

### Sub-question 6:

What are student and faculty perceptions concerning their frequency of use of the DDP?

Data were gathered to describe this question from two of the three approaches. No data were gathered from database mining for this question. Student and faculty surveys posed a question on the frequency of use of the DDP. Student and faculty interview questions also contained a question on the frequency of use of the DDP.

### *Survey Data Analysis*

Students and faculty were asked their perception of their frequency of use of the DDP. This question was rated on a Likert Scale of 1 to 5. In addition, this question contained an open-ended response area titled *Please Explain*.

### *Student Survey Results*

Students were asked to rate their frequency of use of the DDP on a continuous Likert Scale of 1 to 5 with 1 as *Not Enough*, 3 as *Enough*, and 5 as *Too Much*. 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 60 summarizes the Likert Scale data on student perceptions of the frequency of use of the DDP. Of the students responding to this question (315), 51.4% answered they were not using the DDP enough (response less than 3), with 26.0% of students responding *Not Enough* (response of 1). Only 2.2% of students perceived they were using the DDP *Too Much* (response of 5). A response of greater than 3 was given by 7.9% of the students. Beginning students had the highest percent of responses that indicated they used the DDP *Enough* (44.6%).

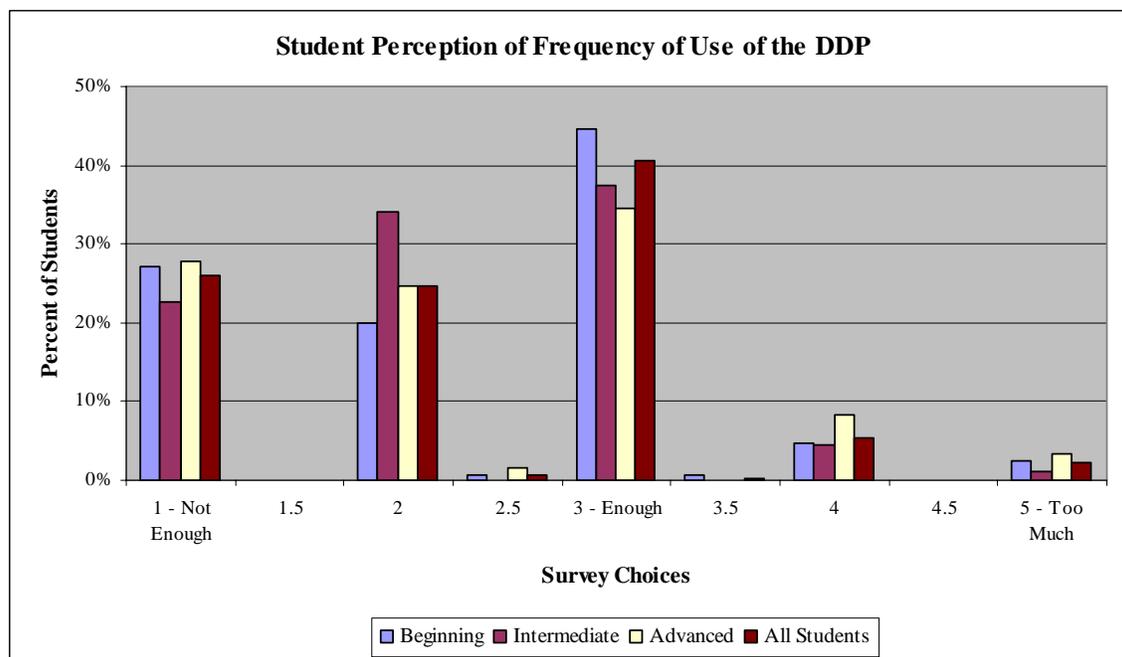


Figure 60. Student perception of the frequency of use of the DDP

Table 48 summarizes the results for all student groups and the corresponding measures of central tendencies on their perception of the frequency of use of the DDP. The mean for all students was 2.3, with a standard deviation of 1.0; the median was 2.0.

Table 48

*Student Survey Statistics on Frequency of Use of the DDP*

	<b>Beginning Students</b>	<b>Intermediate Students</b>	<b>Advanced Students</b>	<b>All Students</b>
1 Not Enough	45	20	17	82
2	33	30	15	77
2.5	1	0	1	3
3 Enough	74	33	21	128
3.5	1	0	0	1
4	8	4	5	17
5 Too Much	4	1	2	7
Total Responses	166	88	61	315
Missing Responses	6	3	0	9
Total Respondents	172	91	61	324
Mean	2.7	2.3	2.3	2.3
SD	1.0	0.9	1.1	1.0
Median	3.0	2.0	2.0	2.0

In addition to the Likert Scale on frequency of use of the DDP, students were asked to explain their answers. Table 48 displays the results of the SPSS Text Analysis for Survey software. The original data extraction identified 55 different terms. These terms were pared down to 39 and placed into seven categories, with some responses falling into more than one category. There was a total of 165 categorized responses.

Table 49 contains the thematic categories, number of responses, and sample responses for each category. There were a total of 324 surveys analyzed, with 166 surveys containing blank responses (51.2%). The category with the highest number of responses was *Frequency of Use* (52.1%). Responses were placed in this category if they described wanting to use the DDP more, not using the DDP enough, or using the DDP more to enhance its usefulness. The category *Use Right Amount* contained responses (18.2%) that indicated the students thought they were using the DDP enough. Any responses of a negative nature (15.1%) were placed into the *Negative Comments* category. In some cases students referred to the DDP as being useful, or described what they used it for. These responses (6.7%) were placed in the *Useful/Used for* category. There were a number of responses (2.4%) in which students stated they were unsure or did not know. These responses were placed in the *Unsure or Don't Know* category. The *Other* category contained nine responses (5.4%) that did not fit into any other category.

Table 49

*Thematic Conceptual Matrix for Student Survey Responses to Frequency of Use of the DDP*

Categories	N	Example Comments
Frequency of use	86	<ul style="list-style-type: none"> <li>▪ Not required for every class</li> <li>▪ Especially related to my major, I would like to see these things on the DDP.</li> <li>▪ Haven't been asked by teachers to use DDP. Have only used 2 twice for two semesters.</li> <li>▪ I have only used the DDP for assessments in certain classes or for WEC assessments.</li> <li>▪ I have only used the DDP twice this entire semester. The more practice the better.</li> <li>▪ It seems that for its purpose we don't use it enough. We should use it more.</li> </ul>
Used Right Amount	30	<ul style="list-style-type: none"> <li>▪ Each class recommends you use DDP.</li> <li>▪ Enough for me, not enough for my education.</li> <li>▪ I have been asked to use the DDP enough this semester than before and it help get me used to it.</li> <li>▪ Just right! Too little won't reach you -- too much makes you sick of it.</li> <li>▪ My instructors constantly remind when I need to upload and when I want to check feedback.</li> <li>▪ Some teachers want you to upload. Some don't that's just how it is.</li> </ul>
Negative Comments	25	<ul style="list-style-type: none"> <li>▪ I don't think the DDP is useful as it is for upper division students.</li> <li>▪ I find the DDP to be annoying. If it was not required I would not use it. I find it to be an extra step in the self assessment process. I would be happy to just write-out a final self assessment on word and hand it in; my instructors would keep it anyway in my file I would also have a copy saved for myself if needed.</li> <li>▪ I only use it when I asked to. If I was not asked I would not use it.</li> <li>▪ I'm not proficient, therefore I'm uncomfortable using this site.</li> <li>▪ Too much only because it has been not a part of my school until recently - it has come to me as extra work I was unaware of.</li> <li>▪ We really were only told about it not how to use it.</li> </ul>
Useful/Used for	11	<ul style="list-style-type: none"> <li>▪ I find the DDP useful, esp. for viewing feedback; however, few of my course require I upload work to the DDP.</li> <li>▪ On a regular basis I use it to check my progress, load my assessments, or go back and look at previous works.</li> <li>▪ I like having my work on the DDP. Then I don't have to worry about keeping tract of it.</li> <li>▪ I use DDP mostly off site It is a great tool for communications.</li> </ul>
Other	9	<ul style="list-style-type: none"> <li>▪ Communications and NSS teachers asked us to use it.</li> <li>▪ Incorporate the Educator and the DDP.</li> <li>▪ See above</li> </ul>
Unsure or Don't Know	4	<ul style="list-style-type: none"> <li>▪ Don't really have an opinion on this one.</li> <li>▪ I am not exactly sure how often I should be using DDP.</li> <li>▪ I am not fully sure why the DDP is used other then for review of my work.</li> </ul>
Blank	166	

Data from the Likert Scale and open-ended responses indicated students perceived they do not use the DDP enough. A total of 57.1% of students responded with a choice less than 3. While there were a number of negative comments in the open-ended response

area (15.1%), 52.1% of categorized responses referred to students wanting to use the DDP more often.

### *Faculty Survey Results*

Faculty were asked to rate their perception of their frequency of DDP use with their students on a continuous Likert Scale with 1 as *Never*, 3 as *Often* and 5 as *Frequently*. 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 61 summarizes the responses to the Likert Scale of faculty perception of the frequency of their DDP use. A total of 86 faculty responded to this question and 24.4% of faculty perceived their DDP use with students as *Often* (3). It is interesting to note that 60.5% of faculty responded with an answer less than 3 (*Often*), while 15.1% perceived their use of DDP with students as *Frequently* (choice greater than 3). The mean for this question was 2.5, with a standard deviation of 1.1; the median was 2.0 between *Never* (1) and *Often* (3).

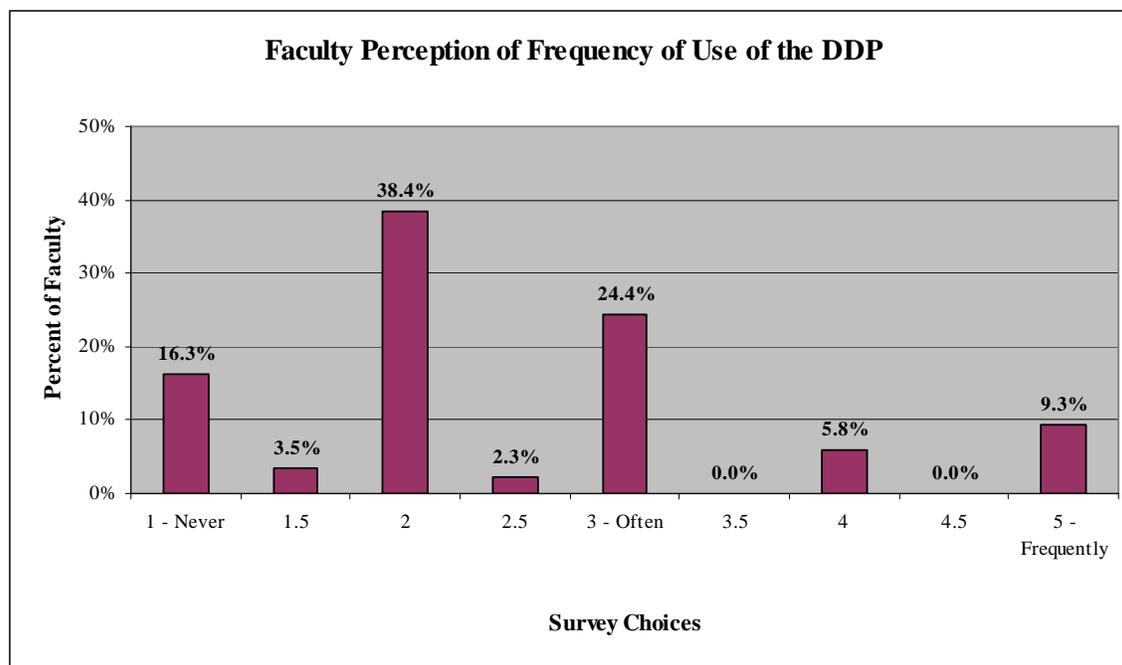


Figure 61. Faculty perception of the frequency of use of the DDP

In addition to the Likert Scale on how often faculty used the DDP with their students, 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 26 different terms. These terms were pared down to 12 and placed into six categories. No responses fell into more than one category.

Table 50 contains a summary of the results of the SPSS Text Analysis with the thematic categories, number of responses, and sample responses from each category. The response categories for this question were somewhat more difficult to assign, due to the nature of the responses. Some responses were specific to a *number* of times faculty used the DDP. Three categories were created based on responses that contained numbers. Responses that referred to two or more DDP uses (key performances) were placed in *Meets Institutional Goals* category. Responses indicating infrequent or occasionally use were placed in the *Use Occasionally* category. Responses that indicated a high amount

of DDP use were placed in the *Use Frequently* category. The remainder of responses were placed in the categories *Do not use*, *Other*, and *Blank*. There were a total of 93 surveys analyzed with 57 surveys that contained blank responses (61.3%). There were a total of 37 categorized responses, with some responses falling into more than one category.

The category with the highest number of responses was *Use Occasionally*, with 18 responses (48.6%). The category *Do Not Use* had nine responses (24.3%). The category *Meets Institutional Goal* contained six responses (16.2%), while the category *Use Frequently* contained two responses (5.4%). The *Other* category contained one response (2.7%).

Table 50

*Thematic Conceptual Matrix for Faculty Survey Responses to Frequency of Use of the DDP*

Categories	N	Example Comments
Use Occasionally	18	<ul style="list-style-type: none"> <li>▪ 1 key performance, per course</li> <li>▪ For externals only at this point. May later include final feedback that I work process anyway.</li> <li>▪ I am on the curve of adoption toward "often". I've made a commitment to myself to use it every semester.</li> <li>▪ I am doing a bit more each semester. I have designed a key performance every other semester.</li> <li>▪ I try to do one set of DDP feedback in a course.</li> <li>▪ Only when required or reminded, sadly</li> </ul>
Do Not Use	9	<ul style="list-style-type: none"> <li>▪ Haven't known enough yet -- too much to learn in first years of teaching.</li> <li>▪ I find I want students to rely more on intense face-to-face feedback or paper and in person with the students work before rare, not rely on computer mediated experiences as substitutes.</li> <li>▪ I used it but stopped. It took too much time. At 2 minutes/student to upload in a class of 30 this is 1 hour.</li> <li>▪ Not required to put any performances on the DDP.</li> </ul>
Meets Institutional Goal	7	<ul style="list-style-type: none"> <li>▪ 2x each semester</li> <li>▪ Depends on the course and if t is a key performance twice each semester for such a course.</li> <li>▪ L4 and L6 end of semester formal external assessments</li> <li>▪ Require items to be uploaded in all classes and feedback is given via DDP</li> </ul>
Use Frequently	2	<ul style="list-style-type: none"> <li>▪ All discipline 383 internships all discipline 483-492 internships used at end of the semester.</li> <li>▪ I have a key performance in almost every course in my discipline.</li> </ul>
Other	1	<ul style="list-style-type: none"> <li>▪ See comments previous page</li> </ul>
Blank	57	

Student survey responses on how often they used the DDP with their students indicated they perceived the DDP as not being used enough. The students' open-ended responses to *Please Explain* reinforced this view. Over 25% of student responses fell into the *Frequency of Use* category (use the DDP more). Over 60% of faculty chose less than often to describe their frequency of use of the DDP with their students. Faculty open-ended responses to this question pertained to how often they were using the DDP, with *Use Occasionally* (48.6%) as the top category followed by *Do Not Use* (24.3%).

#### *Interview Data Analysis*

During the interviews, students and faculty were asked their perceptions on how often they use the DDP.

#### *Student Interview Results*

There was a distinct pattern of infrequent use of the DDP in the student interview responses. For example: (a) "I haven't had to [use the DDP]. It's kind of puzzling to me;" (b) "We haven't had to [use the DDP];" (c) "I think it tends to be hit-or-miss with the faculty's comfort with the DDP;" and (d) "...in my other advanced nursing courses I have not done a single upload of DDP."

Other patterns in student responses concerning frequency of use included DDP being used more in beginning courses (less in majors) and want to use the DDP more. Examples of student responses included: (a) "When I initially came to Alverno... we did a lot of DDP work. After than there really wasn't much to upload;" (b) "...it's really infrequently at this point, now that I've gotten into the upper level course work;" (c) "I haven't had to [use the DDP]. It is kind of puzzling to me;" and (d) "It's just hit-or-miss... potentially we could use it as our portfolio in Education."

There were a number of student comments describing wanting to use the DDP more or perceiving that other students were using it more. For example: (a) “I use it, but not to the extent that I could use it;” (b) “I wish it would be more because I would like to go in there and see [my work];” (c) “We did find out that underclassmen were using it more;” and (d) “A lot of students are using it way more than I am.”

Student interview responses were similar to the data gathered from their surveys. Students perceived they were using the DDP infrequently and wanted to use it more.

#### *Faculty Interview Results*

Faculty were asked how often they use the DDP with their classes. Faculty responses indicated they thought their use of the DDP was infrequent. Five out of six interviewees made comments concerning infrequency of use, such as: (a) “[I use it] only in upper level courses;” (b) “I have the habit of using the DDP once in a semester;” and (c) “I probably would want to use it more.” One faculty member indicated that he had used the DDP in the past, but no longer used it, stating: “I am not a fan of the system. I have not done anything else, and don’t intend to if I don’t have to.”

One notable response indicated a faculty member had gone “full circle” in their thinking about the use of the DDP: “It’s interesting because what I’ve found is that I’m now using the DDP when I used it in the past; in other words, I’ll start teaching a course and it’ll prompt me to go back to assignments I’m thinking about and it’ll prompt me that I did this assignment on the DDP.”

Student and faculty interview comments reinforced their survey results. Students perceived they use the DDP infrequently and want to use it more. Faculty comments indicated that while they perceived the DDP as useful, they are using it infrequently.

### Summary of Results:

Students were asked to rate their perception of their frequency of use of the DDP on a Likert Scale: 1 (*Not Enough*), 3 (*Enough*), and 5 (*Too Much*). Student survey results indicated students perceived the DDP as being used enough (M = 2.3, SD = 1.0, median = 2.0). However, 51.0% of students responded with a choice less than 3 (less than *Enough*).

Faculty were asked to rate their perception of how often they use the DDP with their students on a Likert Scale: 1 (*Never*), 3 (*Often*), and 5 (*Frequently*). Faculty survey results indicated they perceived that they used the DDP with their students slightly less than *Often* (M = 2.5, SD = 1.1, median = 2.0). However, 60.5% of faculty responded with a choice of less than 3 (less than *Often*).

The data from the open-ended survey question on frequency of use of the DDP supported the Likert Scale response data. The category with the largest number of responses from students was *Frequency of Use*. Responses in this category indicated students wanted to use the DDP more. Student survey responses included: “Especially related to my major I would like to see these things on the DDP” and “Haven’t been asked by teachers to use the DDP -- have only used it 2x this semester.” Faculty survey responses from the *Use Occasionally* category included: “I think I could use it more -- I do lots of feedback for my students but I don't put it on the DDP -- I need to create more assessments as key performances.”

Both student and faculty interview results supported the data gathered from the surveys. Students referred to not using the DDP enough and faculty responded that the DDP should be used more frequently.