives.</li> <li>▪ It's most useful when there's lots there.</li> </ul>
Suggestions	3	<ul style="list-style-type: none"> <li>▪ The more flexibility it can get the better.</li> <li>▪ I am generally positive about it but think a co-coordinated department effort with a structure and plan would improve its usefulness to us. However, I don't think that that is where our dept's priorities lie, even though we are making some effort in that direction.</li> </ul>
Other	1	<ul style="list-style-type: none"> <li>▪ This workshop was stimulating.</li> </ul>
Blank	50	

describing what the faculty found useful concerning the DDP. Any responses of a negative nature (34.5%) were placed under *Negative Comments*. Two categories had a low number of responses (*Frequency of Use* – 5.5% and *Need to Learn More* – 9.1%). Responses that contained suggestion to assist in making the DDP more useful were placed in the category *Suggestions* (5.5%). Responses that did not fit into any category were placed in the category *Other* (1.8%).

Data from the Likert Scale and open-ended responses indicated that overall, faculty found the DDP useful. Over 50% of faculty responded with a choice greater than 3 (*Useful*). While there were a number of negative responses (19), 25 responses indicated that faculty found the DDP useful.

Survey responses indicated that students and faculty perceived the DDP as useful, with both sets of data having a median of 3. Responses to the open-ended response question *Please Explain* seemed to be more positive for students, with a high number of responses indicating that students wanted to use the DDP more often (22.8%). Faculty responses to the open-ended questions indicated that while faculty perceived the DDP as useful; they see it as a more useful for students, than for themselves.

#### *Interview Data Analysis*

During the interviews, students and faculty were asked their perception of the overall usefulness of the DDP. An additional question was asked concerning any differences they perceived in using the DDP for self assessment and feedback.

#### *Student Interview Results*

Some students described the DDP as useful. However, a number of students qualified their statements by how it *could* be useful *if* they were using it more frequently.

For example: (a) “I don’t see a major use for me in my art therapy; I don’t have a whole lot of things to put in there;” (b) “I haven’t had any reason to [use it], so I don’t see it as useful;” “If it was fully functional I think it would be great...if it was encouraged to be used in each and every class I think it would be a great tool;” and (c) “the DDP would be such an awesome tool if it was used more frequently.”

Students were mixed in their responses on differences in self assessments and feedback when they use the DDP. Four students responded there were differences when they used the DDP. Their comments included: (a) “I was able to look at it when I had time to look at it. If I didn’t have time when it was first in there I could come back later to look at it, so that was good. And I can go back and look at it again easily without going down in the basement and digging through the papers;” (b) “I was able to go back into the DDP and pull-up my assessment, my self-assessment, and her assessment, and look and see ‘These were your not so strong points, and this is what you needed to change’ ... it was right there on the computer;” and (c) “One thing that would be slightly different, we did have to upload video for one of our field experiences, and then our peers watched the video and gave us some feedback. So that was really unique...I think it also gives people a chance to be more careful about what they’re saying because you’re not just writing it on a piece of paper and you can’t change it.” One student spoke of the lack of human interaction when using the DDP. Three students did not perceive any difference in self assessment and feedback when they used the DDP.

Overall, student interview data reinforced the data from the surveys. Students perceived the DDP as useful, but thought they were using it infrequently. Several of the students commented that using the DDP for self assessments and feedback added the

dimension of being able to go back and review their work. However, one student missed the “human interaction” when she used the DDP.

Perhaps students’ perception of the overall usefulness of the DDP can be summed up in one student’s response: “It’s useful because it gives you the opportunity to see feedback from the instructors. It’s clear communication between you and the instructors.”

### *Faculty Interview Results*

The majority of faculty described the DDP as being overall useful. They provided comments concerning its usefulness including: “I really like it. I really like the public quality and the way that it forces me to think about how this is going to help a student and other instructors who read feedback” and “I think that for students to have specific benchmarks and to reflect back on them no matter what their major or their career path, it’s wonderful to learn how we evaluate oneself.”

A few faculty described the potential of the DDP to become more useful if it were used more frequently. For example: “I’ll say it’s becoming very useful...when there’s enough stuff in there, and we’re using it in a more effective way and a way that’s lined up better with our philosophy, then it’s worthwhile; worth the extra effort” and “[could] be used to create a comprehensive comment by the instructor, so when the student would graduate we would have...some very detailed evaluations that we could use for the narrative statement.”

Not all faculty interviewed perceived the DDP as useful. One faculty remarked: “I don’t see from my perspective that it’s a lot of value...I don’t really see it in its present

form as a developmental tool...It's no easier for me than going to the file cabinet in the secretary's office and looking at the paper record."

Faculty's views on differences in self assessment and feedback when they use the DDP varied. Several faculty stated they had not used the DDP enough to make a judgment. Three faculty described differences in self assessment and feedback when they used the DDP. Example comments included: (a) "I think I do it kind of purposefully when I use the DDP as a way to communicate student's performance to other faculty. I don't know if I'm successful, but that is my intent;" (b) "No question about it, in 110 especially. This is the only class where I began class not using the DDP, and developed it specifically for that purpose;" and (c) "What I've found—I'm not sure if I could prove this or not—but I really think that using the DDP for a comprehensive, end of semester self evaluation really helps the student to take stock of her learning."

Faculty interviews reinforced their survey results. Faculty found the DDP overall useful, but think, in most cases, the system needs to be used more frequently. Several faculty mentioned time and work issues in the interviews, similar to those listed in the faculty surveys. The interviews also provided numerous faculty suggestions on making the DDP more useful.

#### Summary of Results:

Students and faculty were asked to rate their perception of the overall usefulness of the DDP on a Likert Scale of 1 (*Not Useful*), 3 (*Useful*), and 5 (*Extremely Useful*). Student survey results indicated they perceived the DDP as overall *Useful* ( $M = 3.0$ ,  $SD = 1.1$ , median = 3.0). Survey results indicated faculty perceived the DDP as overall *Useful* ( $M = 3.5$ ,  $SD = 1.1$ , median = 3.3).

The data from the open-ended survey question on overall usefulness of the DDP supported the Likert Scale response data. The category with the highest number of student and faculty responses was the *Find Useful* category. Student responses in this category included “Able to see everything -- can access it off-campus which is helpful” and “I believe it is a good tool to assess my progress as a student.” Faculty responses in this category included “It helps both teachers and students have a cumulative picture of student learning” and “Very helpful for writing narratives and honors nominations has pushed me to give more complete, clear feedback has pushed students to do better self assessment.”

Student and faculty interview results supported the data gathered from the surveys. Comments generally referred to the DDP as useful, although students responded that they felt if they used the DDP more, it would be more useful. Several of the faculty also mentioned the DDP should be used more frequently.