Sub-question 7:
What suggestions do students and faculty have on: (a) improvement of the usefulness of the DDP, (b) assistance in using the DDP more, (c) general ideas for improvement of the DDP, and (d) additional comments on the DDP?

Data were collected for this question from two of the three data-gathering approaches. For this sub-question, no data were gathered from the DDP relational database. Student and faculty surveys contained several questions that related to suggestions on how to improve the usefulness of the DDP, how to increase the use of the DDP, and what general ideas student and faculty had for improving of the DDP. Interviews with student and faculty contained general questions on how to improve or increase the use of the DDP.

Survey Data Analysis

The student and faculty surveys contained four open-ended questions to gather suggestions to increase the use of the DDP and improve the program. These four questions were used to organize the survey data:

1. What do you think could enhance the usefulness of the DDP?

2. What do you think could help you use the DDP more?

3. What are your suggestions for improving the DDP?

4. Do you have any additional comments on the DDP that you would like to share?

What do you think could enhance the usefulness of the DDP?

Students and faculty were asked their ideas on how to enhance the usefulness of the DDP. These open-ended responses were analyzed using SPSS Text Analysis for Survey Software.

   Student Survey Results. A total of 324 student surveys were analyzed. The

original data extraction identified 108 terms. These terms were synthesized down to 63

and placed into six categories, with some responses falling into multiple categories. The

six categories were: *Frequency of Use*, *Suggestions*, *Directions/Training*, *Negative

Comments*, *Good the Way It Is*, and *Blank*. Responses without answers, "N/A", "no

opinion", or "don't know" were placed in the *Blank* category which contained 129

responses (39.8%). There was a total of 214 responses placed in the five other categories.

   Responses were placed in the *Frequency of Use* category if they described

wanting to use the DDP more, not using the DDP enough, or requiring DDP use. There

were 54 responses in the *Frequency of Use* category (25.2%). Responses were placed in

the *Suggestions* category if they described a suggestion for improvement of the DDP.

There were 53 responses in the *Suggestions* category (24.8%). The *Directions/Training*

category contained 48 responses that referred to needing more training, improving

directions, or giving more instruction on how to use the DDP (22.4%). Any response of a

negative nature was placed in the *Negative Comments* category (n=30, 14.0%).

Responses referring to the DDP as being "good the way it is" or "don't change a thing"

were placed in the *Good the Way it is* category (n=29, 13.6%).

   Table 51 displays the results of the student responses on to how to enhance the

usefulness of the DDP. Table 51 is a Thematic Conceptual Matrix that lists the

categories, number of responses, and sample comments for each category.

Table 51

Thematic Conceptual Matrix for Student Survey: What could enhance the usefulness of the DDP?

Categories	N	Example Comments
Frequency of use	54	▪ Actually have the instructors use it. ▪ All instructors should use it not just a few, then students will access it more. ▪ Can't think of anything other than having a requirement at least one performance posted to DDP for each class. Would help by revisiting site more often and making it more useful ▪ Having professors use it consistently from class to class. ▪ Instructors don't use it enough to have it be of any use to measure our performance or improvement. ▪ Making me use it in more classes none of my classes used it this semester.
Suggestions	53	▪ Put all feedback in one matrix. I have to go to Business and Mgmt section to view feedback. ▪ Please encourage instructors to upload feedback in a timely manner. ▪ That if you mess up and put the wrong thing you can remove it anytime not just 24 hours. ▪ Use it for every class for reference. Only partial info is there. I would like to find everything there for all validations. Especially major specific stuff ▪ User friendly with larger letters ▪ Same sign on user codes for everything.
Directions/ Training	48	▪ If we were a little more informed about it and someone could show us exactly how to use it. ▪ If the DDP is something which will be integrated more into the system, students, faculty, and staff need to be trained on it. ▪ Proper instruction all of its main functions at entrance to Alverno. ▪ The instructions could be simplified more. ▪ Understanding its purpose. ▪ A better workshop on how to use it instead of the 20 minutes when you are a beginning student.
Negative Comments	30	▪ Don't really use it to access my learning since several of my instructors did not update it. ▪ Get rid of DDP! ▪ I really don't understand it. ▪ If not all validations and key work is shown on the DDP, then what is the point? Make it complete and it would be a great tool. The contrast between my validations on IOL and the DDP is HUGE. The DDP is extremely incomplete. I would love to constructively weigh in on this!!! ▪ It was kind of confusing using templates, saving and uploading, using matrices. ▪ Should have chosen one system Educator /or DDP.
Good the Way It Is	29	▪ At this point I think the DDP is at its best I haven't had any problems with it. ▪ Can't think of anything other than having a requirement at least one performance posted to DDP for each class. Would help by revisiting site more often and making it more useful. ▪ Don't know – it's great as is! ▪ I have found it extremely useful and don't see room for improvement. ▪ I don't think that anything else should be added. I like it how it is right now.
Blank	129	▪ Don't know. ▪ I am not sure at this time. ▪ None that I can think of at this time.

Faculty Survey Results. A total of 93 faculty surveys were analyzed using SPSS Text Analysis for Survey Software. The original extraction identified 67 terms. These terms were synthesized into 25 terms and placed into seven categories, with some responses falling into multiple categories. The seven categories were: *Suggestions*, *Directions/Training*, *Frequency of Use*, *Time/Work Issues*, *Negative Comments*, and *Blank*. There were 33 surveys with blank responses and these placed in the *Blank* category (35.5%). There were a total of 58 categorized responses.

The *Suggestions* category had the largest number of responses with 24 (41.4%). Responses were placed in this category if they described a suggestion for improvement of the DDP. The *Instruction/Training* category contained 21 responses that refer to needing more training, improving directions, or giving more instruction on how to use the DDP (36.2%).The *Frequency of Use* category contained seven responses that described wanting to use the DDP more, not using the DDP enough, or making the DDP a requirement (12.1%). There were five responses that referred to the amount of time or work it takes to use the DDP. These responses were placed into the *Time/Work Issues* category (8.6%). While time and work issues were a type of response that could fall into the *Negative Comments* category, a separate category was created to keep track of this theme for the institution. Any response of a negative nature was placed in the *Negative Comments* category (n=1, 1.7%).

Table 52 displays the survey results on faculty perception of what could enhance the DDP. Table 52 is a Thematic Conceptual Matrix that lists the categories, number of responses, and sample comments from each category.

Table 52

Thematic Conceptual Matrix for Faculty Survey: What could enhance the usefulness of the DDP?

Categories	N	Example Comments
Suggestions	24	▪ Being able to look at student work their self assessment side-by-side as well as see the document I am typing feedback into. ▪ Bring part-time faculty on board. ▪ Develop department plan to see how, when, where it is used in our discipline. ▪ If faculty course use key performance feedback to include a balance global feedback on students performance in the entire course. ▪ If feedback didn't need to be separate from work. I need to make notes directly on students' work, but don't want to scan a whole paper into DDP. ▪ More variety of feedback modes. I like the idea of student scanning papers that have written feedback. ▪ Simple means of scanning/photographing pages of handwritten feedback for upload.
Directions/ Training	21	▪ A clearer sense of the "work" vs. "self assessment" functions. I was under the impression that only assessment/SA should be in the DDP. ▪ Continue development of interfaced. More faculty development. ▪ I need to learn how to scan and upload handwritten feedback and use digital audio taping. ▪ Make sure all students WEC, WDC are able to access and manipulate the technology effectively by the end of their semester. ▪ Ongoing training and use ▪ Training of students how to use and why and its benefits -- This shouldn't be the role of the faculty.
Frequency of Use	7	▪ From what the students say, more of their work on the DDP. ▪ More faculty using it and using it well. ▪ More use
Time/ Work Issues	5	▪ Find less time consuming ways of giving feedback to large classes. ▪ Integrate it more with other faculty work. ▪ Make it less of a burden on faculty, especially at the end of the semester when folks are exhausted.
Negative Comments	1	▪ The last time I used DDP (Fall) it behaved like a beta test. The program failed during the creation of a key performance, help documentation was inaccurate or missing. Sheila was very helpful, but a well design product wouldn't have needed her sitting down with me. Similarly some students encountered significant problems uploading. It's partly about the technology these things need to be fixed before it's useful.
Blank	33	

Student and faculty responses to the open-ended question on suggestions to enhance the usefulness of the DDP had some similarities. The student and faculty response categories both included the categories: *Suggestions*, *Directions/Training*, *Negative Comments*, and *Frequency of Use*. Both students and faculty had a high number of responses that referred to specific suggestions for enhancing the usefulness of the DDP

and responses that referred to directions and/or training. Examples of suggestions included (student) "I think if it was a requirement to review our progress using the DDP as a tool it would make the DDP more meaningful" and (faculty) "Changing systems departmentally to incorporate its use in a meaningful way." Examples of responses in the *Directions/Training* category included (student) "Learning what it is really used for (maybe a workshop)" and (faculty) "Discussions like faculty panel use and students' perception picked up hints like audio and scanning."

One difference between students and faculty responses was the student category *Good the Way It Is*. Faculty survey results did not include this category. An example of a student response in this category was: "I have found it extremely useful and don't see room for improvement."

What do you think could help you use the DDP more?

Students and faculty were asked their ideas on what could help them use the DDP more. These open-ended responses were analyzed using SPSS Text Analysis for Survey Software.

Student Survey Results. A total of 324 student surveys were analyzed. The original data extraction identified 71 terms. These terms were synthesized down to 45 terms and placed into seven categories, with some responses falling into multiple categories. The seven categories were: *Frequency of Use*, *Directions/Training*, *Suggestions*, *Negative Comments*, *Others*, *Useful/Positive Comments,* and *Blank*. There were 161 responses without answers, "N/A", "no opinion", or "don't know" and these were placed in the *Blank* category (49.7%). There were a total of 170 categorized responses.

Responses were placed in the *Frequency of Use* category if they described wanting to use the DDP more, not using the DDP enough, or making the DDP a requirement. There were 70 responses in the *Frequency of Use* category (41.2%). The *Directions/Training* category contained 42 responses that referred to needing more training, improving directions, or giving more instruction on how to use the DDP (24.7%). Responses were placed in the *Suggestions* category if they described a suggestion for improvement of the DDP. There were 22 responses in the *Suggestions* category (12.9%). Any response of a negative nature was placed in the *Negative Comments* category (n=18, 10.6%). There were five responses that referred to the DDP as being good and/or listed examples of the usefulness of the DDP were placed in the *Useful/Positive Comments* category (2.9%). The *Other* category contained 13 responses that did not seem to fit in any other category (7.6%).

Table 53 displays the results of the student responses concerning suggestions to increase the use of the DDP. Table 53 is a Thematic Conceptual Matrix that lists the categories, number of responses, and sample responses from each category.

Table 53

Thematic Conceptual Matrix for Student Survey: What do you think would help you use the DDP more?

Categories	N	Example Comments
Frequency of use	70	▪ Have more classes access the DDP. ▪ If more teachers asked me to upload key performances for classes. ▪ Having to do things on. Show what more use it has the uploading work on it ▪ If all of our work was on there/feedback. ▪ Make it mandatory or offer a free class on how to use it properly. ▪ More encouragement from instructors to use the resource section. ▪ The more you have to use it the better it is. Some teachers can use it more often. ▪ Using it more and having the sheet to explain what the DDP is and what it is about.
Directions/ Training	42	▪ A class in it and how to use it. ▪ Better directions and easier available ▪ Either have a class focus on this or have a more one-on-one help with the DDP because some may have forgotten to know how to use it in the beginning of the year. ▪ If somebody would show me exactly how to do it and what each part is for. ▪ Student should have a class on how to use and continue to use it until it becomes second nature.
Suggestions	22	▪ Better orientation of site … prettier site. Bolder font more simplistic site. ▪ Emphasize the benefits of using the DDP to view past work and look at your matrix. ▪ If my teachers valued it and knew how to use it. ▪ Putting projects on the DDP and the DDP only. ▪ Reminder that it is there AND info on how to organize info under references/work. ▪ That the info is updated after each course w/ all instructor feedback. I've had classes where I've received no feedback.
Negative Comments	18	▪ I don't like to use it. ▪ If I could access it at home, but that has nothing to do with school. ▪ I really don't need to use the DDP My work is better organized at home. ▪ More directions on one site, instead of DDP, IOL, Educator and web mail (too much, ahhhh!) ▪ To much stuff to learn.
Other	13	▪ A laptop at home. ▪ As I become knowledgeable as to what it can provide I'll be more receptive. ▪ I think I need to make spare time in my social life to do it. ▪ Not being afraid to mess anything up on the DDP.
Useful/ Positive Comments	5	▪ DDP is a good program to follow. ▪ Everything is great as it is I feel that I use it very often. ▪ Since it is accessible from everywhere, I think it works fine.
Blank N/A Not Sure Don't Know	161	▪ N/A ▪ No idea ▪ Not sure ▪ Nothing really

Faculty Survey Results. A total of 93 faculty surveys were analyzed. The original data extraction identified 42 terms. These terms were synthesized into 25 terms and placed in eight categories, with some responses falling into multiple categories. The eight categories were: *Suggestions*, *Directions/Training*, *Time/Work Issues, Personal Growth, Frequency of Use*, *Other, Negative Comments*, and *Blank*. There were 41 surveys with blank responses, and these were placed in the *Blank* category (44.1%). There was a total of 60 categorized responses.

The *Suggestions* category had the largest number of responses with 16 (26.7%). Responses were placed in this category if they described a suggestion for improvement of the DDP. The *Directions/Training* category contained 15 responses that referred to needing more training, improving DDP directions, or providing more instruction on how to use the DDP (25.0%). There were eight responses that referred to the amount of time or work it takes to use the DDP (13.3%). These responses were placed into the *Time/Work Issues* category. While time and work issues were a type of response that could fall into the *Negative Comments* category, a separate category was created to keep track of this theme for the institution. The *Personal Growth* category contained eight responses concerned with what the individual faculty needed to do for their own development and growth in using the DDP (13.3%). The *Frequency of Use* category contained six responses that described wanting to use the DDP more or not using the DDP enough (10.0%). Any response of a negative nature was placed in the *Negative Comments* category (n=2, 3.3%). There were five responses that did not fit into any category and these were placed in the *Other* category (8.3%).

Table 54 is a Thematic Conceptual Matrix that lists the categories, number of responses, and sample comments from each category from the faculty survey question on what would help faculty use the DDP more.

Table 54

Thematic Conceptual Matrix for Faculty Survey: What do you think would help you use the DDP more?

Categories	N	Example Comments
Suggestions	16	▪ A stronger department context. ▪ Accountability ▪ How to "standardize" template and areas for key performances across our department. ▪ I could give my feedback to a staff person and that person would do the clerical job of adding stuff to the DDP. ▪ If students had laptops and DDP became a text/folder for every class. ▪ Working with DDP support staff on issues of student errors and omissions in DDP work.
Directions/ Training	15	▪ More hands-on experience after getting education/information about the options. ▪ Written directions step by step ▪ "How to" knowledge. ▪ Assistance with creative ideas and with video. ▪ Knowing more about its features. ▪ Learn to do oral feedback - isn't system limited for that type (and video) re space?
Time/ Work Issues	8	▪ Find less time-consuming ways to give feedback to large classes. ▪ Ideas from today will help me i.e.. Combining assessment with final course feedback etc. Things to decrease labor intensiveness would help. ▪ More time and training. ▪ Time to work with Sheila.
Personal/ Growth	8	▪ I have to think of ways to be more efficient. ▪ I need to get serious about using it. Is there a written tutorial? ▪ More imagination on my part. ▪ A better home computer.
Frequency of Use	6	▪ More experience and a better thought-out key performance. ▪ Use it more. ▪ I think I use it quite often.
Other	5	▪ I have some ideas about improving student reflection for growth, but I am not sure the DDP is essential to them. ▪ Same answer as 25
Negative Comments	2	▪ Disclaimers aside, it is more work and more time to use the DDP. Cut my student load so that I have the time or provide support to scan/edit/upload feedback -- otherwise, I see no likelihood of using it. After Fall I've decided not to use DDP until it works, and I see that the system will accommodate the way useful feedback is given. ▪ Visual ease of use
Blank	41	

Student and faculty responses to the open-ended question on suggestions on how to increase use of the DDP had some similarities. For example, both data sets contained the categories: *Suggestions*, *Directions/Training*, *Negative Comments*, and *Frequency of Use*. The category with the highest number of responses for students was the *Frequency of Use* category. There were over 40% of categorized responses that indicated students wanted to use the DDP more often, more consistently, and across the curriculum. For example: "More requirements to use it."

Faculty surveys had a low response rate for the question of how to increase the use of the DDP. There were 41 blank responses (44.1%). Faculty provided 16 suggestions (22.7%) on how to increase the use of the DDP. These responses focused on making the DDP more efficient and decreasing the amount of time needed to upload files. For example: "How to 'standardize' template and areas for key performances across our department." Both students and faculty responses had a focus on increasing training and improving the directions.

What are your suggestions for improving the DDP?

Students and faculty were asked their suggestions for improving the DDP. These open-ended responses were analyzed using SPSS Text Analysis for Survey Software.

Student Survey Results. A total of 324 student surveys was analyzed. The original data extraction identified 111 terms. These terms were synthesized down to 53 terms and placed into seven categories, with some responses falling into multiple categories. The seven categories of student responses were *Suggestions, Frequency of Use*, *Directions/Training*, *Good the Way It Is, Negative Comments*, *Other*, and *Blank*. There were 190 surveys without answers, or contained responses of "N/A", "no opinion", or

"don't know". These responses were placed in the *Blank* category (58.6%). There was a total of 147 categorized responses.

Responses were placed in the *Suggestions* category if they described a suggestion for improvement of the DDP. There were 43 student responses in the *Suggestions* category (29.3%). Thirty-four responses described wanting to use the DDP more, not using the DDP enough, or having the use of the DDP be required (23.1%). These were placed in the *Frequency of Use* category. The *Directions/Training* category contained 29 responses that referred to needing more training, improving directions, or giving more instruction on how to use the DDP (19.7%). Seventeen responses were positive toward the DDP and indicated the DDP was already a useful tool. These responses were placed in the *Good the Way It Is* category (11.6%). Any response (14 responses) of a negative nature was placed in the *Negative Comments* category (9.5%). There were 13 responses that did not seem to fit in any category and were placed in the *Other* category (8.8%).

Table 55 displays the results of the student responses on suggestions to improve the DDP. Table 55 is a Thematic Conceptual Matrix that lists the categories, number of responses, and sample responses from each category.

Table 55

Thematic Conceptual Matrix for Student Survey: What are your suggestions for improving the DDP?

Categories	N	Example Comments
Suggestions	43	▪ Make it easier. ▪ A bit more color. ▪ Just to make it more spaced an instead of it being so condensed with small letters open it up a little more. ▪ Keep it updated w/ instructor feedback. ▪ Pull down menus ▪ Windows for submitting assessments or other work to the DDP.
Frequency of Use	34	▪ Make it easy to access the link. Require everyone to use it at least once. ▪ I think that we should upload all coursework to the DDP for easy access and review. ▪ Advertise/Publicize it more encourage staff and faculty to encourage students to use it. ▪ Either get rid of it or use it more often. ▪ Encourage instructors to have students complete things on the DDP. ▪ Have the students use it more to become familiar w/ it.
Directions/ Training	29	▪ A clearer explanation of its uses. ▪ A little more help as we use it more often will help. ▪ Have example or explanation on the ability in each of the levels ▪ Make a course to teach us. ▪ Teach students how to use it without being afraid. We need to understand how it works better. ▪ To make it more clear and for us to put more self assessments on it so we can go back and read them.
Good the Way It Is	17	▪ Good as is! ▪ I think it is useful and fine currently. ▪ Nothing, it's good as is. ▪ The DDP is great to use for updating your work its fine. ▪ Nothing, it is pretty user friendly.
Negative Comments	14	▪ Again, too many sites. More functions in one centralized area would be much more helpful. ▪ Either get rid of it or use it more often. ▪ It can be difficult to navigate -- last semester there were a lot of problems and even the teacher couldn't do it. We were referred to too many people to fix it. ▪ The DDP is a very good tool but I find it to be useless.
Other	10	▪ More communication among student and staff. ▪ Same as 27, 29 ▪ I'll share in person.
Blank/ No Opinion/ Nothing	190	▪ I have not suggestions at the moment. ▪ I have no idea at this time. ▪ None, because I like the way how things are not having to use it.

Faculty Survey Results. Ninety-three faculty surveys were analyzed. The original

data extraction identified 45 terms. These terms were synthesized down to 21 and placed

into five categories with some responses falling into multiple categories. The five

categories were *Suggestions*, *Directions/Training*, *Negative Comments*, *Other,* and *Blank*.
There were 65 surveys with blank responses that were placed in the *Blank* category
(69.9%). There was a total of 31 categorized responses.

The *Suggestions* category had the largest number of faculty responses with 19
(61.3%). Responses were placed in this category if they described a suggestion for
improvement of the DDP. The *Directions/Training* category contained six responses that
referred to needing more training, improving directions, or giving more instruction on
how to use the DDP (19.4%). Any response of a negative nature was placed in the
Negative Comments category (n=3, 9.7%). There were three responses that did not fall
into an existing category; these were placed in the *Other* category (9.7%). Table 56 is a
Thematic Conceptual Matrix that lists the categories, number of responses, and sample
comments from each category.

Table 56

*Thematic Conceptual Matrix for Faculty Survey: What are your suggestions for
improving the DDP?*

Categories	N	Example Comments
Suggestions	19	▪ Be able to look at several windows at once. It is labor intensive to go through each aspect of student's feedback. ▪ Create a place where summary course feedback can be found (not hiding it under the final assessment). It shouldn't be that hard, and would really help for narrative writing. ▪ Improve video quality. ▪ Keep showing us how not to make it an add-on job. Ex. I give written/oral feedback to speech students right after speech when it's "fresh" and other students offer constructive comments In this way, DDP can be limiting -- i.e. can't be live w/o extensive set-ups, technical consideration (digital recorders, etc.). ▪ Longer time-out period (1 to 2 hours) easier retrieval of information on the analysis tab ▪ Make it possible to upload whole-class data from Excel, Word or Educator. Make it possible to upload feedback w/o assigning a progress code - students who get an 'I' need the feedback the most. ▪ More flexibility also as we keep having class sizes of 25-30 we need ways to support both our own use and teaching/incentives for part timers. ▪ Set up protocol for students scanning of script/handwritten feedback -- put onus on students.

Table Continued

Table Continued

Categories	N	Example Comments
Directions/ Training	6	▪ Easy hand-outs describing the purposes for using the DDP and how to use it for the various purposes. ▪ Explain its value beyond the "neat to have" factor. ▪ Learning new ways to enter feedback -- I hand write feedback then need to type it. Could my handwritten be entered? And if so, is it easy? ▪ Training by dept. so it meets our departmental needs.
Negative Comments	3	▪ Be able to look at several windows at once. It is labor intensive to go through each aspect of student's feedback. ▪ The DDP is somewhat scary because uploading feels so permanent -- easier delete functions would help.
Other	3	▪ I need to continue further investigation. ▪ They are my own personal developmental needs. ▪ See 25
Blank	65	

There were similarities between student and faculty responses to the open-ended question providing suggestions on how to improve the DDP. The categories of responses for student and faculty both contained the following categories: *Suggestions*, *Directions/Training*, and *Negative Comments*. The category with the highest number of responses for students and faculty was the *Suggestions* category. These suggestions for improving the DDP varied and included enhancing the layout, adding to user friendliness, and adding additional features to increase efficiency of the program. For example, a faculty response was: "Make it possible to upload whole-class data from Excel, Word or Educator. Make it possible to upload feedback w/o assigning a progress code -- students who get an *I* need the feedback the most."

Over 23% of student survey responses related to frequency of use. As in other student survey questions, these responses indicated students wanted to use the DDP more often, more consistently, and across the curriculum. For example: "It is only really useful if all instructors use it -- otherwise it is only pieces of your education."

Faculty surveys had a low response rate for this question with 65 of the 93 surveys having blank responses (69.9%). There were 9.6% of faculty responses

categorized in the *Negative Comments* category for this survey question. The responses in

this category seemed to pertain more to personal issues, fear, and need to reduce the work

load of using the DDP. For example: "The DDP is somewhat scary because uploading

feels so permanent -- easier delete functions would help."

Do you have any additional comments on the DDP that you would like to share?

The last open-ended survey questions on both student and faculty surveys was

designed for participants to add any additional comment they had that were not covered

by the survey questions.

Student Survey Results. Three hundred twenty-four student surveys were

analyzed. The original data extraction identified 37 terms. These terms were synthesized

down to 25 and placed into six categories, with a few responses falling into multiple

categories. The six student categories were *Useful/Positive Comments, Negative*

Comments, *Frequency of Use*, *Suggestions, Other*, and *Blank*. Responses without

answers, *"N/A"*, "no opinion", or "don't know" were placed in the *Blank* category. This

student survey question had the highest number of responses in the *Blank* category

(n=274, 84.6%). There was a total of 58 categorized responses.

Responses that were positive toward the DDP and/or indicated the DDP was a

useful tool, were placed in the *Useful/Positive Comments* category (n=21, 36.2%). Any

response of a negative nature was placed in the *Negative Comments* category (n=19,

32.8%). Responses were placed in the *Frequency of Use* category if they described

wanting to use the DDP more, not using the DDP enough, or using it consistently. There

were nine responses in the *Frequency of Use* category (15.5%). Six responses described

suggestions for improvement in the DDP and were placed in the *Suggestions* category

(10.3%). There were three responses that did not seem to fit in any category and these responses were placed in the *Other* category (5.2%).

Table 57 displays the results of the student responses on any additional comments concerning the DDP. Table 57 is a Thematic Conceptual Matrix that lists the categories, number of responses, and sample responses from each category.

Table 57

Thematic Conceptual Matrix for Student Survey: Do you have any additional comments on the DDP you would like to share?

Categories	N	Example Comments
Useful/ Positive Comments	21	▪ DDP is a great tool. It is nice to be informed of the work done. I love the idea to have the video downloaded. It helps to see where I have to work on. ▪ I enjoy having it, but it does not seem to be a priority academically. ▪ I enjoy seeing how I improved throughout my courses. ▪ I think each student should try to make time to go on DDP. Because it will help you know if you are achieving. ▪ I think it is very resourceful, I also think they should show you how to use it instead of playing with it in order to figure it out. ▪ It is a good tool for keeping track of progress. ▪ No. Great job on the DDP.
Negative Comments	19	▪ DDP is confusing at times. ▪ I don't find it useful. It's a nice concept but if I don't use it why bother ▪ I haven't really enjoyed using it -- I've never really looked back at my work and I don't understand the purpose of using it ▪ The video quality on some computers is poor. Some computers have no speakers to use. ▪ Using the DDP is very confusing for me personally because every time I try to upload or put my work in it just doesn't show up so I think I'm doing something wrong. Maybe if there was assistance who is an expert in that kind of work to help out. ▪ I think it is useful, but NOT for everything.
Frequency of Use	9	▪ I think if the school wants students to use and appreciate this useful technology they ought to show us how to use it in the first place and then be consistent w/ using it through at our education. ▪ I think it's useful but not very many of my instructors have asked us to upload anything to or from it for class. ▪ It is a great tool but is under utilized. Would make it more useful if everything was stored there to create a more thorough portfolio once we are done. ▪ Either use it more or not at all! ▪ It's a great idea for our students I wish it appeared more to upper division work.
Suggestions	6	▪ I think it is very resourceful, I also think they should show you how to use it instead of playing with it in order to figure it out. ▪ I would like to see the DDP have our external assessments on the DDP. ▪ Peer feedback is an important as the prof. feedback, but we are limited only to specific course work

Table Continued

Categories	N	Example Comments
Other	3	▪ I think it will be useful in the future. ▪ See above
Blank/ No Opinion/ Nothing	274	▪ No thank you ▪ No ▪ Not at this time

Faculty Survey Results. Ninety-three faculty surveys were analyzed. The original data extraction identified 37 terms. These terms were synthesized into 25 terms and placed in six categories with a few responses falling into multiple categories. The six categories were *Suggestions*, *Negative Comments*, *Useful/Positive Comments, Other,* and *Blank*. Sixty-five of the 93 surveys did not have responses for this question and these were placed in the *Blank* category (70.0%). There was a total of 31 categorized responses.

The *Suggestions* category had the largest number of faculty responses with 10 (32.3%). Responses were placed in this category if they described a suggestion to improve the DDP. Responses in this category could be used to enhance the process and procedures for using the DDP. Any response of a negative nature was placed in the *Negative Comments* category (N= 9, 29.0%). The *Useful/Positive Comment* category was created due to six responses that listed reasons why the DDP is a useful tool, or were positive toward the DDP (19.4%). There were six response that did not fall into an existing category and were placed in the *Other* category (19.4%).

Table 58 is a Thematic Conceptual Matrix that lists the faculty response categories, number of responses, and sample comments from each category. Of note in the results are the low number of responses in each category.

Table 58

Thematic Conceptual Matrix for Faculty Survey: Do you have any additional comments on the DDP you would like to share?

Categories	N	Example Comments
Suggestions	10	▪ Use it to address institution wide issues around quantity, quality and timeliness of instructor feedback. Use it to help the college re-think and organize narrative transcripts. ▪ I would encourage faculty to provide balanced (affirming aspects of performance, pointing out areas required for improvement and giving advice for improvement) feedback at the end of courses. ▪ Should be able to post summary feedback that doesn't need a student self-assessment associated with it. ▪ The more students can do themselves the better. I like the idea of their scanning papers with written feedback by instructors where they choose to.
Negative Comments	9	▪ I realize this is a convenience for students, and I acknowledge there could be some benefits for narratives, but overhead is just too great. ▪ I'd like to hear from students who don't find DDP particularly useful. ▪ I'm very interested in it but feel creatively uninspired. ▪ Is not convenient because writing on student papers is much more efficient and comfortable for me. Don't need to be on computer, don't need to describe what I'm referring to, can just write on it. All options I have heard include me doing more work, uploading, scanning, recording, etc. ▪ With our very large transfer classes (IN 130 WDC) it is difficult to upload student work. If it were not for Sheila this would not happen.
Useful/ Positive Comments	6	▪ I overall like the technology I enjoy sharing it and explaining/exploring it with students. I have not figured out how to make it efficient. I give feedback and summative end of semester evals. ▪ One thing I use the DDP for is to look up student's picture, advisor, etc. It's a way to bypass Datatel and get more information. ▪ I think the DDP is extremely useful, although I do not use it for my courses now because other faculty are resistant to using it and we haven't really decided what the key performances are that should be uploaded.
Other	6	▪ I am not opposed to the DDP. I've just never warmed up to it. ▪ I am not very good at giving written feedback, I do a better job with verbal feedback. ▪ Sheila is fantastic in helping faculty use the DDP.
Blank	65	

Student and faculty responses to the open-end question on suggestions on how to improve the DDP had some similarities. Both data sets contained the following categories: *Suggestions*, *Useful/Positive Comments*, and *Negative Comments*. Another similarity was the high number of blank responses for both students (85.0%) and faculty (72.0%). Both students and faculty responses contained suggestions for improving the DDP. For example, a student suggestion was "I enjoy having it, but it does not seem to be

a priority academically." An example of a faculty suggestion was "Should be able to post summary feedback that doesn't need a student self-assessment associated with it."

Interview Data Analysis

Students and faculty were asked if they had any suggestions they would like to make to the DDP design team including suggestions they had on increasing the use of the DDP.

Student Interview Results

Students had a number of suggestions for the DDP design team. A pattern to the responses concerned increasing the use of the DDP. For example: (a) "A lot of students are using it way more than I am… my friends say we don't really know how to use it.... We haven't had to;" (b) "I didn't think it was a design issue as much as encouraging the faculty to make it a requirement;" (c) "Keep reintroducing the idea… the technology is available for you and it will become beneficial for you when it comes to mid terms or finals to provide evidence on how your progress is going;" and (d) "I talked to a few students in preparation for this interview and I'm getting the same type of feedback. We'd love to use it, but it never comes up. It's never asked of us. So I don't know if there's something on the instructors' end that makes it difficult for them to use."

Several students described why they think the DDP is useful, such as "I would just say that it is a good idea that we have the DDP. We don't have to accumulate papers, and you can always go back." and "I would probably say that it's a great way to make things accessible to students…I like having the forms on the DDP."

One student went into some depth on her perceptions on how to increase the use of the DDP. She said: "I think getting people to not be so afraid of it…there are people

who just don't know how to use it, or they don't understand what its potential could be…
I think it starts with people understanding why it's important and really getting them to
buy into it." Another student commented that the DDP is "…great just the way it is…I
just think its very user friendly and it's easy to get into."

Student interview responses supported the data from their surveys. Students gave
some suggestions on enhancing the DDP, especially in regard to using the DDP more
frequently. A response that perhaps summed up students' suggestions on how to increase
the use of the DDP was "…if there were a common vision…It's kind of like buying into
the Alverno curriculum; if you don't, you can't be a successful student, or teacher here.
They just have to buy into it. The concept of this really could be something great. Until
people buy into it, they're not going to want to set aside time … to train their students in
class."

Faculty Interview Results

Faculty interview responses described a number of general suggestions for
improving the DDP. These included "I think it would be useful to get a report of
something of the student's progress with respect to each of the departmental outcomes
and perhaps also with respect to each of the abilities… The more that it could do
something that you could see the arc of the student's development with respect to specific
things the more useful it is." and "From a technical perspective it would be nice if we
could do batch uploads."

Concerns on work load and time were mentioned, along with the institution
continuing to *remind* faculty about the DDP, and serve as a "cheerleader" for its use. One
faculty member described his *wish* for the DDP: "I would wish for more final evaluative

feedback on courses. Not just associated with the performance or the project, but something that synthesizes the student's performance for the semester."

Faculty interview responses were similar to data gathered from their surveys. However, the interview protocol provided the opportunity to go into more detail and ask additional questions. Perhaps a faculty comment that summed up a number of interviewees' thoughts was "I would encourage as many opportunities as possible for faculty to use the DDP as an opportunity to record overall judgment of students' work."

Summary of Results:

Students and faculty were asked open-ended survey questions to gather data on suggestions to increase the use of the DDP and improve the usefulness of the DDP, followed by general ideas and comments. Student survey responses indicated a pattern of *Frequency of Use* type responses. Students indicated they were not using the DDP enough, wanted to use the DDP more, or could learn how to use the DDP if they used it more. For example, "I think if the school wants students to use and appreciate this useful technology they ought to show us how to use it in the first place and then be consistent with using it through at our education." Students also indicated the need for increased training and directions to assist them in using the DDP more. For example, "Either have a class focus on this or have more one-on-one help with the DDP because some may have forgotten to know how to use it in the beginning of the year" and "I think it is very resourceful, I also think they should show you how to use it instead of playing with it in order to figure it out." Students gave a variety of suggestions to improve the program's usefulness, such as: "Reminder that it is there

AND info, on how to organize info under references/work" and "Please encourage instructors to upload feedback in a timely manner."

Faculty responses to suggestions to increase the use of the DDP, improve its usefulness, and provide additional suggestions were more varied. They responded with numerous suggestions on how to improve the process of using the DDP with their students. For example, "Being able to look at student work, their self assessment side-by-side as well as see the document I am typing feedback into" and "Use it to address institution wide issues around quantity, quality and timeliness of instructor feedback. Use it to help the college re-think and organize narrative transcripts."

Student and faculty interviews provided numerous suggestions on how to increase the use of the DDP or improve the program. Of note were the stories faculty related on how they are using the DDP with their students. These stories can provide the institution with valuable models to share with other faculty.