REPORT
Faculty Staff Survey of Online Teaching, Learning and Support – 2010
September 17, 2010

Learn@UW Executive Committee
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Table of Contents

Executive Summary

<u>Background</u>
Instructional staff members of the University of Wisconsin System were surveyed regarding D2L functionality in 2005 and 2007. They were surveyed in April of 2010 and the instrument included questions that were not D2L specific as a number of faculty and staff are using other Learning Management Systems (LMS) or Course Management Systems (CMS). The survey presented questions about the efficacy of a LMS in general, and quality of support. This report contains the summary data for all respondents.

Each campus was asked to distribute an invitation to complete an online survey to all of their instructional staff. The total number of responses received was 1,735. Separate summary reports were prepared and sent along with the raw data to the respective campus. No responses were received from instructional staff of the UW-River Falls campus.

<u>Key Findings</u>
- Over 85% (n=1,493) of the respondents use a LMS and over half of those had done so for more than 7 semesters. Those who do not use a LMS indicated they did not think it helped them teach or students learn; that face to face instruction was the best way to teach or they did not like technology.

- Over 50% of the respondents use a LMS to complement face to face courses, often referred to as "web-enhanced" courses.

- 80% of the respondents believe that a LMS made managing face to face courses easier.

- 13% of the respondents believe that students learn more in on-line courses than in traditional (face-to-face) courses.

- Perceptions on the value of a LMS are impacted by the duration of use. The longer a LMS is used, the more favorable the view on its value.

- Respondents were generally satisfied with the various functionalities of their LMS. (Note: there are no significant differences in functionality among the various LMS identified by the respondents.)

- Satisfaction or dissatisfaction with functionality was independent of which LMS the respondent used.

- The majority of functionalities received favorable responses. The responses for seven (7) functionalities indicate that they need improvement as they received <80% positive responses.

- While respondents were satisfied with those providing support it was clear that increased support is needed. This support may be offered in various forms including better materials (e.g. documentation).

- 47% of the respondents indicated that they did not use the grade transfer capabilities because they do not use the Gradebook function within their LMS or did not understand how to use the feature.

- Several new instructional technologies had at least 30% (over 500) of the respondents using or interested in using them.

Abridged Recommendations

These recommendations are presented within the context of the University of Wisconsin System's Growth Agenda that promises 80,000 more graduates in next 15 years through greater access, better retention of students and shorter time to degree. These recommendations are submitted to the Senior Vice President for Academic Affairs to vet with the Provosts and other stakeholders.

- Each campus review results regarding support for online teaching and learning.

- Leverage the LMS to facilitate and improve pedagogy for gateway courses.

- Seek opportunities to use the LMS to improve student retention.

- Promote awareness and training opportunities for key functions, such as the grade book.

- Share full report with the vendor (D2L) and focus attention on functionalities that received less than overwhelming positive responses (<80%) and stress importance of an open platform upon which we can extend capabilities through employing integration with third party applications.

- Data about new or emerging technologies indicates a need for support to research and test these technologies before seeking funds for large scale availability.

- A similar survey should be conducted every two years to ensure that our technologies are supporting instructional staff members and students in the teaching and learning process.

I.   Overview

In 2007 instructional staff members were surveyed regarding D2L functionality. The results from that survey were used in subsequent negotiations with D2L to improve the Learning Management System (LMS). In April of 2010 all instructional staff members were again surveyed but with a slightly different focus. The instrument included questions that were not D2L specific as a number of faculty and staff are using other LMS. It also included questions about the efficacy of LMS in general, and quality of support. This report contains the summary data for all respondents. Each campus was provided with a copy of the raw data as well as summary statistics of responses for just its campus.

II.   Sample Characteristics

Table 1 shows the number responding from each campus and number of estimated instructional staff at each campus. Note that 1,735 is the total of all responses collected. Of those, eighteen (18) indicated they did not teach and another fifty-four (54) claimed an academic home and indicated that they taught no courses in the last academic year. For analyses performed regarding LMS the sample will vary and those who claim to be teachers (n=1,717) will be the base.

Table 1
Number and Percentage Respondents for Each Campus and Entity

	Frequency	Percent of Total
UW Colleges	103	5.9
UW-Eau Claire	102	5.9
UW-Extension/CEOEL	7	.4
UW-Green Bay	42	2.4
UW-La Crosse	143	8.2
UW-Madison	399	23.0
UW-Milwaukee	256	14.8
UW-Oshkosh	81	4.7
UW-Parkside	23	1.3
UW-Platteville	78	4.5
River Falls	0	0
UW-Stevens Point	104	6.0
UW-Stout	233	13.4
UW-Superior	49	2.8
UW System	2	.1
UW-Whitewater	113	6.5
Total	**1,735**	**100.0**

Figure 1 shows the distribution of respondents based on academic rank and classification. The respondents were fairly evenly distributed across the academic ranks. Of those providing data 55.1% (n=826) were female and 44.9% (n=674) male.

Figure 1
Distribution of Respondents by Classification
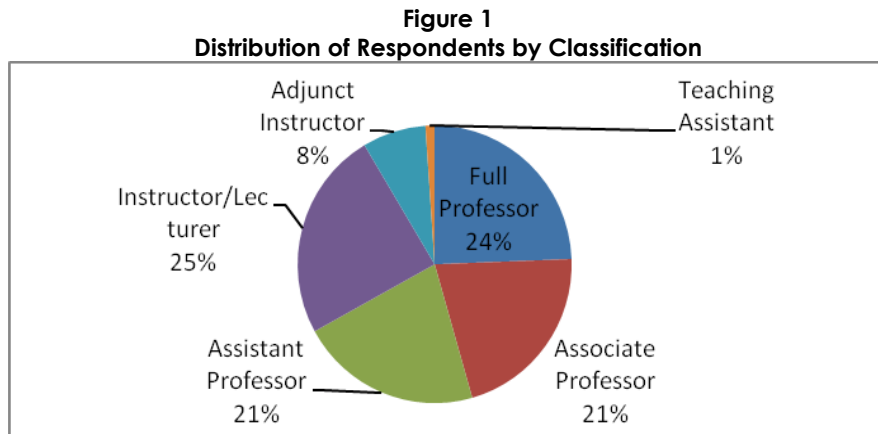
Academic discipline required recoding of ~100 responses because the respondent wrote in a discipline that either existed in the list or enough indicated a discipline (e.g., Communication and IT) to warrant a category unto itself. Following is the revised list of the academic disciplines and distribution of respondents.

Table 2
Academic Discipline Definitions

Discipline	Self-selected Disciplines Assigned to this Discipline
Agriculture	
Architecture/Design	
Business	Management, Project Management, Building Construction Management, Safety
Education	ESL, Physical Education, Teacher Education, Leadership and Learning in Higher Education
Engineering	
Family and Consumer Sciences	Nutrition Food Science, Apparel Design
Fine & Performing Arts	Art, Theater
Foreign Languages	
Humanities	English, Writing, Liberal Arts
Health Sciences	Pharmacy, Kinesiology, Public Health, Health Education, Communication Disorders, Counseling, Health and Exercise Science
Law	
Library and Information Sciences	Librarian / Art & Architecture
Mathematics and Natural Sciences	Biology, Chemistry, Natural Resources, Forestry, Physical Sciences, Statistics, Microbiology immunology, Astrophysics, Botany, Organic Chemistry
Medicine	Veterinary Medicine
Nursing	
Social Sciences	Environmental Studies, Geography, Criminal Justice, History, Economic Statistics, American Indian Studies, Women's Studies

Discipline	Self-selected Disciplines Assigned to this Discipline
Social Work	
Communication	Mass Communication, Journalism, Photography, Life Science Communication, communication technologies
IT / Computer Science	Information Literacy, IT, Computer Science, Media Arts and Game Development, Multimedia, ICT/ITM/Graphic Communications/Tech
Other – Not Classified	College Success, Arts Management, GEM, Interdisciplinary, Public Administration, Recreation Administration, Leadership, American Sign Language, New Student Seminar, Area Studies, Developmental, Developmental Math, Sport Management, LEC100 , Faculty Development (taught courses)
Not Teach University	Don't teach, administration, K-12 students, outreach, campus life, youth development, 4H, career services, support staff, GEM

Table 3
Number Claiming Each Discipline[1]

Discipline	Number	Percentage
Agriculture	29	1.51%
Architecture/Design	26	1.35%
Business	167	8.70%
Education	193	10.06%
Engineering	93	4.85%
Family and Consumer Sciences	18	0.94%
Fine & Performing Arts	96	5.00%
Foreign Languages	55	2.87%
Humanities	218	11.36%
Health Sciences	132	6.88%
Law	12	0.63%
Library and Information Sciences	33	1.72%
Mathematics and Natural Sciences	329	17.14%
Medicine	41	2.14%
Nursing	44	2.29%
Social Sciences	254	13.24%
Social Work	23	1.20%
Communication	25	1.30%
IT / Computer Science	17	0.89%
Other – Not Classified	25	1.30%
Not Teach University	18	0.94%
Missing Data	72	3.75%

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[1] Total exceeds 1,735 because 94 indicated two disciplines, 14 three, 2 four and 1 five.

III.   Learning Management System Use

D2L is the standard LMS supported by UW System. The data reported in this section includes responses from only those who declared they were teachers even if they indicated that they had taught no courses in the last year. *Table 4* summarizes which LMS the instructional staff indicated is their primary system. As the data shows, respondents that use a LMS, use D2L most frequently (~94%). Moodle is the second most used LMS (2.8%). 13% of the respondents do not use a LMS.

Table 4
Learning Management System (LMS) Use

LMS Used Most Frequently	Frequency	Percent Overall	Percent Using LMS
D2L (Learn@UW)	1,396	81.3%	93.6%
Moodle	42	2.4%	2.8%
Blackboard	26	1.5%	1.7%
Other (eCollege, Sakai, etc.)	27	1.6%	1.8%
None	225	13.1%	
Missing	1	.1%	
Total	**1,717**	**100%**	

Table 5 shows the distribution of how long instructional staff members have used a LMS, regardless of type. As the data shows, almost 50% of respondents have used a LMS for more than 7 semesters.

Table 5
How Many Semesters LMS Has Been Used

Semesters Used LMS	Frequency	Percent	Valid Percent
1-2 semesters	189	11.0	13.2
3-4 semesters	183	10.7	12.8
5-6 semesters	252	14.7	17.6
7+ semesters	806	46.9	56.4
Total	1,430	83.3	100.0
Missing data	287	16.7	
Total	**1,717**	**100.0**	

Each respondent who indicated they used a LMS was asked to specify the number of courses they taught in the current academic year of the following types: 1) fully online, 2) hybrid (at least 20% reduction in traditional class time), 3) LMS was used to complement traditional face to face courses and 4) fully face to face that did not use any LMS. A number of respondents indicated "all" or "100%" to one of the four types. The mean number of courses was inserted to replace those responses in the analysis. This kept the data intact for calculating percentage of courses each respondent taught of the various types would result in 100% being the calculated percentage for those who had indicated all or 100%.

Table 6 shows the use of LMS by classification (academic rank). A Chi Square Analysis indicated significant differences between classifications with Associate Professors having the highest percentage using for 7+ semesters and Full Professors the highest percentage in the do not use category or zero semester category.

Table 6
Semesters LMS Use by Classification

Number Semesters use LMS		Classification						
		Full Professor	Associate Professor	Assistant Professor	Instructor Lecturer	Adjunct Instructor	Teaching Assistant	Total
Zero	Count	106	52	41	55	19	1	274
	% within classification	25.9%	14.6%	11.4%	13.4%	15.1%	5.6%	16.3%
1-2	Count	34	20	49	58	23	5	189
	% within classification	8.3%	5.6%	13.6%	14.1%	18.3%	27.8%	11.2%
3-4	Count	31	26	47	55	14	6	179
	% within classification	7.6%	7.3%	13.1%	13.4%	11.1%	33.3%	10.6%
5-6	Count	43	45	65	69	22	3	247
	% within classification	10.5%	12.6%	18.1%	16.8%	17.5%	16.7%	14.7%
7+	Count	196	213	158	174	48	3	792
	% within classification	47.8%	59.8%	43.9%	42.3%	38.1%	16.7%	47.1%
Total	**Count**	**410**	**356**	**360**	**411**	**126**	**18**	**1,681**

Figure 2 shows the percentage of respondents who indicated they taught courses using each of the four delivery methods – Fully Online, Hybrid, Web Enhanced (complement face to face with LMS), and No LMS. It also shows some of the common combinations of use (e.g. LMS to enhance traditional courses and to teach hybrid courses). As the figure shows, the largest percentage use a LMS to teach all of their courses as web enhanced courses with those not using LMS for any courses the second largest group. Generally, if faculty members use a LMS, they use it for all the courses they teach with only 4% reporting using a LMS for some courses and not for others.
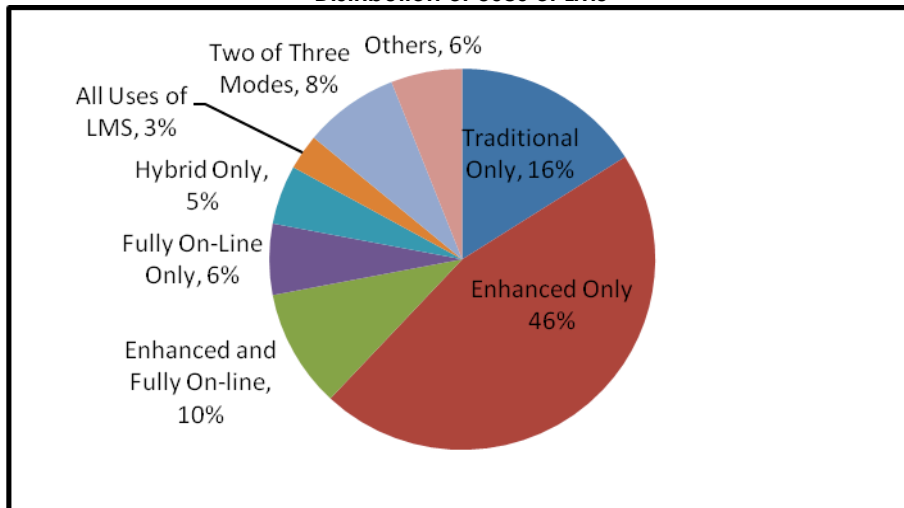
Figure 2
Distribution of Uses of LMS

Table 7 presents the total number of courses taught as reported by respondents determined by summing responses to the four questions. As the data shows, fifty-two (52) indicated not teaching any courses but because they, a) indicated they were a member of an academic discipline and b) did not explicitly state they were not a teacher, were included in all analyses related to functionality but not analyses related to how they used a LMS.

Table 7
Total Number of Courses Taught for Those Using a LMS

Courses	Frequency	Percent
0	52	3%
1	198	13%
2	227	15%
3	207	14%
4	230	15%
5	105	7%
6	145	10%
7	82	5%
8	124	8%
9	45	3%
10 or more	77	5%
Total	**1,492**	**100%**

IV.   Evaluation of LMS Experience

There were six (6) questions focused on evaluating the efficacy of the LMS the instructors use most frequently. These questions were:

- My overall experience has been positive.
- I would recommend the LMS I use to my colleagues.
- Using a LMS has made managing face to face courses easier.
- Using a LMS to complement face to face courses has increased student learning.
- Using a LMS to teach hybrid courses has increased student learning.
- Students in fully online courses learn more than in face to face courses.

The data in *Table 8* summarizes responses to these questions. The questions related to reactions to the LMS were all positive with a majority of the instructors agreeing or strongly agreeing (70 – 80%). Responses regarding the impact on learning are not as positive. It is interesting that more respondents had opinions about online and hybrid courses than had taught them in the academic year the survey was conducted. An analysis comparing the various LMS indicated no differences for any of the questions presented.

Table 8
Evaluation of LMS Experience

Response Categories	Overall positive experience	Recommend LMS to colleagues	LMS made managing courses easier	LMS increased learning	Hybrid courses increased learning	Online students learn more than in face to face courses
Strongly Agree	23.6%	25.7%	33.9%	17.2%	19.2%	5.2%
Agree	56.5%	47.8%	45.8%	34.2%	32.8%	7.9%
Neutral	11.2%	15.9	12.6%	35.7%	35.8%	27.8%
Disagree	5.8%	6.9	5.2%	9.8%	7.4%	26.1%
Strongly Disagree	2.8%	3.7%	2.5%	3%	4.7%	33.0%
Mean	2.08	2.15	1.97	2.47	2.45	3.74
Total	**1,475**	**1,466**	**1,392**	**1,349**	**530**	**861**

An analysis of variance was performed comparing the responses to these questions across the various levels of experience using a LMS. *Table 9* shows the mean, standard deviation and number responses for each of the five questions related to efficacy of the LMS the respondent used. Also included is the F ratio with degrees of freedom and the *p* value for that question. A Chi Square analysis was also performed and confirmed significant results for four of the six questions. Note that the lower the value the more favorable the response (from a scale of 1-5). Of the four questions that produced significant F and Chi Square values, all showed that those with 7+ years experience had a more favorable evaluation of a LMS and those with 1-2 semesters the least.

Table 9
Comparison of LMS Evaluation across Levels of Experience

How many semesters used a LMS	Statistics	Overall positive experience	Recommend LMS to colleagues	LMS made managing courses easier	LMS increased learning	Hybrid courses increased learning	Online students learn more than in face to face courses
1-2 semesters	Mean	**2.24**	**2.27**	**2.16**	**2.61**	**2.78**	**3.94**
	N	187	184	172	165	60	96
3-4 semesters	Mean	**2.23**	**2.31**	**2.14**	**2.54**	**2.48**	**3.92**
	N	180	181	175	171	54	95
5-6 semesters	Mean	**2.05**	**2.12**	**2.03**	**2.58**	**2.65**	**3.95**
	N	250	249	239	232	100	130
7+ semesters	Mean	**2.00**	**2.09**	**1.85**	**2.39**	**2.30**	**3.62**
	N	804	800	764	745	294	505
Total	Mean	2.07	2.14	1.96	2.47	2.44	3.74
	N	1421	1414	1350	1313	508	826
	F Ratio	5.71	3.54	8.89	3.76	5.83	5.25
	P<	.001	.02ª	.000	.02ª	.001	.001

ª Not significant using Chi Square

V. Evaluation of LMS Tools/Functionalities

A. Overall Ease of Use and Meets Needs

Seventeen (17) basic functions of a LMS were identified and for each function two questions were asked – 'It is easy to use.' and 'It meets my needs.' Respondents were asked to Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree or Not Applicable. The results presented treated 'Not Applicable' responses as missing. The data in *Table 10* shows the percentage responding with each alternative for 'Ease of Use' while *Table 11* shows the same results for 'Meets Needs' for just those respondents who indicated D2L as their primary LMS.

We received a sizeable number of comments on the 'Ease of Use' (n=421) of D2L functionalities and 'Meets Needs' (n=295) of faculty users, representing about 25% of the total respondents. It appears that the respondents did not differentiate the two questions and addressed them similarly. The quantitative results presented in *Table 10* and *Table 11* also reflect the same observation.

Some positive comments indicated the system provides good tools that fit their teaching needs. They feel that while D2L takes some time to learn, it is worth the effort, and once you build the experience, it is easy and functional. A number of responses suggested features that need to be enhanced, which parallels the comments found on a later question regarding additional features desired.

Many of the less positive comments fall into the following categories of recurring frustration:

- General interface of the D2L system being "clunky" – not intuitive, inconsistent
- File upload function is too complicated
- Grade book functions are inadequate, hard to setup, did not meet needs
- Quiz functions are difficult to use, grading clumsy, limited options with release and submission functions
- Assignment feedback in Dropbox is clumsy, inflexible, hard to manage
- Email function does not work consistently, cannot send to large class (>200)

Other comments reflected frustration with almost every tool offered by the system, however, many tended to address very specific manners in which the respondent wanted the tool to behave. One important observation emerged – many respondents were not familiar with the available features. This phenomenon parallels the finding in *Table 14* that many instructors prefer to 'Figure it out or learn on their own.' More training or consultation with campus support units may alleviate this frustration. We need to find creative ways to reach out and help faculty use the system more effectively.

However, the comments offer some valuable insight on how the system can be improved to meet the needs of faculty and should be disseminated to D2L as input to the future design of the LMS.

Table 10
Ease of Use – **D2L Function²**

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Providing access to course site	48%	44%	5%	2%	1%	49
Creating a personal profile	21%	38%	30%	9%	2%	514
Posting course materials (file upload, media etc.)	34%	46%	10%	7%	3%	33
Managing course materials (organizing, editing, deleting, etc.)	25%	44%	16%	11%	4%	39
Repurposing course materials for multiple courses or semesters	22%	37%	20%	15%	6%	196
Releasing course materials by date or other conditions	33%	46%	12%	7%	2%	186
News/announcements	45%	46%	8%	2%	1%	127
Course calendar	23%	33%	28%	12%	4%	620
Online quizzes/exams	15%	35%	23%	19%	8%	563
Online surveys	13%	36%	30%	15%	6%	791
Managing student assignments submission (Dropbox. etc)	26%	47%	15%	9%	3%	307
Providing feedback to students on assignments	22%	37%	20%	15%	6%	363
Discussion forums (asynchronous)	24%	45%	19%	9%	3%	511
Text chat (synchronous)	10%	23%	43%	15%	9%	1,071
Sending email to students	38%	38%	11%	9%	4%	181
Managing student groups – discussion/team projects	14%	35%	26%	18%	7%	650
Managing grades	23%	39%	16%	14%	8%	193

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² Only individuals indicating they were instructors, they used a LMS, and D2L was their primary LMS were included in this analysis hence a total of 1,396 possible responses.

Table 11
Meets Needs – D2L Function[3]

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Providing access to course site	45%	47%	6%	1%	1%	78
Creating a personal profile	23%	38%	28%	8%	3%	566
Posting course materials (file upload, media etc.)	37%	46%	9%	5%	3%	65
Managing course materials (organizing, editing, deleting, etc.)	31%	45%	12%	9%	3%	69
Repurposing course materials for multiple courses or semesters	26%	38%	19%	12%	5%	223
Releasing course materials by date or other conditions	36%	44%	13%	5%	2%	236
News/announcements	40%	47%	9%	3%	1%	167
Course calendar	21%	34%	28%	12%	5%	645
Online quizzes/exams	19%	36%	21%	16%	8%	559
Online surveys	16%	35%	29%	13%	7%	793
Managing student assignments submission (Dropbox. etc)	28%	46%	14%	8%	4%	324
Providing feedback to students on assignments	21%	41%	16%	15%	7%	378
Discussion forums (asynchronous)	23%	45%	19%	9%	4%	866
Text chat (synchronous)	11%	27%	38%	16%	8%	1,027
Sending email to students	35%	40%	11%	10%	4%	230
Managing student groups – discussion/team projects	17%	37%	25%	15%	6%	646
Managing grades	25%	40%	14%	13%	8%	238

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[3] Only individuals indicating they were instructors, they used a LMS, and D2L was their primary LMS were included in this analysis hence a total of 1,396 possible responses.

B.   Comparisons (Experienced versus Less Experienced; Various LMS)

Several comparisons were made for these data. The first compared responses of those with various levels of experience with a LMS (see *Table* 6). An analysis of variance was performed using experience as the independent variable. Results indicated six (6) of the thirty-four (34) variables (17 *ease of use* and 17 *meets needs*) showed significant differences across experience levels. *Table 12* shows those means across the four levels of experience. The lower the mean indicates a more favorable response (from a scale of 1-5). In general, the more experienced the instructor, the more favorable the response.

Table 12
Comparison of Functions with Significant Differences between Experience Levels

Function	1-2 Sem	3-4 Sem	5-6 Sem	7 + Sem	Overall
Ease Access to Course Site	1.77	1.72	1.69	1.55	1.62
Ease Posting Materials	2.14	2.06	1.98	1.92	1.98
Ease Repurposing Materials	2.62	2.74	2.61	2.36	2.47
Ease Releasing Course Materials	2.19	2.10	1.98	1.95	2.00
Ease Managing Assignments	2.18	2.33	2.30	2.08	2.16
Meet Needs Repurposing Materials	2.50	2.49	2.40	2.24	2.32

Functionality was compared across the four (4) LMS options provided using ANOVA. No significant differences were found so those using a different LMS reported similar reactions to its functionality.

C.   Additional Features Desired in LMS

We received 620 responses to the question "What Features would you like to see added to your LMS."

A fair number of comments indicated that D2L is meeting the respondent's needs and they were not able to offer any other suggestions. Some indicated that they did not need any new features – just fix or improve the current features and "do it right."

Some negative comments directly reinforce the frustration expressed on the 'Ease of Use' and 'Meets Needs' questions. Others refer to options on a certain tool to address very specific needs.

A number of recurring comments for improvement emerge that, if addressed properly, have the potential to benefit many:

- Option to include student photos available within the course so students can easily be identified, which would be especially useful in fully online courses
- Real-time chat, video and audio chat needs for the growing number of online courses, virtual office hours, and integration with D2L
- Better handling of media files
- Useful reporting – student and class progress
- Ability to use the course content developed without repetitive copying or be able to share with others as needed
- Need for an e-Portfolio product and the current D2L e-Portfolio interface needs improvement

- Better collaborative tools including Blogs, Wikis, and other web 2.0 tools. Better integration with instructional technologies from other vendors
- The handling of math equations, chemical structures, and foreign language characters need major improvement
- "Drag and drop" functions. Versatile design of course area look and feel, including a more "modern" feel
- Course evaluation in LMS – especially for online courses

One interpretation that surfaced from the responses is that D2L is currently designed with a course tool-centric model that even though many of the requested features are available at a course level, some re-design of the interface can help faculty manage repetitive tasks more efficiently. Some examples from the comments include:

- Large enrollment course handling – need easier process to enter grades, mass email, set up groups, grade assignments or quizzes en masse
- Perform same function on multiple courses at once
- Look at student progress by topic or activity, not per individual
- Notification of student submission, discussion, etc.
- Announcement and calendar for multiple classes, or split as needed, email option in announcement board
- Feedback bank/library or common feedback to large group of students
- Better defaults (e.g. bcc) and option to save settings to reduce time spent on unnecessary tasks
- Student photos attached to student work
- Annotations of content
- Practical attendance keeping tool
- Creation of groups within groups – e.g., groups within a section of a multiple section course
- Massive rescoring of online quizzes or assignments more easily
- Option to allow portions of a course to be viewed by public
- Office hour signup, project signup by students

D.   Evaluation of Grade Transfer

Respondents from those campuses that provide the option of transferring grades electronically from D2L to the campus Student Information System (PeopleSoft) were asked to indicate whether it is easy to use and meets their needs. *Table 13* shows the distribution of responses. The column labeled "%" shows the percentage choosing each alternative for those who actually used the function. The large number of missing data is due to the fact that there is valid data from only those campuses with the functionality. The results were much more mixed than other functionalities. In fact, the most often chosen category was 'Do not Use.' Even those who used it, only about 60% were favorable in their evaluation of 'Ease of Use' or 'Meets Needs.'

Table 13
Evaluation of Grade Transfer to SIS (PeopleSoft) Function in D2L

Response Category	Easy to Submit Final grades			Meets My Needs		
	Number	% Including "Not Use"	%	Number	% Including "Not Use"	%
Strongly Agree	123	12.49%	23.75%	126	12.92%	23.38%
Agree	190	19.29%	36.68%	193	19.79%	35.81%
Neutral	72	7.31%	13.90%	84	8.62%	15.58%
Disagree	66	6.70%	12.74%	65	6.67%	12.06%
Strongly Disagree	67	6.80%	12.93%	71	7.28%	13.17%
Don't use	467	47.41%		436	44.72%	
Total	985	100.00%		975	100.00%	
Missing	732			742		
Total	**1,717**			**1,717**		

There were 207 comments regarding the 'Ease of Use' or 'Meet Needs' of the e-grading function. Only those campuses that have the e-grading function were offered this question to respond.

Some positive recurring comments emerged:
• Simple to use, just requires a couple of clicks
• Save a lot of time for large enrollment courses
• Can do it anywhere in the world
• Reduce the risk of error in grade entry
• Simple to use but need reminder/training every semester, do not remember how

A few comments pointed to the need of expanding the e-grading process for mid-term grades in addition to Final Grades.

A significant number of negative comments converged into the following main categories:
• Do not know this feature exists
• Do not trust automatic process as grades are very important
• Do not know how to use it, instruction not clear
• Heard bad experience from colleagues and do not want to try
• Too slow – long wait before it gets to SIS
• It failed a few semester ago, or every semester, don't want to waste my time
• I teach small classes, easier to enter grades manually to double check

Some other comments again reiterated the perceived limitations of the D2L grade book functions mentioned earlier. These faculty do not use or trust the D2L grade book, thus they do not see the value of using e-Grading process.

VI.   Evaluation of LMS Support

Each respondent was asked to indicate the percentage of support he/she received from the following sources, with a total sum of 100.

1. Central campus-wide resource
2. Local department/college resource
3. Colleagues and peers
4. Teaching Assistants and students
5. Figure it out myself/learn on my own
6. Other

Each respondent was asked to indicate if they were satisfied with each source of support with a 'Yes' or 'No' answer. *Table 14* shows the average weight assigned to each source of support by satisfaction rating. The two primary sources of support were 'Central Campus Support' and 'Learning on own'. An analysis of variance was performed to determine a relationship between the source of support and satisfaction. Only 'Central Campus Support' and 'Other' support sources showed significant differences. The more often 'Central Support' is used, the more likely the respondent feels satisfied, while the more 'Other' support is used, less satisfied. This shows while respondents might opt to use 'Other' support, they were less likely to be satisfied.

Table 14
Comparison of Satisfaction with Sources of Support

Satisfied with support	Statistics	Central campus-wide resource	Local department / college resource	Colleagues and peers	Teaching Assistants and students	Figure it out myself / Learn on my own	Other
Yes	Mean	30.6%	10.1%	12.1%	3.6%	42.0%	1.8%
	N	1,054	1,051	1,055	1,053	1,056	1,050
No	Mean	23.0%	9.8%	13.5%	4.9%	44.5%	4.5%
	N	246	244	246	246	247	247
Total	**Mean**	**29.2%**	**10.1%**	**12.4%**	**3.8%**	**42.5%**	**2.3%**
	N	**1,300**	**1,295**	**1,301**	**1,299**	**1,303**	**1,297**

The 'Other' support responses were categorized and *Table 15* shows that breakdown.

Table 15
Other Support

Category	Number
Published Materials (manuals, articles, etc)	7
Online Materials	17
Help Desk/DoIT/Instructional Designers	12
Workshops	6
Specific Individuals	12
Irrelevant or Confused	18
Other	2
Total	**74**

Respondents were asked to indicate why they were satisfied or dissatisfied. *Table 16* displays the categorized comments from those satisfied with the support and *Table 17* the categorized comments from those dissatisfied with support. Those satisfied often cited specific individuals and indicated that timeliness and getting answers they needed were the top reasons. Those not satisfied indicated a lack of availability when needed, poor documentation, and one bad experience as the most common reasons.

Table 16
Categories of Comments from Those Satisfied with Support

%	Number	Category
21%	146	Timeliness and easy access to support
12%	86	Rely on oneself / Figure out on my own
28%	201	Positive and general satisfaction with campus support
6%	42	D2L is easy / Good online support
5%	38	Ask colleagues / TAs / Dept staff / Students
3%	21	Do not need or use support/Experienced with D2L
3%	22	Attend training workshops
5%	39	Comments about D2L system
7%	51	Specific support person lauded
9%	64	Other
100%	**710**	**Total**

Table 17
Categories of Comments from Those Not Satisfied with Support

%	Number	Category
13%	30	Support or training workshops not available
5%	12	Responsiveness to immediate needs
8%	18	Not enough staff to support
6%	14	Timeliness of support when needed
16%	38	Bad experience / Not knowledgeable
4%	10	Do not use / Learn on own
5%	13	Comments on software instead of support
4%	10	Too much time
11%	27	D2L is difficult to use / Poor documentation
5%	13	Do not know support is available
23%	54	Other
100%	**239**	**Total**

VII.   Why Respondents Don't Use a LMS

Those who did not use a LMS were asked to specify the reason(s) why they did not. The twenty-six (26) listed as 'Not a Teacher' includes those self identified as not teaching (n=18) plus some of those who had no courses in the current academic year (n=54). *Table 18* shows the distribution of responses with the predominant responses being not seeing a need and/or a dislike of technology. Those in the 'Not appropriate for teaching style' category also provided negative comments about technology. Respondents in the 'Too much time' category provided comments about D2L being difficult to learn.

Table 18
Reasons for NOT using a LMS

%	Number	Category
11%	26	Not a teacher
11%	26	Not know about the D2L technology
10%	23	Not typical, e.g. teaching groups of students in classroom environment
26%	60	Not see need/Dislike technology
3%	7	Not appropriate for teaching style
5%	11	Comment about D2L
12%	29	Too much time/Not enough time to learn
14%	33	Use different or own technology solutions
3%	6	Not know how to use/want more training
6%	14	Other
100%	**235**	**Total**

VIII. Future Software Applications

Tables 19 and *20* show the percentage of respondents indicating they currently use, plan to use, are interested in using, or not interested in using various instructional software applications.

Table 19[4]
Interest in Other Instructional Technologies

Categories of Instructional Technologies	Currently use	Planning to use	Interested in using	Not planning to use	Number Missing
Audio conferencing	6%	3%	15%	76%	58
ePortfolios e.g. D2L-ePortfolio, Chalk&Wire	7%	5%	24%	64%	57
Games/simulations	7%	4%	29%	60%	49
Lecture capture –e.g. MediaSite, Echo360, e-Teach	6%	6%	32%	56%	44
Originality checking, e.g. Turnitin	9%	5%	30%	56%	50
Peer review, Turnitin	3%	4%	30%	63%	61
Podcasts, e.g. iTunesU	10%	7%	31%	52%	48
RSS Feeds	4%	4%	18%	74%	67
Screen capture, e.g. Captivate, Camtasia	14%	6%	28%	52%	49
Student response systems (e.g. iClicker, Turning Technology, eInstruction)	10%	5%	29%	56%	46
Testing and assessment, e.g. Respondus	8%	6%	31%	55%	57
Text Chat – e.g. Instant Messenger	6%	3%	18%	73%	58
Video conferencing e.g. Polycom	5%	4%	23%	68%	50
Virtual environments, e.g. Second Life	2%	3%	19%	76%	53
Web conferencing, e.g. Adobe Connect, Elluminate	6%	5%	26%	63%	53

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[4] These two tables included everyone associated with an academic discipline even if they had not taught a course in the current academic year. This resulted in a total of 1,717 possible responses.

Table 20
Interest in Web 2.0/Social Networking Technologies

Web 2.0/Social Networking Technologies	Currently use	Planning to use	Interested in using	Not planning to use	Number Missing
Blogs	9%	5%	20%	66%	62
Del.icio.us	3%	1%	6%	90%	101
Dim Dim	1%	1%	5%	93%	110
Facebook, MySpace	12%	3%	12%	73%	75
Flickr	4%	1%	10%	85%	95
Google Apps/ Google Docs	13%	5%	20%	62%	78
Ning Network	2%	1%	6%	91%	111
Skype	14%	6%	19%	61%	70
Twitter	4%	2%	8%	86%	98
YouTube	37%	5%	15%	43%	53
Wiki	14%	5%	20%	61%	88

There were 290 responses to an inquiry concerning the use of other instructional technologies. Specifically, respondents were asked two questions; 1) what technologies are used and 2) why they use that particular technology to support their teaching. 28% (n=82) of the respondents indicated that they do not use other technologies or didn't specify a particular technology.

The following categories capture many of the commonly used instructional technologies by those that responded:

- Content delivery technologies, e.g. video, audio, publisher created content, custom built web sites
- Presentation technologies in the classroom, including software and peripherals, e.g. Microsoft PowerPoint, projectors, document cameras, whiteboards, chalk boards
- Web-based applications or sites, e.g. Google applications, YouTube, Jing (desktop capture delivered as video), Voice Thread (facilitates synchronous conversations within a group), ALEKS (web-based assessment and learning system)
- Communication technologies, e.g. email, Voice Thread

The respondents expressed a variety of reasons for using instructional technologies in their teaching. 36% (n=105) of the respondents did not address the question specifically or provided reasons why they don't use other technologies, e.g. lack of awareness, time constraints, complexity, etc.

The following represents observations from the collective responses concerning why technologies are used:

- Facilitates teaching activities, e.g. content delivery (static, video, audio), presenting material related to discipline, student collaboration, student feedback, assessment, demonstrate concepts/activities, etc.
- Qualities based on the specific technology, e.g. ease of use, ease of access, quality
- Technology is suited for specific course activity, e.g. simulations, animation. research

IX. Additional Comments about Instructional Technology

The survey offered respondents the opportunity to make any final comments. *Table 21* summarizes those comments.

Table 21
Summary of Final Comments

Number	%	Category
58	13%	Not positive attitude about technology in general
14	3%	Positive view of D2L or does not want to change
14	3%	Negative view of D2L
3	1%	More open/integrated system
62	14%	Campus specific issues
19	4%	Too much time to learn/not enough time
20	5%	More training/materials
11	2%	Not know technologies/Hard to keep up
27	6%	Want to learn more/use more
50	11%	Supports use of technology
6	1%	Using LMS to teach takes more time for fully online
35	8%	Specific D2L function
22	5%	Comments on survey
9	2%	Specific staff praised
54	12%	Administrators/Learn@UW/Decision-makers
38	9%	Other
442	**100%**	**Total**

X. Recommendations

These recommendations are made within the context of the University of Wisconsin System's Growth Agenda that promises 80,000 more graduates in next 15 years through greater access, better retention of students, reduced time to degree and providing more opportunities for working adults. These recommendations are submitted to the Senior Vice President for Academic Affairs to vet with the Provosts and other stakeholders.

- We believe that each campus should review results regarding support for online teaching and learning. As use increases there will be increased demand for support. The more faculty use a LMS the more in-depth support they will need.

- Leverage the LMS to facilitate and improve pedagogy for gateway courses.

- Seek opportunities to use the LMS to improve student retention (e.g., provide data from LMS on students who are not actively involved in courses or whose scores might indicate 'at risk' students).

- Promote the awareness and training opportunities on the grade book functionality to provide students with easier access to grades. Work with D2L to resolve specific grade book usability issues.

- UW System leadership should share the full report with D2L, with particular attention to the functionalities that received less than overwhelming positive responses (<80% satisfaction), including input on the design for those functionalities currently lacking, e.g. more efficient feedback mechanisms for assignments and other tools. The availability of an open platform, upon which we are able to extend capabilities through third party applications, is essential to satisfy existing and future needs.

- Data about new or emerging technologies indicates a need for support to research and test these technologies before seeking funds for large scale availability. This will be addressed by the Executive Committee during the budget preparation process.

- A similar survey should be conducted every two years to ensure that our instructional technologies are serving the needs of teaching staff and students.

XI.   Acknowledgement

The Learn@UW Executive Committee and the Task Force sincerely appreciates the time and effort of the participants that shared their experiences with using technology in the instructional setting. The UW Provosts, Learning Technology Development Council (LTDC) representatives, and D2L Site Administrators were instrumental in disseminating invitations to participate in this endeavor. This information provides valuable input as the Committee plans for support and advocacy for technologies that meet the needs of faculty, instructional staff, and students.

We encourage interested readers to inquire with their local campus contacts (Provost, LTDC Representative, or D2L Site Administrator) for more information about their respective campus report and outcomes of any further analysis. Inquiries for more information about the aggregate report can be submitted to Lorna Wong, UW System Administration Director of Learning Technology Development, at lwong@uwsa.edu.