

Sub-question 5:
What do students and faculty think of the ease of use 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 ease of use of the DDP. Student and faculty interviews usually contained a question relating to ease of use.

Survey Data Analysis

Students and faculty were asked their perception of the ease of use of the DDP. This question was rated on a continuous Likert Scale of 1 to 5, with 1 as *Not Easy*, 3 as *Easy* and 5 as *Extremely Easy*. 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 ease of use 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 any where on a line. Scores were rounded to the nearest point or half point to standardize the data. Figure 58 summarizes the Likert Scale data. Of the students responding to this question (317), 39.1% responded that overall the DDP was *Easy* to use, while 6.0% thought the DDP was *Not Easy* to use. Advanced students had the highest percent of students that responded the DDP was *Not Easy* (9.8%) to use. Only 3.4% of intermediate students thought the DDP was *Not Easy* to use. A total of 74.1% of students thought the DDP was *Easy* to *Extremely Easy* to use. Intermediate students had the highest percent of students responding the DDP was *Extremely Easy* to

use (24.7%), while only 13.1% of advanced students thought the DDP was *Extremely Easy* to use.

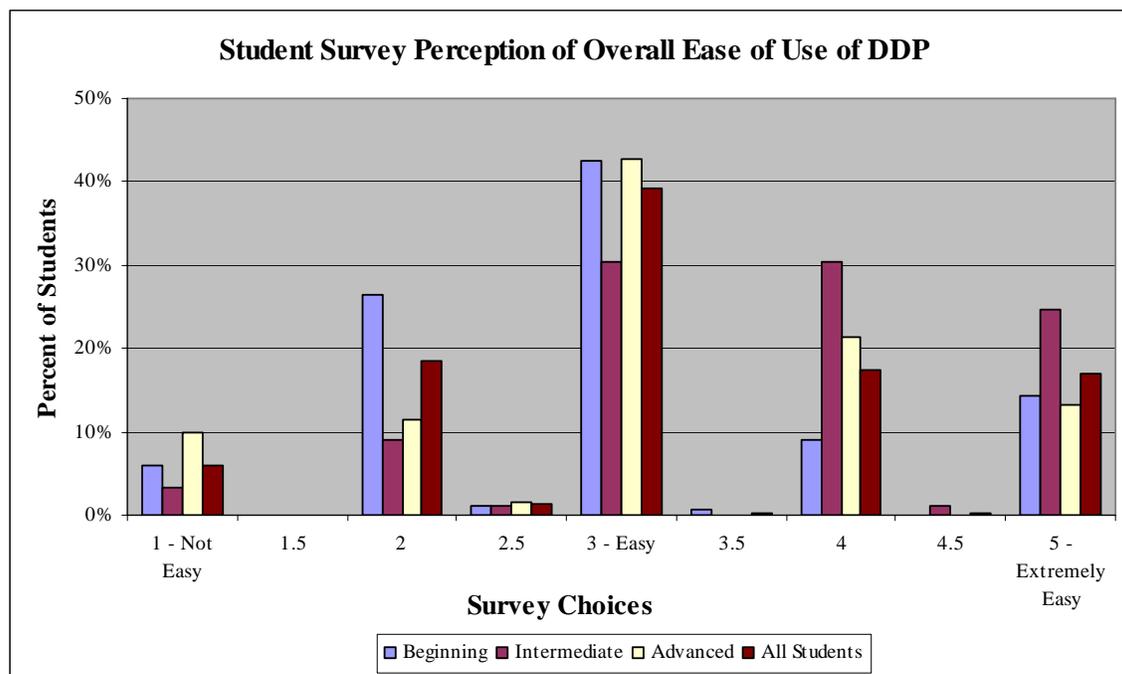


Figure 58. Student perception of the overall ease of use of DDP

Table 45 displays the results for all student groups and the corresponding measure of central tendencies for student perception of the overall ease of use of the DDP. The

Table 45

Student Survey Statistics on Overall Ease of Use of the DDP

	Beginning Students	Intermediate Students	Advanced Students	All Students
1 Not Easy	10	3	6	19
2	44	8	7	59
2.5	2	1	1	4
3 Easy	71	27	26	124
3.5	1	0	0	1
4	15	27	13	55
4.5	0	1	0	1
5 Extremely easy	24	22	8	54
Total Responses	167	89	61	317
Missing Responses	5	2	0	7

Total Respondents	172	91	61	324
Mean	3.0	3.7	3.2	3.2
SD	1.1	1.1	1.1	1.1
Median	3.0	4.0	3.0	3.0

mean for this question was 3.2, with a standard deviation of 1.1 and a median of 3.0 (*Easy*).

In addition to the Likert Scale on overall ease of use of the DDP, students were asked to explain their answers. The open-ended responses were analyzed using SPSS Text Analysis For Survey software. Table 46 displays the results of the analysis.

Table 46

Thematic Conceptual Matrix for Student Survey Responses to Overall Ease of Use of the DDP

Categories	N	Example Comments
Easy to Use	97	<ul style="list-style-type: none"> ▪ Accessible and self explanatory ▪ Easy to use and navigate to appropriate area ▪ I am relatively computer literate so if I don't see something immediately I assume I've missed it and keep looking rather than giving up. ▪ I don't have any problems when using it. ▪ I don't know computers but I know how to log in. They have easy instructions to follow. ▪ It's easy once you know what you are doing, but I am still learning how to use it.
Negative Comments	42	<ul style="list-style-type: none"> ▪ It's not really clear how to get to certain areas, but once you're in them, it's pretty straightforward. ▪ Sometimes things aren't where they should be and there isn't someone there to explain. ▪ When I did understand it, the procedure for how to do things changed. ▪ With instructions, I can use the DDP but I'm not too good with computers. ▪ Seems a bit complicated to go through the whole process of uploading and entering info that I don't really use. ▪ It's kind of fussy.
Need Directions or Instructions	21	<ul style="list-style-type: none"> ▪ Before using it someone explained what it was a how to use it in a very understandable way. ▪ I keep a copy of the instructions. ▪ It is hard to do without instructions. ▪ Sometimes I have to refer to instructions on how to upload files to the DDP. ▪ I have to pull out my technology folder for how to access and passwords etc. ▪ When I am given a sheet with steps on what to do, I find it easier to use.
Frequency of Use	17	<ul style="list-style-type: none"> ▪ At first it was a little challenging, but after I did it a few times it became easier. ▪ Because it is used so rarely, oftentimes one has to refresh themselves with how to operate again.

		<ul style="list-style-type: none"> ▪ It is difficult to remember if we don't use it very often only at end of the semester. ▪ With more use I would become more proficient. ▪ There are some things I do not know how to do because I have not been asked to do them. ▪ Once it's explained it's easy but for me I have not been on it a lot so I tend to forget
Blank	162	

The original data extraction identified 94 different terms. These terms were pared down to 62 and placed into five categories, with some responses falling into more than one category. The total number of responses in all categories was 177. Table 46 contains the thematic categories, frequency of responses, and sample responses from each category. There was a total of 324 surveys analyzed, with 162 blank responses (50.0%). The category with the highest number of responses was *Easy to Use* (54.8%). Responses were placed in this category if they described the DDP as easy to use. Any responses of a negative nature were placed into the *Negative Comments* category (23.7%). *Need for Directions or Instructions* was a category created due to a number of responses that described the need to use directions or have instructions given by faculty (11.9%). *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 easier to use if it was used more often (9.6%).

Data from the Likert Scale and open-ended responses indicated that students perceived the DDP as easy to use, with a total of 57.1% of students responding with a choice greater than 3 (*Easy*). While there were a number of negative comments (42), 97 responses referred to the DDP as being easy to use. There were also 17 responses that indicated students wanted to use the DDP more frequently.

Faculty Survey Results

Faculty were asked to rate their perception of the overall ease of use of the DDP on a Likert Scale of 1 to 5, with 1 as *Not Easy*, 3 as *Easy* and 5 as *Extremely Easy*. In addition, this question contained an open-ended response area titled *Please Explain*. Due to the format of the Likert Scale, faculty could mark anywhere on a line. Scores were rounded to the nearest point or half point to standardize the data. Figure 59 summarizes the results of the Likert Scale question of faculty perception of the overall ease of use of the DDP. A total of 91 faculty responded to this question, and 31.9% of faculty perceived the DDP as *Easy* (3) to use. It is interesting to note that 30.0% of faculty responded with an answer that was greater than easy (choice greater than 3), while 35.2% perceived the DDP as being not as easy to use (choice less than 3). The mean was 3.0, with a standard deviation of 1.2 and the median was 3 (*Easy*).

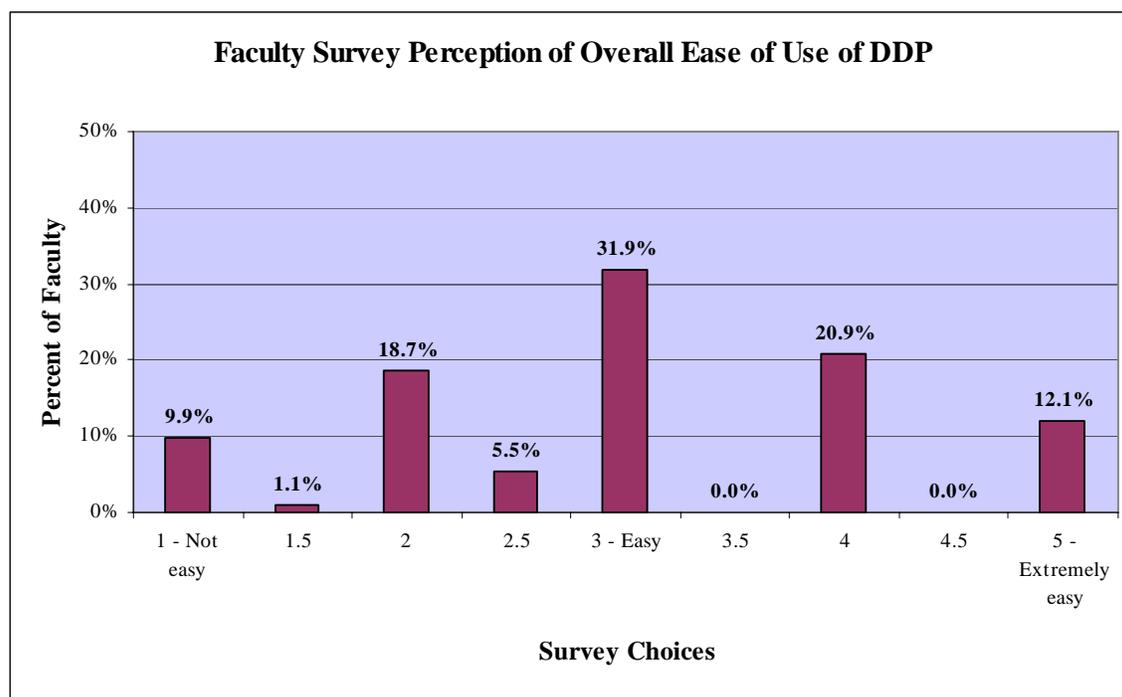


Figure 59. Faculty perception of the overall ease of use of DDP

In addition to the Likert Scale on overall ease of use 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 32 different terms. These terms were pared down to 19 and placed into six categories, with some responses falling into more than one category. The categories include: *Ease of Use*, *Negative Comments*, *Need Training or Directions*, *Other*, *Frequency of Use*, and *Blank* responses.

The Table 47 contains a summary of the results including thematic categories, number of responses, and samples responses from each category. There were a total of 93 surveys analyzed, with 60 surveys containing blank responses (64.5%). Responses were placed into five categories, with some responses falling into multiple categories. There were a total of 40 responses categorized.

Table 47

Thematic Conceptual Matrix for Faculty Survey Responses to Overall Ease of Use of the DDP

Categories	N	Example Comments
Ease of Use	14	<ul style="list-style-type: none"> ▪ I've had lots of practice over the past 4-5 years. ▪ Once I learned it, it was easy. ▪ Very user friendly ▪ I needed to use it to upload assessment feedback, followed the directions provided and viola! ▪ Always help is available ▪ Relatively easy, but so far I have only uploaded text files.
Negative Comments	14	<ul style="list-style-type: none"> ▪ I forget how to do some things I've learned before 2. I need to separate out all the individual files (per student) vs. keeping a class file for feedback. ▪ I really hate how it boots me out repeatedly and the refresh button used 5X for every back button. ▪ Never used it. ▪ Numbers of students are the problem ▪ We can't easily revise key performances assessments without taking down, cloning, reinstalling this is not easy and mistake prone. ▪ It takes me many days at the end of the semester to upload feedback.
Need Training or Directions	6	<ul style="list-style-type: none"> ▪ Because I use it at the end of the semester I always need a learning refresher to get into the grove again. ▪ Continually need further training ▪ I can provide basic primary feedback but anything beyond that, i.e. setting up a performance in the DDP, I need help with. ▪ I'm getting better, but I still need to call on Sheila's expertise.
Other	4	<ul style="list-style-type: none"> ▪ I just experienced the difference between DDP through the Internet vs. Outlook. When I enter thru Outlook, there's no way to "go back" once you open feedback.

		<ul style="list-style-type: none"> ▪ I need to use reference and resource areas more productively. ▪ See 25
Frequency of Use	2	<ul style="list-style-type: none"> ▪ I have too little experience. ▪ What I've done once I can repeat.
Blank	60	

Two categories tied for highest number of responses (35%), *Easy to Use* and *Negative Comments*. Responses were placed in the *Easy to Use* category if they were determined to be responses that described the ease of use of the DDP. Any responses of a negative nature were placed into the *Negative Comments* category. Responses were placed in the *Need Training/Directions* category if the response referred to the faculty needing more training or directions on using the DDP (15.0%). Responses referring to using the DDP more often were placed in the *Frequency of Use* category (5.0%). Responses that did not fit into any category were placed in the *Other* category (10.0%).

Survey responses indicated students and faculty perceived the DDP as easy to use. Both student and faculty responses had a median of 3 (*Easy*). The open-ended responses for the question *Please Explain*, seemed to be more positive for students, with 54.8% of responses indicating the DDP was easy to use. Open-ended faculty responses indicated that while they perceived the DDP as easy to use (35.0%), there were an equal number of negative comments concerning the DDP.

Interview Data Analysis

Students and faculty were asked for their perceptions of the overall ease of use of the DDP.

Student Interview Results

Seven of the students interviewed described the DDP as easy to use. Comments included: (a) "It is fairly easy to use, no problems;" (b) "Not really [any problems]. I think it is very user friendly. I mean I think it is easy to know how to get into it;" and (c)

“I think it’s gotten better. I know when I first started we couldn’t remove it [uploaded files].” One student did not think the DDP was easy to use: “It scares me...because I don’t know how [to use it].”

Student interview data followed the same pattern as the survey results. Students found the DDP easy to use and experienced few problems. However, the interviews provided the opportunity to probe student responses in more depth and ask additional questions.

Faculty Interview Results

Faculty perceptions on the ease of use of the DDP varied. Three faculty found the DDP easy to use, responding: “...navigating the DDP is easy for me;” and “I’ve never, ever found anything confusing about it.” One faculty remarked the DDP has gotten easier to use: “I think it’s a little easier. As I said, I think for me the trick is how intuitive it is.” Three faculty described problems they have had with the DDP. These problems included receiving the refresh message and/or timing out on the system, problems setting up a key performance, and the inability to cut and paste comments directly onto the DDP without creating a separate document.

Faculty interview data reinforced the findings of their survey. Faculty generally agreed that the DDP is easy to use, but they had concerns about issues and problems they have experienced.

Summary of Results:

Students and faculty were asked to rate their perception of the ease of use of the DDP on a Likert Scale: 1 (*Not Easy*), 3 (*Easy*), and 5 (*Extremely Easy*). Student survey results indicated they perceived the DDP as easy to use ($M = 3.2$, $SD = 1.1$,

median = 3.0). Faculty survey results indicated they also perceived the DDP as easy to use ($M = 3.0$, $SD = 1.2$, median = 3.0).

The data from the open-ended survey question on ease of use of the DDP supported the Likert Scale response data. The category with the highest number of responses from student and faculty surveys was *Easy to Use*. Student survey responses in this category included: “Easy to use and navigate to appropriate area” and “Accessible and self explanatory.” An example of a faculty response in the *Easy to Use* category was: “I needed to use it to upload assessment feedback, followed the directions provided and viola!”

Student interview data supported student survey results, as they viewed the DDP as easy to use. Five out of the six faculty surveyed also thought the DDP was easy to use, although two faculty described specific problems they have encountered in their use of the DDP.