REPORT
Faculty & Staff Survey on Online Teaching, Learning & Support Report – 2014
August 28, 2014

Learn@UW Executive Committee
Task Force Members:
Al Hartman (Chair), UW-Oshkosh
Barb Barnet, UW-Platteville
Renee Pfeifer-Luckett, UW-Whitewater
Peter Mann, UW-Madison
Lorna Wong, UW System Administration

UNIVERSITY OF
WISCONSIN SYSTEM
UW

Table of Contents

I. Executive Summary

Background
The Learn@UW Executive Committee regularly conducts a study to learn about the needs and satisfaction levels of University of Wisconsin System faculty and instructional staff concerning their use of technology in teaching and learning. System-wide surveys were conducted in 2005, 2007, and 2010.

This report provides the results of the most recent study that was conducted in February of 2014. The survey presented questions about the efficacy of a Learning Management System (LMS) in general, functionalities, future needs and quality of support. These questions were similar to those in the 2010 survey, for comparison purposes. Additional areas of technology were included to learn more about the use of mobile devices, web conferencing, and media for instruction.

Each campus distributed an invitation to complete an online survey. An aggregate total of 1,505 responses were received from the UW institutions. This report contains the summary data for all respondents.

This study was conducted approximately one month following a major upgrade to the Desire2Learn (D2L) Learning Environment in January 2014. The upgraded D2L provided new features and design changes that were introduced to faculty in a relatively compressed time period. The upgrade and its attendant changes to functions likely influenced some of the comments and ratings received.

Key Findings:

- Over 90% of respondents indicated they used an LMS in the last year – 87% using D2L, 3.2% using Moodle, and 2% using alternative options (e.g., three respondents indicated that they taught a MOOC).
- 83% of the respondents use an LMS to enhance face-to-face classes.
- More than 30% of the respondents have taught at least one online course.
- 66% of the respondents had used an LMS for more than 7 semesters.
- Over 70% were satisfied with the LMS and thought it added value to teaching.
- Over 90% of those commenting on support they receive were very positive and mentioned individuals by name.
- A significant percentage of respondents indicated that they did not use several functionalities (e.g., Profile, Web Conferencing, Online Surveys, e-portfolio and Assignment Grader). This may be attributed to lack of awareness or understanding how incorporating these functions can improve online pedagogy, or some functions simply may not fit the specific course needs.
- There remain many misconceptions about D2L features and functions. These misconceptions likely attributed to the perceived complexity of the feature set (particularly the grading functions).
- In general, all functionalities show a higher percentage of satisfaction than dissatisfaction among the respondents. However, many comments indicate that some LMS functions are not meeting the respondents' specific needs (e.g. gradebook, feedback in dropbox, calendar).

- The complementary technologies introduced since 2010 – ePortfolio, web conferencing, mobile interface, and media management – are not yet widely adopted. Respondents that do use them generally have positive experiences, with the exception of the mobile interface.

Recommendations:

The Learn@UW Faculty Survey Task Force provides the following recommendations, endorsed by the Learn@UW Executive Committee, to UW System (UWS) Administrative Leadership and campus stakeholders. These recommendations emanate from several sources including the survey data/comments, observations of the Learn@UW Executive Committee members and experiences of other UW System members.

1. UWS should provide sustainable resources to encourage more actionable collaborations among the system-wide groups including the Learning Technology Development Counsel (LTDC), D2L Site-Administrators, Office of Professional and Instructional Development (OPID) and others serving different aspects of the mission to support and improve teaching and learning. These groups should be supported to provide collaborative faculty development across all the UW System institutions. The advancement of learning through the innovative application of technologies can only be realized through these cooperative partnerships.

2. Concerted efforts are needed to improve the awareness of centrally-funded technologies including; some specific LMS functions, the D2L e-Portfolio, Blackboard Collaborate Web Conferencing System, and Kaltura Media Management System. These technologies complement the functionalities of the LMS and enhance the online teaching and learning experience. Going forward, adequate support resources must be encumbered in the budget for all centrally-funded technology systems to ensure instructors receive the just in time support they need to effectively use these technologies.

3. UWS should develop a roadmap for academic technology as technologies continue to emerge and expand and as the eLearning ecosystem becomes more complex. The roadmap should be used to guide the strategic direction, to assist in faculty development, and provide insight into the application of central resources to best achieve the teaching and learning mission.   The UW System Provosts need to be involved in development of and implementation of the roadmap.

4. Learning Analytics and richer reporting are increasingly important to increase student retention, improve course design, support accreditation activities, and to predict (and improve) learner behavior. Collaborative efforts to build the organizational capacity to support, and increase Interest and awareness of the potential benefits of, Learning Analytics must be led at multiple levels – UWS and campus alike. These are critical to student retention.

5. UWS leadership should share the full report with D2L, with particular attention focused on the LMS functionalities that received the least support for meeting instructors' needs. Significant themes include the importance of maintaining

system stability and input on the design for those LMS functionalities that are currently missing or in need of improvement. These include Dropbox, Discussions, Quizzes, and Calendar.

6. A more thorough review of the LMS market space through an RFI/RFP exercise should start in the 2014-2015 academic year with diverse representation from all constituents to review the efficacy of the current centrally supported LMS (D2L) with other options to meet the existing and emerging demands of faculty and students.

7. We strongly encourage each campus to review the data to identify the needs and challenges voiced by their respondents, and seek appropriate means to address them accordingly.

8. An increase in resources focused on advocating and supporting technology in teaching and learning is required at the campus level to meet the demands of instructors and students. The necessity for additional support resources continues to be a pressing need on the campuses. As the use, demand, and sophistication of technology increases, more staff support resources are needed to keep pace. A review of the number of staff in the instructional design and technologist roles, as well as the campus organization units, may reveal strategies to achieve more effective and efficient support for teaching and learning needs.

9. A similar survey, sponsored and coordinated by the Learn@UW Executive Committee, should be conducted every two or three years to monitor the changing needs of instructors and the effectiveness of supporting the learning technology needs of instructors and students. These institutional wide surveys provide important longitudinal information. UWS should consider providing financial support to engage dedicated professional assistance in the future. While the committee members are willing to offer their professional expertise, the exercise becomes increasingly burdensome to the committee members to manage as the logistics as side project.

II.   **Overview**

The Learn@UW Executive Committee regularly conducts a study to learn about the needs and satisfaction levels of University of Wisconsin System faculty and instructional staff concerning their use of technology in teaching and learning. System-wide surveys were conducted in 2005, 2007, and 2010.

This report provides the results of the most recent study that was conducted in February of 2014. The survey presented questions about the efficacy of a Learning Management System (LMS) in general, functionalities, future needs and quality of support. These questions were similar to those in the 2010 survey, for comparison purposes. Additional areas of technology were included to learn more about the use of mobile devices, web conferencing, and media for instruction.

This study was conducted approximately one month following a major upgrade to the Desire2Learn (D2L) Learning Environment in January 2014. The upgraded D2L provided new features and design changes that were introduced to faculty in a relatively compressed time period. The upgrade and its attendant changes to functions likely influenced some of the comments and ratings received.

Each campus distributed an invitation to complete an online survey. An aggregate total of 1,505 responses were received from the UW institutions. This report contains the summary data for all respondents.

For each campus separate summary statistical reports were prepared and sent along with the raw data. We encourage further analysis to gain additional insight into the needs of the campus' instructional community.

88% of the respondents (n=1,316) use D2L, therefore this report focuses primarily on that platform. This study was conducted about a month following a major upgrade to the Desire2Learn (D2L) Learning Environment in January 2014. The updated application contained new features and design changes that were introduced to faculty in a relatively compressed time period. This likely influenced some of the comments and ratings received.

III.   Sample Characteristics

Table 1 shows the number responding from each campus and the estimated number of faculty and instructional staff at each campus. Note that 1,505 is the total number of all responses collected. In comparison to the 2010 survey, the number of respondents increased on every campus in 2014 with the exception of UW Madison (399 vs. 349) UW Milwaukee (256 vs. 88), UW Stout (233 vs. 90) and UW Platteville (78 vs.19).

Table 1
Number and Percentage of Respondents for Each Campus and Entity

	Frequency	Percent of Total
UW Colleges	114	7.6
UW-Eau Claire	106	7.0
UW-Extension/CEOEL	8	.5
UW-Green Bay	43	2.9
UW-La Crosse	155	10.3
UW-Madison	349	23.2
UW-Milwaukee	88	5.8
UW-Oshkosh	113	7.5
UW-Parkside	51	3.4
UW-Platteville	19	1.3
UW-River Falls	56	3.7
UW-Stevens Point	103	6.8
UW-Stout	90	6.0
UW-Superior	55	3.7
UW System Administration	3	.2
UW-Whitewater	152	10.1
Total	**1,505**	**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 on gender 56% (n=753) were female and 44% (n=591) male. In comparison to 2010 the distribution by classification is quite similar with more adjunct (8% vs. 12%) and teaching assistants (1% vs. 6%).

Figure 1
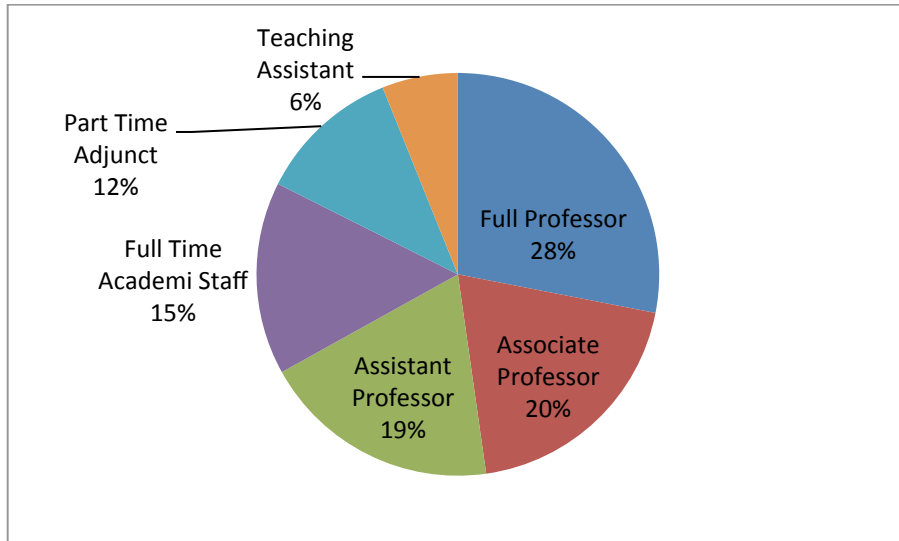**Distribution of Respondents by Classification**

Table 2 depicts the distribution across disciplines is similar to the outcomes of the 2010 survey[1].

Table 2
Number of Respondents by Discipline

	Frequency	Percent
Agriculture	20	1.3
Architecture and Design	15	1.0
Business	158	10.5
Education	153	10.2
Engineering	60	4.0
Family and Consumer Sciences	6	.4
Fine and Performing Arts	83	5.5
Foreign Languages	58	3.9
Humanities	224	14.9
Health Sciences	107	7.1
Law	15	1.0
Library and Information Sciences	21	1.4
Mathematics and Natural Sciences	260	17.3
Medicine	20	1.3
Nursing	44	2.9
Social Sciences	226	15.0
Social Work	14	.9
Other, please specify	141	9.4

---

[1] See appendix 1 for the list of the categories of academic disciplines.

IV.   Learning Management System Use

Although D2L is the common LMS within the UW System, a number of faculty and instructional staff members choose to use other systems. 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 3* summarizes the primary LMS used by the respondent. As the data shows, D2L is used most frequently (87.4%). Moodle is the second most used LMS (3.2%). 7% of the respondents do not use a LMS, which is less than what was reported in 2010 (13%).

Table 3
Learning Management System (LMS) Use

LMS Used Most Frequently	Frequency	Percent
D2L (Learn@UW)	1,316	87.4%
Moodle	48	3.2%
Blackboard	12	.8%
Other (eCollege, Sakai, etc.)	17	1.1%
None	107	7.1%
Custom Built	5	.3%
Total	**1,505**	**100%**

Table 4 shows the distribution of how long instructors have used an LMS, regardless of type. As the data shows, almost 66% of respondents have used an LMS for more than 7 semesters in comparison to less than 50% in 2010.

Table 4
Number of Semesters Respondent Used an LMS

Semesters Used LMS	Frequency	Percent	Valid Percent
1-2 semesters	151	10.0	11.0
3-4 semesters	109	7.2	8.0
5-6 semesters	122	8.1	8.9
7+ semesters	988	65.5	72.1
Total	1,370	83.3	100
Missing data	135	9.0	
Total	**1,505**	**100.0**	

Each respondent who indicated they used an LMS was asked to specify the number of courses they taught in the current academic year of the following types: 1) fully online, 2) blended/hybrid (at least 20% reduction in traditional class time), 3) enhanced (LMS was used to complement face-to-face courses) and 4) do not use an LMS.

Figure 2 shows the largest percentage use an LMS to teach their courses as enhanced courses with those not using LMS for any courses the smallest group. Generally, if instructors use an LMS, they use it for all the courses they teach. It is interesting that 30% have taught at least one fully online course.

Figure 2
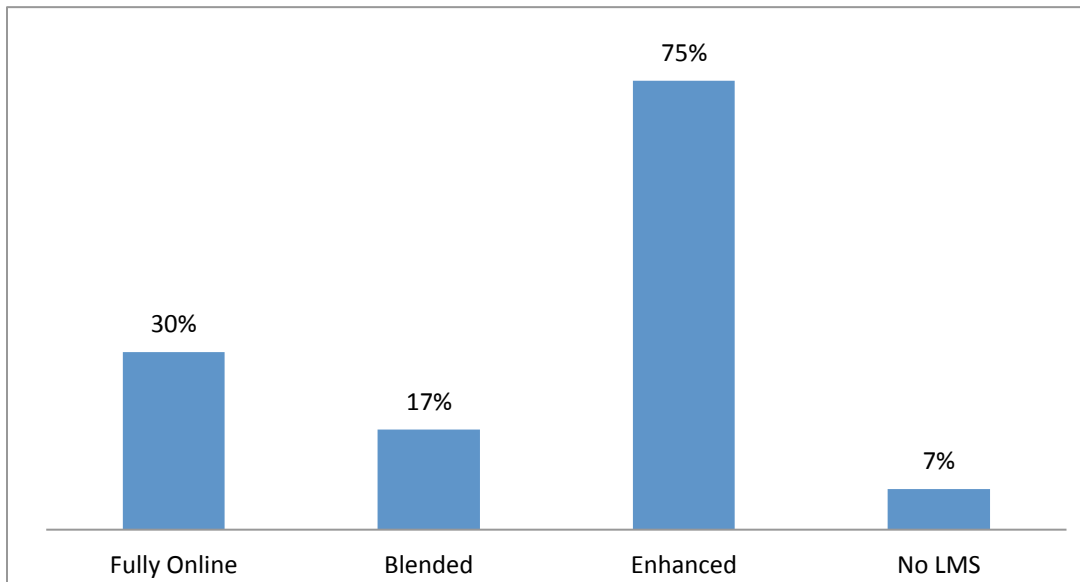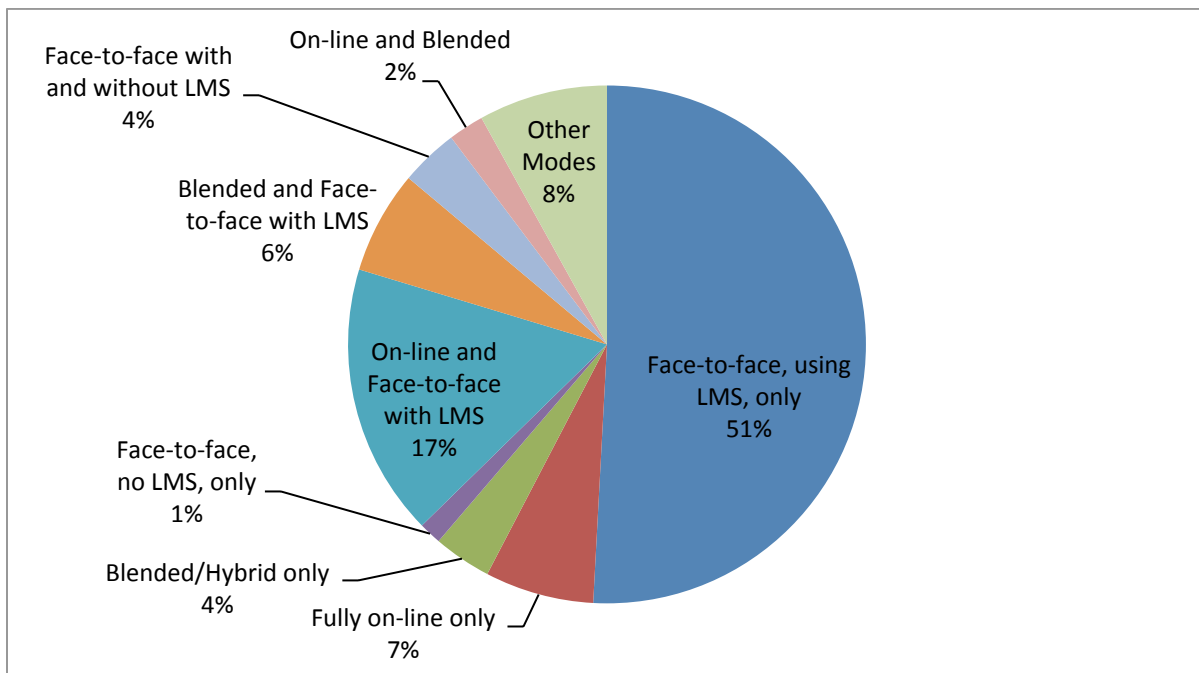**Distribution of Course Delivery Method**

Figure 3
Distribution of Teaching Formats of Respondents

As *Figure 3* indicates, the most common is teaching face to face with use of an LMS and the second most frequent is fully on line for some classes and face to face with an LMS for others.

V.   Evaluation of LMS Experience

There were six (6) questions focused on evaluating the efficacy of the LMS used most frequently by instructors. 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 my courses easier.
- Using a LMS in face-to-face courses has improved student learning.
- Using a LMS to teach hybrid or blended (at least 20% reduction in traditional class time) courses has improved student learning.
- Using the LMS in an online course is critical to student learning.

Table 5 summarizes responses to these questions. The questions related to instructor's experiences using the LMS produced positive feedback. Of those responding 74% agreed or strongly agreed that using the LMS was overall a positive experience and 75% said it made managing courses easier.

Regarding the perception on improved student learning:
- 58% of respondents conducting face-to-face courses agreed
- 61% of respondents conducting blended/hybrid courses agreed
- 75% of respondents conducting online courses agreed

Overall the responses were quite positive particularly considering the timing of the D2L upgrade and survey distribution.

Table 5
Evaluation of LMS Experience

LMS Experience Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Overall had a positive experience with the LMS	16%	58%	14%	9%	3%	127
Would recommend LMS to colleagues	18%	50%	20%	9%	4%	129
The LMS made managing courses easier	25%	50%	15%	7%	3%	137
The LMS improved student learning	16%	42%	31%	8%	3%	233
The LMS improved learning in hybrid courses	22%	39%	32%	5%	2%	958
For online courses the LMS is critical to student learning	43%	32%	16%	4%	3%	715

A Chi Square analysis was performed comparing the responses to these questions across the various levels of experience using an LMS by comparing those with more than 7 semesters of experience versus those with less.   The last four questions (managing course easier, improved student learning in face to face, improved in hybrid and essential for fully on line) all showed that those with 7+ years experience had a more favorable evaluation of a LMS than those with fewer semesters.

VI.   Evaluation of LMS Tools/Functionalities

LMS functions were divided into three categories: Administrative functions, Communication tools and Assessment/grading. For each item within each of the categories two questions were asked – "It is easy to use." and "It meets my needs." Respondents were presented with the following options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

> **Important Note:** The survey did not have a response category of NA or not applicable due to a limitation with the survey application. Respondents were instructed to leave the item blank if they did not use it. Many failed to follow this instruction and instead chose "Neutral". When interpreting these data one should simply compare the percentages of Strongly Agree plus Agree with the percentages of Strongly Disagree plus Disagree. Neutral should be viewed more as not using the function rather than a neutral response.

A.   Administrative Functions -- Ease of Use and Meets Needs

The data in *Table* 6 shows the percentage responding with each alternative for 'Ease of Use' while *Table 7* shows the same results for 'Meets Needs' for the administrative functions. The most positive items were *Providing access*, *Posting materials* and *Releasing materials*. The *Course calendar* and *Personal profile* were the least positive and least used.

Table 6
Ease of Use - Administrative Functions
**Percentage of Respondents Choosing Each Alternative**

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Providing access to course site	41%	45%	10%	3%	1%	161
Creating a personal profile	14%	30%	48%	7%	2%	446
Posting course materials (file upload, media etc.)	27%	46%	13%	11%	3%	126
Repurposing course materials for multiple courses or semesters	19%	35%	24%	17%	6%	231
Releasing course materials by date or other conditions	26%	42%	19%	9%	3%	228
Course calendar	10%	23%	47%	14%	6%	466

Table 7
Meets my Needs - Administrative Functions
Percentage of Respondents Choosing Each Alternative

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Providing access to course site	40%	47%	10%	4%	1%	219
Creating a personal profile	15%	28%	46%	8%	3%	492
Posting course materials (file upload, media etc.)	32%	46%	11%	9%	3%	188
Repurposing course materials for multiple courses or semesters	23%	39%	22%	12%	4%	283
Releasing course materials by date or other conditions	29%	43%	19%	6%	2%	277
Course calendar	13%	26%	44%	12%	6%	510

To possibly make it easier to interpret the results Figure 4 graphically displays the results for how each Administrative function was meeting needs of instructors. With the blue being a total percentage agreeing that it did while the red is the total percentage disagreeing that it met their needs. The height of the combined responses indicates level of use. For example Personal Profile is used much less Accessing Course Site or Posting Materials. The more blue on the bar relative to red the more the function was meeting needs of instructors.

Figure 4
Comparison of Responses for Meeting Needs of Administrative Functions
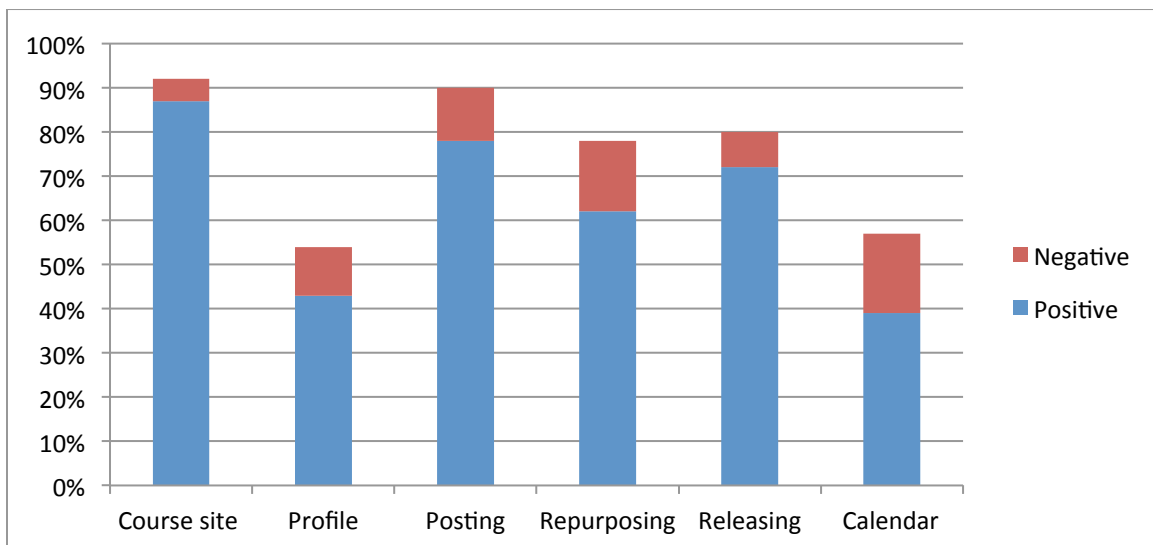
Respondents were asked to comment if they had strong reactions to any of these Administration functions. *Table 8* shows the open comments on Administrative Functions categorized into distinct themes.

Overall 451 comments were made or 30% of the respondents. Key findings are
- The new drag and drop for Content was positively received
- There are aspects of Content that instructors find less intuitive or easy to use than before the upgrade
- The interface is viewed negatively by almost all of those commenting
- Copy function not as useful as they would like
- Calendar uniformly was found difficult to use
- Publication date changes had mixed reviews with more negative

Table 8
Administrative Functions Comments

Categories of Comments	%
Content – new version positive on drag and drop others found if more difficult	19.96%
Interface – generally clunky interface and too many clicks	19.29%
Copy – repurposing material across sections or semesters is cumbersome or does not work	15.30%
Calendar – uniformly difficult to use	7.32%
Publication – more negative on change to publication dates	7.32%
Not Better – new version overall not as good	6.87%
NA – do not use	2.66%
No Category	2.66%
Upgrade – comments on timing of upgrade	2.44%
Support – support needed for specific functions	2.44%

B.   Communication Tools -- Ease of Use and Meets Needs

The various tools that are used to communicate with students were included in this section. The three most commonly used were Email, Discussion Forums and News/Announcements. The large percentages indicating "Neutral" is more an indication that a large number of respondents did not use Web Conference, Text Chat and Languages. *Table* 9 summarizes results for ease of use while *Table 10* does so for meets needs.

Table 9
Ease of Use **– Communication Tools**
**Percentage of Respondents Choosing Each Alternative**

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Online surveys	8%	26%	50%	12%	4%	821
Discussion forums (asynchronous)	16%	45%	25%	12%	2%	524
Text chat (synchronous)	5%	13%	71%	8%	4%	970
Sending email to students	39%	42%	10%	8%	2%	258
Web Conferencing	7%	10%	69%	10%	4%	989
Updates across all courses	11%	28%	45%	11%	5%	887
News/announcements	38%	47%	11%	3%	1%	337
Managing student groups – discussion/team projects	11%	30%	35%	20%	5%	653
Language interfaces	2%	5%	87%	4%	3%	1,079

Table 10
Meets my Needs **– Communication Tools**
Percentage of Respondents Choosing Each Alternative

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Online surveys	10%	27%	50%	10%	4%	850
Discussion forums (asynchronous)	18%	44%	23%	12%	4%	562
Text chat (synchronous)	5%	15%	68%	8%	4%	999
Sending email to students	38%	41%	10%	9%	2%	307
Web Conferencing	5%	12%	69%	8%	6%	1011
Updates across all courses	12%	28%	46%	11%	4%	911
News/announcements	38%	45%	13%	4%	1%	382
Managing student groups – discussion/team projects	13%	37%	33%	14%	4%	687
Language interfaces	2%	9%	83%	3%	4%	1,091

As was done for the administrative functions the communication functions were graphed comparing positive to negative responses for meeting respondent's needs.

Figure 5
Comparison of Responses for Meeting Needs of Communication Functions
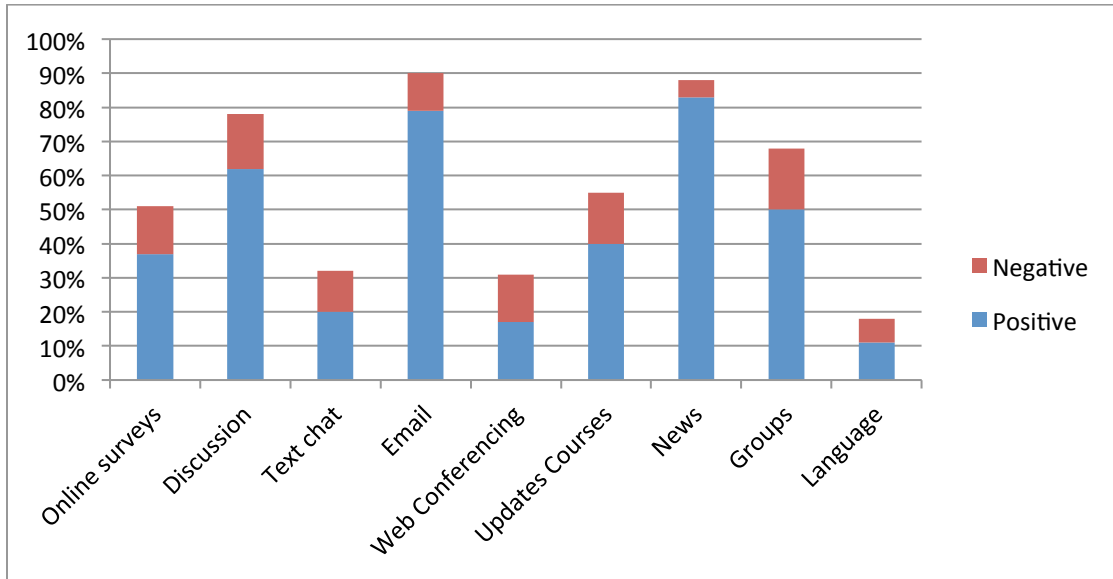
A total of 331 comments were recorded which is 22% of the respondents. Another 2% indicated they did not use these functions. *Table 11* shows the comments by category.

Key Findings:
- Email had the most comments, as it probably is the most used of the communication tools. Most comments focused on the fact that in D2L, there is no record of email sent to students (i.e., there is no "sent" mailbox within the D2L mail tool) unless the faculty member remembered to send a copy to him/herself at another email address.
- Discussion was second in the number of comments – again this tool is most likely used more heavily than the other tools. Several comments about being able to see individual student contributions, tying to Gradebook, students or faculty use other mechanisms such as Facebook and Google Blogs.
- Overall comments indicate those respondents find the functions difficult to use, and may indicate a lack-of-training issue.

Table 11
Categorized Comments on Communication Tools

Category	%
Email – no record of sent emails, not connected to address book	26
Discussion – cannot see each student contributions, need summary of participation, integrate with the Gradebook	17
Comments on Survey – did not read instructions to leave function blank if did not use or indicated they did not use these functions	12
Survey – difficult to set up	8
Group – difficult to create	8
News – concerns about various aspects of posting news items	4
General – older version better, no new functions make these work better	4
Conference – better video conferencing	4
Chat – slow or difficult to use	3
No category	3
Communication – general comments about difficulty in communicating with students	2
Language – request specific languages	2
Combine – difficulty combing across sections or discussions	2
Interface – poor interface	2
Support needed – specific functions needing better explanation	2
Notification – wanted notification when news posted, discussions occurred, etc.	2

C. Assessment & Grading Features -- Ease of Use and Meets Needs

This section asked about recording grades, assessment of performance and providing feedback to students. Many respondents used the Gradebook and Dropbox with fewer using Quizzes. The Assignment Grader (a mobile iPad application) was not widely used by faculty, and the responses were not favorable. Over 68% did not respond to the question regarding e-portfolio, a tool integrated into the Learning Environment. Managing assignments in the Dropbox was most positive while grading and evaluating assignments in Dropbox less so. The comments explain reasons for those. *Table 12* presents results for ease of use and *Table 13* meets needs.

Table 12
Ease of Use **– Assessment and Grading**
**Percentage of Respondents Choosing Each Alternative**

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Administering Online quizzes/exams	14%	37%	26%	17%	7%	576
Managing student assignments and submission (dropbox, activities, etc.)	26%	47%	16%	9%	2%	321
Providing feedback to students on assignments	20%	40%	21%	15%	4%	403
Managing grades	23%	39%	16%	16%	6%	269
Using Electronic Portfolio	6%	15%	68%	8%	4%	1028
Using Assignment Grader	5%	10%	70%	8%	7%	1068

Table 13
Meets Needs **– Assessment and Grading**
Percentage of Respondents Choosing Each Alternative

Function	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Number N/A or Missing
Administering Online quizzes/exams	18%	40%	26%	13%	4%	603
Managing student assignments and submission (dropbox, activities, etc.)	30%	47%	15%	6%	2%	369
Providing feedback to students on assignments	22%	40%	20%	14%	5%	440
Managing grades	27%	41%	15%	11%	6%	306
Using Electronic Portfolio	6%	16%	66%	6%	5%	1055
Using Assignment Grader	6%	10%	70%	8%	6%	1090

Figure 6 displays the results for the assessment functions meeting needs of instructors.

Figure 6
Positive versus Negative Responses for Assessment Functions Meeting Needs
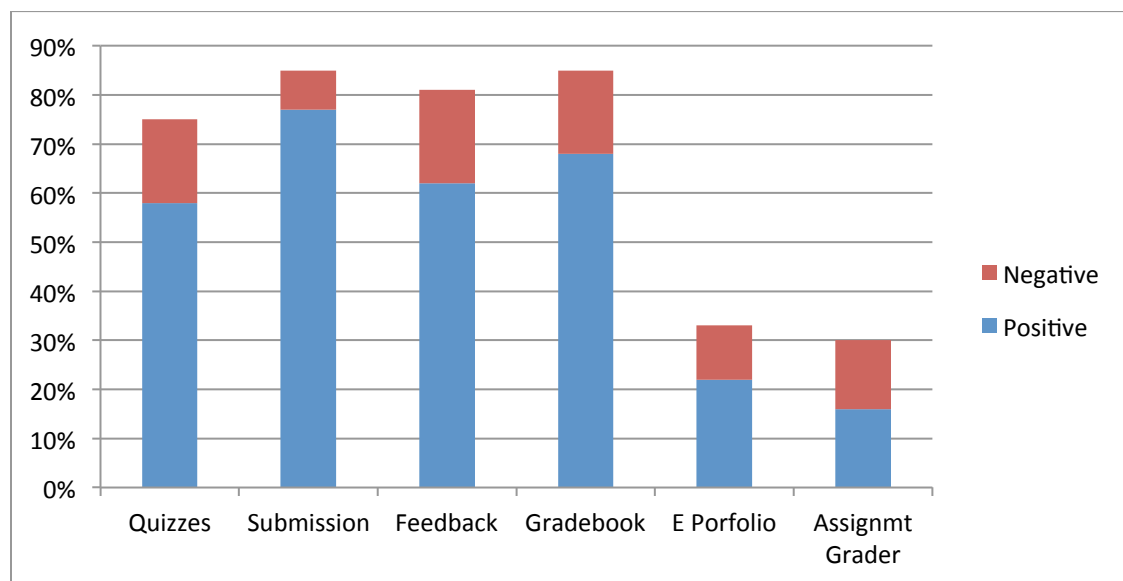
There were 380 comments about this section or 25% of those responding. Three tools: Dropbox, Gradebook and Quiz accounted for a majority of the comments, which probably reflects the significant use of the features. *Table 14* summaries the comments into categories.

Key findings:

- The Gradebook is viewed as not being flexible enough for faculty.
- The Gradebook is perceived as being too difficult and time consuming to set up.
- Providing feedback in the Dropbox needs improvement.
- Quizzes were difficult to set up and re-grading of quizzes was viewed as a problem.
- Several indicated they were unaware of some of the features listed in this section.

Table 14
Categorized Comments on Assessment and Grading

Category	%
Gradebook – too difficult, too inflexible, lack of ability to control when student can see, want ability for students to predict grade	34
Dropbox – not able to grade documents in Dropbox	21
Quiz – difficulty of uploading, using publisher's quizzes, re-grading quizzes difficult	17

D.   Other Functionality Requested of LMS

Respondents were asked "What other functions, tools, or features would you like to see added to the LMS you use?" A total of 583 comments were recorded which is 39% of the respondents. Many of the comments referred to specific functions of D2L, many were reiterations from previous sections regarding these functions. *Table 15* presents a summary of the comments by category and is divided into two sections. The first are

categories that were not reported in comments from the prior three sections and the second reiterates comments from those sections.

Key Findings:

- 67% either did not make a comment or commented they wanted nothing new and some even indicated they wanted the current version to work before making any additions
- The "Grade" function had the most comments seeking greater flexibility, such as integrating with the Discussion tool and Attendance recording
- The general interface was viewed as not as efficient as it could be

Table 15
Categorized Comments on Additional LMS Functionality

Category	%
New Comments	
NOTHING – do not add anything new until current functions work	7
ANALYTICS – rubrics and being able to predict grade	2
NOTHING – stated wanted nothing new	12
NO CATEGORY – comment did not fit any of the categories	7
Reiterating Earlier Comments	
GRADES – greater flexibility, discussion, attendance recording	12
INTERFACE – interface not efficient	10
COMMUNICATION – notify students of changes, chat, better email	10
VIDEO – be able to use video in various functions	5
DROPBOX – grading within Dropbox	4
COPY – copy from semester to semester or section to section	4
QUIZZES – various concerns	4
CONTENT – easier upload	4
DISCUSSION – creating views by student, summary of what has been read	3
IMAGES – being able to do graphs or creating other images	1

E.   Some Observations about Functionality

Overall, respondents show a high degree of satisfaction with the functionality of D2L, however they also expressed that certain functionalities need to be improved based on their specific needs. Some comments reflect a lack of understanding on the part of faculty and staff regarding the options available to them within the LMS, and in how to make the LMS function in a manner that they prefer.

The areas that generated the most comments and concerns were the Gradebook, email not having a send/receive folder, difficulty with grading files in the Dropbox, and repurposing material across courses or sections of the same course.

Some functions were not used widely. This may indicate an area of emphasis for training and course re-design to raise awareness about the features.
- Online Surveys
- Web Conferencing

- Updates across sections
- ePortfolio
- Assignment Grader (a mobile iPad app)

VII. Comparisons based on Experience Level of the Respondent

Several response comparisons were made for these data. Table 16 summarizes those findings. Overall there were few significant results, which indicated that the more experience the respondent had with a particular function resulted in a more positive evaluation of that function.

Table 16
Summary of Significant Comparisons

Experience Using an LMS -- 7+ semesters vs 1-6	p	Result
LMS has made managing my courses easier	<.001	meets needs of the more experienced
LMS in face to face improved learning	.013	meets needs of the more experienced
LMS in blended courses improved student learning	<.001	meets needs of the more experienced
LMS in online courses critical to student learning	.000	meets needs of the more experienced
Repurposing course materials	.000	meets needs of the more experienced
Online Surveys	.000	meets needs of the more experienced
Web Conferencing	.034	meets needs of the more experienced
Language interfaces	.012	meets needs of the more experienced
Type of LMS		
Managing student assignments and submission	.004	D2L better than others

VIII. Other Academic Software

A. Various Types of Applications

Instructors were asked about their use of other software in their courses. The first question asked for respondents' interest and familiarity with a list of specific software.

Table 17 summarizes responses to the list of software available and their use. Lecture capture, originality checking (plagiarism detection) and Screen capture were the most used or likely to be used.

Table 17
Software Used or Planning to Use

Software	Currently Use	Planning to Use	Not Planning to Use	Not know what this is	Missing
Audio Conferencing (e.g. WisLine)	5%	4%	58%	22%	11%
Video Conferencing (e.g. Polycom)	5%	8%	58%	17%	11%
Web Conferencing (e.g. Adobe, BB-Collaborate)	10%	10%	54%	15%	12%
E-Porfolios (e-portfolio, Chalk&Wire)	9%	12%	50%	16%	12%
Games – Simulations	7%	12%	57%	11%	12%
Lecture Capture (e.g. MediaSite, Tegrity, Camtasia)	21%	21%	38%	12%	9%
Originality checking or plagiarism detection (e.g. Turnitin)	26%	16%	36%	14%	9%
Peer Review (e.g. Turnitin)	8%	14%	49%	17%	12%
Podcasts (e.g. iTunes)	11%	16%	55%	7%	11%
Screen Capture (e.g. Jing, Screencast-o-matic, Captivate)	22%	16%	37%	15%	10%
Student Response Systems (e.g. Turning Technolgy, iClicker)	11%	13%	57%	8%	11%
Testing and Assessment (e.g., Respondus lockdown browser, StudyMate)	9%	9%	49%	22%	11%
Text Chat (e.g., Instant Messenger)	7%	8%	65%	8%	12%
Virtual Environments (e.g. Second Life)	2%	4%	65%	17%	12%
Publisher Content (e.g. Cengage, Pearson, McGraw Hill)	19%	11%	48%	11%	11%

The second question asked respondents to name three, free Internet technologies that they use most frequently in their instruction, and to indicate how they use them (e.g. Blogs, Google Docs, etc.). A total of 1,013 respondents (or 67%) answered (2,186 total individual technologies were cited) that they use those technologies.

Four primary technology themes emerged:

- Use of media content to supplement instructional activities (n=788).
  The primary technology used is YouTube (95%, n=751).
- Use of document management system to organize and share materials (n=291).
  The primary technology used is Google Docs (90%, n=261).
- Use of synchronous communication tools (n=211).
  The primary technology specified is Skype (96%, n=203).
- Use of technologies for asynchronous communication dissemination and collaboration (n=187). The responses were more evenly distributed; Blog/Wordpress (n=113), Wiki (n=30), Discussion (n=23), and Twitter (n=21).

Figure 7 shows distribution of responses about the use of free Internet technology.

Figure 7
Most Popular Free Technology Used in Instruction
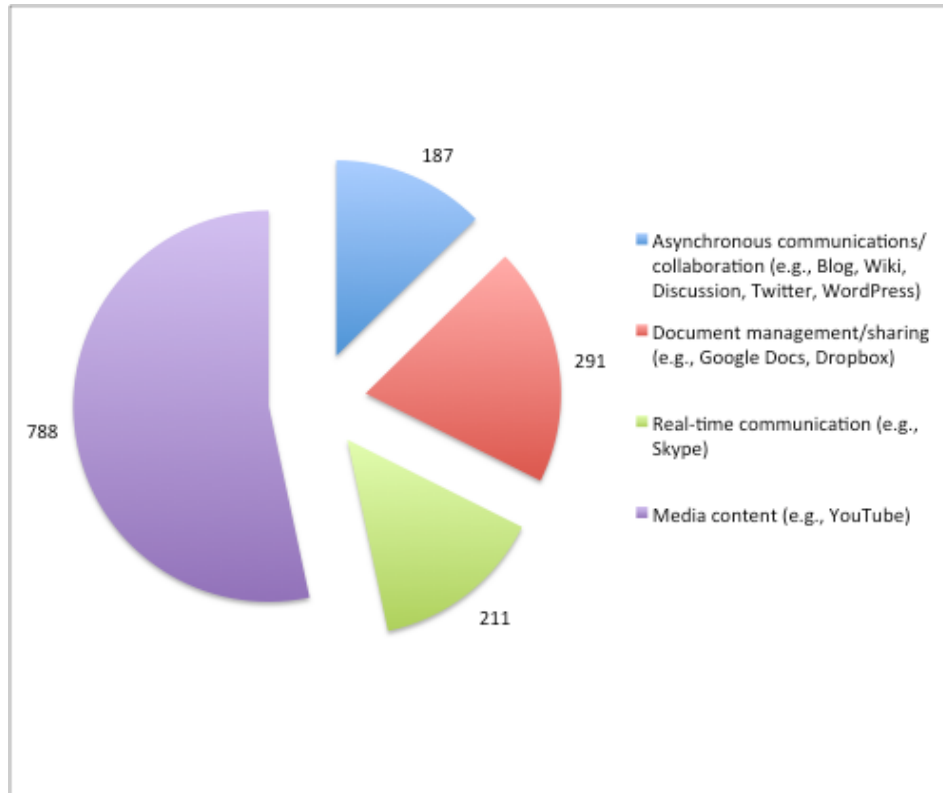
B.   Web Conferencing

Several questions focused on use of Web Conferencing as the percentage of courses taught fully online has increased since the last survey. Of those surveyed only 8% used Web Conferencing within the LMS. It was interesting that 19% did not know what it was. Of those using a web conferencing system 59% used *Blackboard Collaborate, 15% WebEx*, 5% Adobe Connect with 21% using some other product. When asked about frequency of use 39% used once or twice during course, 34% used it regularly and 26% something in between.

Respondents were asked to indicate all the instructional activities for which they used Web Conferencing. *Table 18* shows the percentage choosing each category, with an estimated 120 total users. The greatest use was for virtual office hours, followed by regular and guest lectures. When asked about how satisfied they were with the system they use 18% were *Very Satisfied, 44% Satisfied,* 28% *Neutral*, 6% *Dissatisfied* and 5% *Very Dissatisfied*. Since only 120 out of 1500 respondents actually use Web Conferencing, an awareness campaign to promote the pedagogical possibilities and more robust training should be considered. Those that use it are generally satisfied.

Table 18
Use of Web Conferencing

Use	Percent Using
Office hours	51%
Review for exams	19%
Regular Lecture	33%
Guest Lecture	17%
Group work	35%
Other	15%

C.   Rich Media

Recent changes to the storage and access of rich media several questions were included in the survey. 77% of the respondents incorporate video or other rich media in their courses, 17% do not incorporate rich media, and 7% plan to do so. The percentage that currently give rich media assignments is much smaller (38%) with 45% not doing so and 17% would like to do so. Of the 468 who give Rich Media assignments 14% have students upload to the LMS, 7% use campus supported media, 23% use free services like YouTube while only 1% use Kaltura (6% use some other service).

Table 19 shows the distribution of responses to the question about how respondents manage and make media available in their course.

Table 19
How Instructors Manage Media in Courses

Function	Response	Percent Using
Upload to LMS (e.g., D2L)	493	40
Use the UW System supported Streaming Media Service	113	9
Use campus supported streaming server	143	12
Use free web video services (e.g., YouTube, Vimeo, etc.)	829	68
Don't know or handled by the campus media or learning support center	55	5
Use Kaltura (e.g., MediaSpace, My Media via D2L HTML Editor)	62	5
Other	178	15

The most significant percentage of respondents that selected 'Other' indicated the use of physical media in the classroom (e.g., DVD, PowerPoint).

D.   Mobile Devices

The third question asked if instructors used mobile devices for teaching. They identified all that they used. Figure 9 shows the results with the most common response (64%) being that they do not use any mobile devices with 18% using Smartphones and 26% using Tablets.

Figure 9
Use of Mobile Technology in Instruction
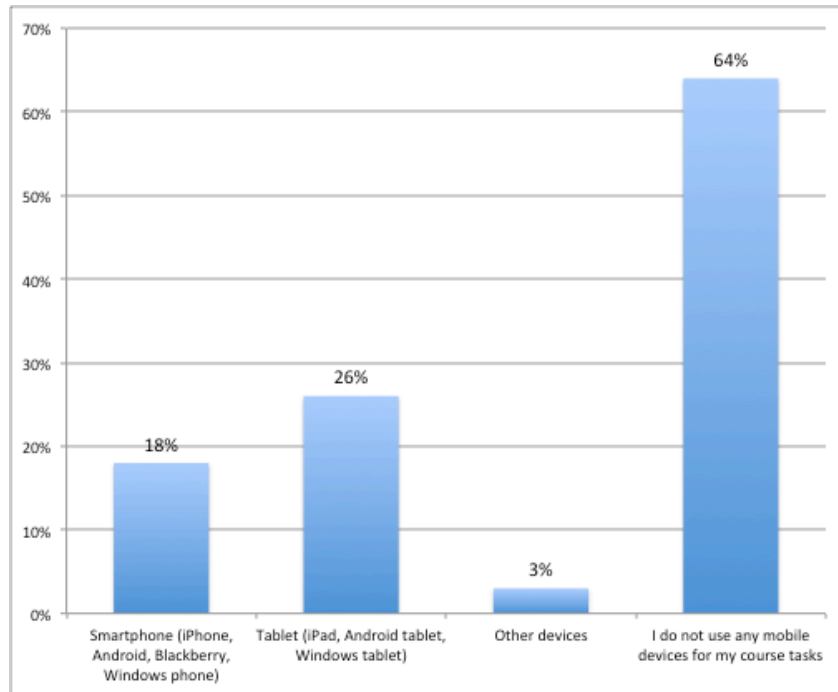
When asked how satisfied they were with use of mobile devices, of the 421 who used mobile devices to access the LMS 5% said it was *Excellent*, 21% *Good,* 55% *Fair* and 18% *Poor.* Clearly improvements are needed to mobile device interface.

Respondents were asked if they used other mobile devices for teaching and instructional activities. A total of 39 responses were received with half of the respondents (n=21) using laptop computers.

Figure 10
Use of Other Mobile Devices
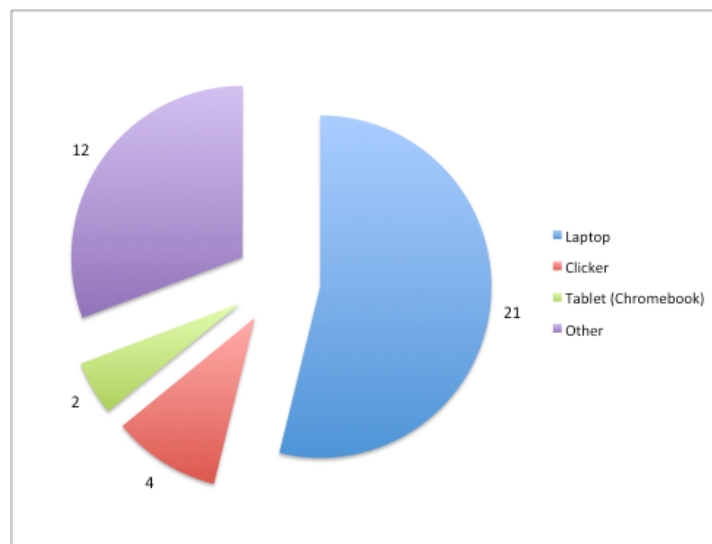
They were also asked what some improvements or additional functions that are needed in the LMS mobile interface. A total of 166 responses were received.

- 25% of the responses (n=44) were general commentaries about mobile devices and technology (e.g., limitations with screen size of mobile phones).
- The general themes are consistent with previous surveys and the improvements identified primarily focused on the following:
    o Additional functionality with specific tools
    o Ease of use and user interface (e.g., responsive design, navigation)
    o Consistent behavior (e.g., controls, similar functionality to desktop version)

Figure 11
Number of Comments by Category for Improvement to Mobile Interface
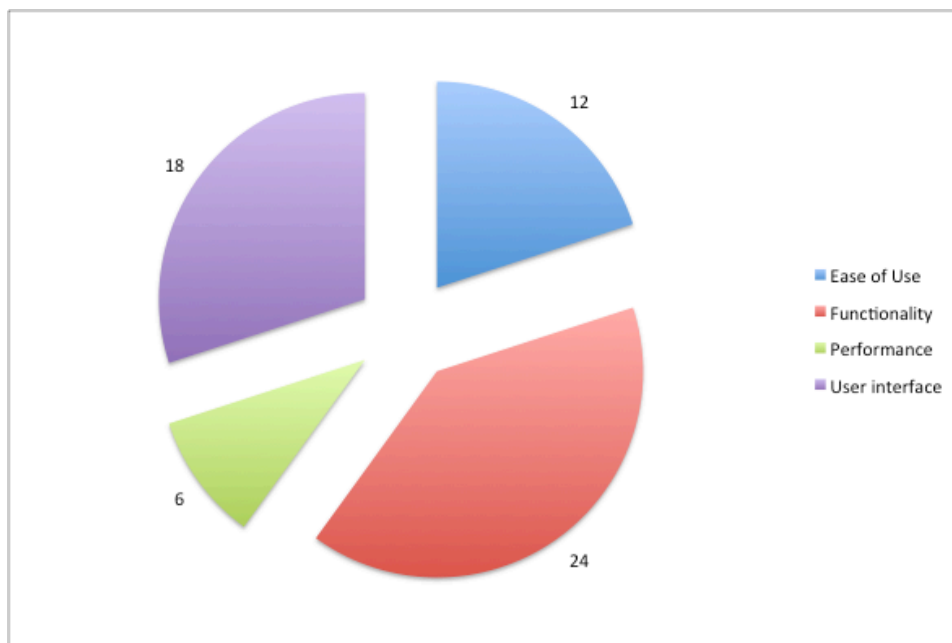
Finally respondents were asked about what mobile applications (i.e., software or programs) they used to enhance your teaching activities? A total of 136 responses were received with respondents identifying specific applications and services used to enhance their teaching activities, which were grouped into the themes listed in *Table 20*.

Table 20
Mobile Software Used to Enhance Teaching

Category	Responses
Annotation	7
Attendance	3
Calculator	3
Clicker	2
Clock	3
Documents	15
eBooks	3
Email	7
Grading	2
Media	21
Notes	19
PDF viewer	6
Polling	3
Presentation	16
Productivity	8
Survey	2
Web conferencing	5
Whiteboard	10
None	14
Comment	8

IX. Evaluation of Grade Transfer

Respondents from those campuses that are provided the option of transferring grades electronically from D2L to the campus Student Information System (PeopleSoft) were asked for their satisfaction. Currently only 7 campuses have implemented this 'e-grading' function. *Table 21* 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 55% were favorable in their evaluation of 'Ease of Use' or 'Meets Needs.' These results are similar to the results from the 2010 survey.

Table 21
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	114	13%	23%	108	13%	22%
Agree	147	17%	30%	163	20%	33%
Neutral	88	10%	18%	89	11%	18%
Disagree	83	10%	17%	74	9%	15%
Strongly Disagree	62	7%	13%	67	8%	14%
Don't use	356	42%		312	38%	
Total	850	100%		813	100%	
Missing	655			692		
Total	**1,505**			**1,505**		

A total of 245 comments were volunteered regarding the submission of grades through D2L to the SIS.   About 11% (~27) were positive or very positive about the process. Reasons cited are as expected:

- Easy to use
- Big time saving

General suggestions to improve the process were:

- Make the process available for mid-term grades
- More streamline process as it is only used once a semester and difficult to remember
- Improvement on the handling of F Grades

About 16% (~36) reported bad experience with the e-Grading process:

- Process too slow, not worth the time
- Process to complicated to remember
- Process did not work, grades were not transferred accurately
- Among those who do not use the e-Grading process

Over 40% (~100) reported that they do not use the system for various reasons:

- They do not know such a process is available
- They do not have time to learn
- They do not trust the process
- It is easier to enter grades manually for smaller classes
- The process does not work for courses that have students from multiple campuses or combined lab sections

The reason that the majority (more than 40%) of those who do not use the grade transfer process is because they do not use the D2L Gradebook. There was much

frustration expressed regarding the D2L Gradebook. As indicated in the section on Assessment/Grading many believe that the D2L Gradebook:

- Is not flexible to handle their specific grading schemes and calculations
- Is not accurate and they prefer to keep their grades in Excel
- Is complicated to set up so it takes too much time
- Cannot handle letter grades
- Cannot handle formulae or weighted grading
- Is not flexible in adjusting final grades manually as needed
- Forces to be visible to students when they prefer not
- Does not handle qualitative grading

While the D2L Gradebook may not meet some very specific need of each faculty, it attempts to provide tremendous flexibility and options. This can make the Gradebook set up complex and cause a lot of frustration. There appears to be some misconception or lack of understanding in many comments. Most can be rectified with proper training and better documentation. One-on-one consultation is likely most effective but this takes staff resources. Engaging with the Vendor to improve the interface will be another approach. The Gradebook is one of the top features students demand on the LMS and thus needs to be addressed accordingly.

X.   Evaluation of LMS Support

Each respondent was asked to indicate the sources of support most important to helping them effectively use the LMS in teaching. A list of support sources was provided, and they were able to select as many as applied to them, so the total percentage exceeds 100%. Each category, however, has a possible 100% responding. *Table 22* summarizes the sources.

Table 22
Important Support

Category	Percent
Local Campus	72
Local Department or College Resource	19
Colleagues and Peers	40
Teaching Assistants and Students	11
Other	7

Respondents were asked to indicate if they were satisfied with support provided by local campus resources and why or why not. Overall the ratio of those satisfied or very satisfied was about 10 to 1. Campus site administrators were often cited as great resources and being very responsive.

Out of 1500 responses, we received 684 comments regarding satisfaction of support.

- Over 340 indicated very positive and satisfactory support received. Among those, at least 1/3 of those used words like 'wonderful', 'extremely satisfied', ''timely', awesome' …etc. to describe the support they received.

- There were roughly 70 responses that they are not satisfied with the support. Reasons cited include:
  o Support cannot answer questions effectively
  o Response too slow via email or phone call
  o They do not know where to locate support
  o Documentation not up-to-date, more training needed

Other general themes emerged from the comments include:

- More student support is needed for online students. Especially for online programs that have global audience, 24 X 7 support for students especially is critical.

- Support staff is too thin. More staff is needed as online education grows. [Recurring theme from last survey in 2010]

- Many prefer more robust local/departmental support rather than a central support. They can have easier access and one on one attention and more relevant support for their discipline.

- More instructional design or course building consultation is needed.

- In terms of training, more training is desired, but format needs to be more flexible. Online tutorial and up-to-date documentation is desired, especially for distance instructor.

- Up to date documentation is important. Many expressed they use Google to find the help they need.

- A number of respondents expressed that while support is satisfactory, they wish the system would be more intuitive with less frequent upgrades.

XI.   Why Respondents Don't Use a LMS

Those who did not use an LMS were asked to specify the reason(s) why they did not. *Table 23* shows the distribution of responses with the predominant responses being not seeing a need and/or a dislike of technology. Overall there were fewer who 'do not use an LMS' than in the 2010 survey but the espoused reasons for not doing so were similar. 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 23
Reasons for Not Using an LMS

Category	Number of Respondents	Percent
Not see need/Dislike technology/no perceived value added	32	38
Unfamiliar with LMS	16	11
Not appropriate for teaching style or course (music, team teaching)	13	14
Too much time/Not enough time to learn	12	14
LMS not reliable	4	5
Only good students will use it	2	2
Use different or own technology solutions	2	2
Lack technology applications	1	1
Difficult to read computer screen	1	1
Students will not attend class	1	1
Does not support grading style	1	1
Total	**85**	**100**

XII. Final Comments from Respondents

Respondents were asked to share final comments related to instructional technology. There is a wide array of different perspectives from the >430 comments received since this is an open question without much direction.

There are some distinct but perhaps unrelated themes that emerge. They reflected a general sense of how faculty and instructional staff feel about the need for technology in teaching and learning, how they adapt to and use technology in their pedagogy, and the threat some feel regarding technology in education.

Following is a summary of the major themes derived from those comments.

- Many expressed that while technology can be useful tools, they are changing too fast and that they do not have the time to learn to use technology effectively, or they do not have the support resources available to learn it in a timely fashion.

- A related theme is the repeating comments that D2L upgrade is happening too often. They need time to get used to a version. New features are not as important while keeping the LMS environment stable.

- A number of respondents expressed doubts regarding heavy investments in technology as they feel strongly that the use of technology cannot replace the traditional pedagogy in effectively educating students. Online courses are not as effective as face-to-face courses with more personal interactions.

- Yet, some feel that campus/system supported technology are too conservative or not moving fast enough, and they feel that some risks are worthwhile and they prefer to investigate and try out on their own.

- A few identified themselves as first year faculty. They understand the need of technology and expressed the desire and need to learn more.

- Regarding adoption of software, they feel that user-friendly software-ease of use is very important. A side note is that D2L is getting too complicated and challenging to use and that we should consider a change. While other comments indicate that we should keep D2L, no reason to change a system that works!

- There is also a strong sense that robust support is needed as the use of technology continues to grow in the future. Faculty recognizes the fact that the support staff on their campus is over extended.

- Some repeated comments regarding the inadequate classroom equipment and technology that affects their teaching. These can be localized problems. Campuses should look that these comments carefully.

XIII. Future use of Academic Technology

When asked about how they envision the future of technology in higher education and how it will be used to improve student learning outcomes, responses were in line with three recurring themes: greater emphasis on active learning, ever increasing use of video for instruction, and the importance of making course materials available online. Of the 716 respondents to this question, 288 responses fell into the category of "does not contribute to the intent of the question," (i.e., did not believe that technology would improve learning outcomes, had no opinion, or did not answer the question on topic). Interestingly, two respondents envisioned that lectures would be delivered in hologram format.

Table 24
Future Use of Academic Technology Themes

Future Trend	Number of Respondents	%
Flipped Classroom/Increased Interactivity and Active Learning	104	24
More Mobile Friendly/Online Content	84	20
Increased Use of Video/Multi-Media Tools	71	17
Improved Assessment Tools to Provide Dynamic Feedback	51	12
Improved/Increased Collaboration & Communication	44	10
Increased Engagement Outside the Classroom	20	5
Classroom Use of Smartphones	13	3
Increased Use of Learning Analytics	12	3
Improvements to LMS functions/Common LMS	12	3
Wider Adoption of Student Response Systems (Clickers)	8	2
Courses Will be More Self-Paced	7	2
Significant responses	**426**	
Did not believe that tech will improve outcomes, had no opinion, or did not answer the question on topic.	288	40
Lecture in Hologram Format	2	1
Total respondents	**716**	

The remaining 426 responses were categorized around several themes, with the largest percentage of responses suggesting: 1) that higher education will see a continued and increasing movement away from traditional classroom lecturing and 2) that more and more course content and materials will be accessible online. Equally, 24% of the respondents envision that in lieu of traditional lectures, class time will increasingly be devoted to active learning exercises and group work and that this shift would reinforce the need for content to be delivered electronically via short video or other online materials – essentially "flipping" the classroom. A loud cry for more automated, efficient, and dynamic ways of providing student with meaningful assessments was made, with nearly 17% of respondents indicating this as a key area to address. There were a number of predictions by 10% of respondents regarding the variety of ways that collaboration and communication tools will increasingly be used in the future, with many specific mentions of an increase in the ease and use of web conferencing tools and file sharing products to improve student creativity and interaction. Several respondents (4%) mentioned that in the future, it will be important for students to more actively engage with the course material outside the classroom. The use of learning analytics and adoption of student response systems (clickers) was mentioned by 5% of respondents, indicating that these growing areas have gained the attention of UWS faculty and staff. Very few (3%) felt that the learning management system (LMS) required improvements or standardization onto one common system – this is most likely due to the mature nature of our current LMS (D2L) and that most campuses do not use a secondary LMS such as Moodle or Canvas. Figure 11 is a visual display of these data.

Figure 11
Significant Responses on the Future Use of Academic Technology

n=426

XIV. Recommendations

The Learn@UW Faculty Survey Task Force provides the following recommendations, endorsed by the Learn@UW Executive Committee, to UW System (UWS) Administrative Leadership and campus stakeholders. These recommendations emanate from several sources including the survey data/comments, observations of the Learn@UW Executive Committee members and experiences of other UW System members.

1. UWS should provide sustainable resources to encourage more actionable collaborations among the system-wide groups including the Learning Technology Development Counsel (LTDC), D2L Site-Administrators, Office of Professional and Instructional Development (OPID) and others serving different aspects of the mission to support and improve teaching and learning. These groups should be supported to provide collaborative faculty development across all the UW System institutions. The advancement of learning through the innovative application of technologies can only be realized through these cooperative partnerships.

2. Concerted efforts are needed to improve the awareness of centrally-funded technologies including; some specific LMS functions, the D2L e-Portfolio, Blackboard Collaborate Web Conferencing System, and Kaltura Media Management System. These technologies complement the functionalities of the LMS and enhance the online teaching and learning experience. Going forward, adequate support resources must be encumbered in the budget for all centrally-

funded technology systems to ensure instructors receive the just in time support they need to effectively use these technologies.

3. UWS should develop a roadmap for academic technology as technologies continue to emerge and expand and as the eLearning ecosystem becomes more complex. The roadmap should be used to guide the strategic direction, to assist in faculty development, and provide insight into the application of central resources to best achieve the teaching and learning mission. The UW System Provosts need to be involved in development of and implementation of the roadmap.

4. Learning Analytics and richer reporting are increasingly important to increase student retention, improve course design, support accreditation activities, and to predict (and improve) learner behavior. Collaborative efforts to build the organizational capacity to support, and increase Interest and awareness of the potential benefits of, Learning Analytics must be led at multiple levels – UWS and campus alike. These are critical to student retention.

5. UWS leadership should share the full report with D2L, with particular attention focused on the LMS functionalities that received the least support for meeting instructors' needs. Significant themes include the importance of maintaining system stability and input on the design for those LMS functionalities that are currently missing or in need of improvement. These include Dropbox, Discussions, Quizzes, and Calendar.

6. A more thorough review of the LMS market space through an RFI/RFP exercise should start in the 2014-2015 academic year with diverse representation from all constituents to review the efficacy of the current centrally supported LMS (D2L) with other options to meet the existing and emerging demands of faculty and students.

7. We strongly encourage each campus to review the data to identify the needs and challenges voiced by their respondents, and seek appropriate means to address them accordingly.

8. An increase in resources focused on advocating and supporting technology in teaching and learning is required at the campus level to meet the demands of instructors and students. The necessity for additional support resources continues to be a pressing need on the campuses. As the use, demand, and sophistication of technology increases, more staff support resources are needed to keep pace. A review of the number of staff in the instructional design and technologist roles, as well as the campus organization units, may reveal strategies to achieve more effective and efficient support for teaching and learning needs.

9. A similar survey, sponsored and coordinated by the Learn@UW Executive Committee, should be conducted every two or three years to monitor the changing needs of instructors and the effectiveness of supporting the learning technology needs of instructors and students. These institutional wide surveys provide important longitudinal information. UWS should consider providing financial support to engage dedicated professional assistance in the future.

While the committee members are willing to offer their professional expertise, the exercise becomes increasingly burdensome to the committee members to manage as the logistics as side project.

XV.   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.

XVI. Appendix 1 – List of academic discipline categories

Following is the list of the academic disciplines.

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
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

XVII. Appendix 2 – Survey instrument

UW System Faculty/Academic Staff Survey - Spring 2014

2014 UW System Faculty/Academic Staff Survey of Online Teaching, Learning and Services

Welcome!

Thank you for your participation in this survey. Your feedback will provide valuable insight to the Learn@UW Executive Committee and UW System in their planning and support for Learning Management Service (Learn@UW/D2L or others) and related instructional technologies.

This survey is open from Feb 17 through March 7, 2014 and should take approximately 15 minutes to complete.

Your response will be anonymous. Your time and effort in filling out this survey is much appreciated.

Respectfully,
Learn@UW Executive Committee

Background information: The Learn@UW Executive Committee periodically gathers feedback from faculty and instructional staff on their satisfaction and needs in using the Learning Management System (D2L or others) and other instructional technologies. The last survey was conducted in 2010. The results of this survey helped inform the committee and UW System on the current needs of instructional technology as they worked with vendors to improve their products. It has provided valuable insight for central budget planning and support of emerging technologies.   It is now time to again survey faculty and instructional academic staff to get a more current snapshot of the technology needs for teaching and learning at UWS campuses and satisfaction with LMS services. The feedback will be extremely valuable for future academic technology planning as we face challenges in budget and big changes in academic environment. Aggregate results will be shared with individual campuses for better understanding of faculty needs and improvement of technology services.

Section 1: Use of Learning Management Systems

Q1 Please select the Learning Management System (LMS) that you have used most frequently in the past year.
- ○ D2L (Learn@UW)
- ○ Moodle
- ○ Blackboard
- ○ Custom-Built Tools
- ○ Other (Canvas, Coursera, eCollege, Sakai, edX, etc.) _____
- ○ None - I do not use any LMS

Q2 Over the current academic year, how many courses have you taught in the following formats?
_____ Fully online
_____ Blended/Hybrid (at least 20% reduction of in-class time)
_____ Fully Face to Face using LMS to complement
_____ Fully Face to Face not using LMS
_____ MOOC (massively open online courses)

Q3 For how many semesters have you used a LMS?
- ○ 1-2 semesters
- ○ 3-4 semesters
- ○ 5-6 semesters
- ○ 7+ semesters

Section 2: Please tell us about your experience with various functionalities of your Learning Management System (the LMS you used most frequently as indicated in Question 1 above). There are three parts to this section: Administration functions   Communication tools Assessment & Grading features

Q4 For each of the following Administration function, please indicate: How easy it is to use   Whether it meets your needs   If you do not use the particular functionality, please leave the responses blank.

	Easy to Use					Meets My Needs				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Providing access to course site	○	○	○	○	○	○	○	○	○	○
Creating a personal profile	○	○	○	○	○	○	○	○	○	○
Posting course material (file upload, media, links, etc	○	○	○	○	○	○	○	○	○	○
Repurposing course materials for multiple courses or semesters	○	○	○	○	○	○	○	○	○	○
Releasing course materials by date or other conditions	○	○	○	○	○	○	○	○	○	○
Using the course calendar	○	○	○	○	○	○	○	○	○	○

Q5 If you have strong reactions to any of these Administration functions, please tell us why and if possible, provide specific examples.

Q6 For each of the following Communication Tools, please indicate: How easy it is to use Whether it meets your needs   If you do not use the particular functionality, please leave the responses blank.

	Easy to Use					Meets My Needs				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Online Surveys	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Discussion forums (asynchronous)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Text Chat (synchronous)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Email to students	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Web Conferencing (online rooms)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Receive Updates across all courses	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
News/Announcements	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Manage student groups (e.g. in discussion or team projects)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Language Interfaces (Spanish, Arabic, French, Chinese, Japanese, Korean, Porteguese)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

Q7 If you have strong reactions to any of these Communication Tools, please tell us why and if possible, provide specific examples.

Q8 For each of the following Assessment & Grading features, please indicate: How easy it is to use Whether it meets your need   If you do not use the particular functionality, please leave the responses blank.

	Easy to Use					Meets My Needs				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Administering Online Quizzes/exams	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Managing student assignments and submission (dropbox, activities, etc.)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Providing feedback to students on assignmentts	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Managing Grades	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Using Electronic Portfolio	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
Using Assignment Grader (D2L specific iPAD app)	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

Q9 If you have strong reactions to any of the Assessment & Grading features, please tell us why and if possible, provide specific examples.

Q10 What other functions, tools, or features would you like to see added to the LMS you use?

Section 3: Overall Experience with the LMS You Use

Q11 Please respond based on your overall experience with your LMS, using the scale displayed below. Select N/A (not applicable) if the question does not apply to your situation.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
My overall experience has been positive.	○	○	○	○	○	○
I would recommend the LMS to my colleagues.	○	○	○	○	○	○
Using the LMS has made managing my courses easier.	○	○	○	○	○	○
Using the LMS in a face-to-face course has improved student learning.	○	○	○	○	○	○
Using the LMS to teach hybrid or blended (80% face-to-face) courses has improved student learning.	○	○	○	○	○	○
Using the LMS in an online course is critical to student learning	○	○	○	○	○	○

Q12 Which sources of support are most important in helping you effectively use the LMS in your teaching? Please check all that apply.
❑ Local campus resource (i.e., help desk, Learning Technology Center, etc.)
❑ Local department/college resource
❑ Colleagues and peers
❑ Teaching Assistants & Students
❑ Other, please specify _____

Q13 Are you satisfied with the support provided by local campus support resources? Why or why not?

Q14 What are the reasons you choose not to use an LMS in your courses?

Section 4: Other Technologies You Currently Use or Plan to Use in Your Instruction.

Q15 Please indicate the use of the following technologies in your instruction.

	Currently use	Planning to use	Not planning to use	Don't know what it is
Audio conferencing (e.g. WisLine)	❍	❍	❍	❍
Video conferencing (e.g. Polycom)	❍	❍	❍	❍
Web conferencing (e.g. Adobe Connect, BB-Collaborate)	❍	❍	❍	❍
ePortfolios (e.g. D2L-ePortfolio, Chalk&Wire)	❍	❍	❍	❍
Games/simulations	❍	❍	❍	❍
Lecture capture (e.g. MediaSite, Tegrity, Camtasia)	❍	❍	❍	❍
Originality checking (e.g. Turnitin)	❍	❍	❍	❍
Peer review (e.g. Turnitin)	❍	❍	❍	❍
Podcasts (e.g. iTunesU)	❍	❍	❍	❍
Screen capture (e.g. Jing, Screencast-o-matic, Captivate, Camtasia)	❍	❍	❍	❍
Student response systems (e.g. Turning Technology, iClicker)	❍	❍	❍	❍
Testing and assessment (e.g. Respondus lockdown Browser, Respondus test bank, StudyMate)	❍	❍	❍	❍
Text Chat (e.g. Instant Messenger)	❍	❍	❍	❍
Virtual environments (e.g. Second Life)	❍	❍	❍	❍
Publisher Content (e.g. Cengage, Pearson, McGraw Hill)	❍	❍	❍	❍

Q16 If you use technologies available on the Internet, please name three free technologies on the Internet that you use frequently in your instruction and how you use them (e.g. Blogs, Google Docs, Skype, YouTube…etc.).

Mobile Technology Section

Q17 Do you use mobile devices for your teaching and instructional activities? Please check all that apply.
- ❑ Smartphone (iPhone, Android, Blackberry, Windows phone)
- ❑ Tablet (iPads, Android tablet, Windows Tablet)
- ❑ Other devices _____
- ❑ I do not use any mobile devices for my course tasks

Q18 How do you feel about using a mobile device to access the LMS?
- ○ Excellent - I can do all I need to do on my mobile device
- ○ Good - I can conveniently do most of the tasks that I normally do on my mobile device
- ○ Fair - It is convenient for a quick check, but I move back to my computer for serious work
- ○ Poor - the interface provided by the LMS does not serve me well. Much improvement needed
- ○ N/A - I do not use a mobile device to access the LMS

Q19 What are some improvements or additional functions that are needed in the LMS mobile interface?

Q20 What mobile applications (i.e., software or programs) do you use to enhance your teaching activities?

Web Conferencing Section

Q21 Do you use a Web Conferencing System (e.g. Online Room in D2L) within your LMS course site?
- ○ Yes
- ○ No
- ○ Don't know what it is

Q22 Which is the primary web conferencing system that you use?
- ○ Blackboard Collaborate
- ○ WebEx
- ○ Adobe Connect
- ○ Other _____

Q23 How often do you use web conferencing to meet online with your students?
- ○ Once or twice during the course
- ○ Regularly throughout the semester
- ○ Only prior to test or exam times
- ○ Other _____

Q24 For which activities do you use web conferencing? Check all that apply.
- ❑ Virtual office hours
- ❑ Review before tests and exams
- ❑ Regular lecture
- ❑ Guest lecture
- ❑ Group work for students
- ❑ Other _____

Q25 What is your overall satisfaction with the system that you use?
- ○ Very Satisfied
- ○ Satisfied
- ○ Neutral
- ○ Dissatisfied
- ○ Very Dissatisfied

Rich Media/Video Use Section

Q26 Do you incorporate video or other rich media in your course(s)?
- ○ Yes
- ○ No
- ○ Plan to do

Q27 How do you manage and make your rich media /video available in your course?
- ❑ Upload to LMS (e.g. D2L)
- ❑ Use Kaltura (e.g. MediaSpace, My Media via D2L HTML Editor)
- ❑ Use the UW System supported Streaming Media Service
- ❑ Use campus supported streaming server
- ❑ Use free web video services (e.g. YouTube, Vimeo, etc.)
- ❑ Other _____
- ❑ Don't know or handled by the campus media or learning support center

Q28 Do you give rich media/video assignments to your students?
- ○ Yes
- ○ No
- ○ Would like to

Q29 If yes, how are student videos managed in your course?
- ❑ Upload to LMS (e.g. dropbox in D2L)
- ❑ Use campus supported media service
- ❑ Use free media services (e.g.YouTube)
- ❑ Use Kaltura (e.g. MediaSpace)
- ❑ Other service _____

Q30 What is your overall satisfaction with the rich media/video system you are currently using?
- ○ Very Satisfied
- ○ Satisfied
- ○ Neutral
- ○ Dissatisfied
- ○ Very Dissatisfied

Q31 In looking to the future, how do you envision technology will be used to improve student learning outcomes?

Q32 Please share any final comments related to instructional technology.

Section 5: Demographics

Select your campus. If you teach at multiple campuses, select your primary campus.
- ○ UW Colleges
- ○ UW-Eau Claire
- ○ UW-Extension/CEOEL
- ○ UW-Green Bay
- ○ UW-La Crosse
- ○ UW-Madison
- ○ UW-Milwaukee
- ○ UW-Oshkosh
- ○ UW-Parkside
- ○ UW-Platteville
- ○ UW-River Falls
- ○ UW-Stevens Point
- ○ UW-Stout
- ○ UW-Superior
- ○ UW System
- ○ UW-Whitewater

On which UW College campus(es) do you teach?
- ❑ UW-Baraboo/Sauk County
- ❑ UW-Barron County
- ❑ UW-Fond du Lac
- ❑ UW-Fox Valley
- ❑ UW-Manitowoc
- ❑ UW-Marathon County
- ❑ UW-Marinette
- ❑ UW-Marshfield/Wood County
- ❑ UW-Richland
- ❑ UW-Rock County
- ❑ UW-Sheboygan
- ❑ UW-Washington County
- ❑ UW-Waukesha
- ❑ UWC Online

Which of the following disciplines best describes the subject you teach?
- ❑ Agriculture
- ❑ Architecture and Design
- ❑ Business
- ❑ Education
- ❑ Engineering
- ❑ Family and Consumer Sciences
- ❑ Fine and Performing Arts
- ❑ Foreign Languages
- ❑ Humanities
- ❑ Health Sciences
- ❑ Law
- ❑ Library and Information Sciences
- ❑ Mathematics and Natural Sciences
- ❑ Medicine
- ❑ Nursing
- ❑ Social Sciences
- ❑ Social Work
- ❑ Other, please specify _____

What is your classification?
- ❍ Full Professor
- ❍ Associate Professor
- ❍ Assistant Professor
- ❍ Full Time Academic Staff
- ❍ Part Time Adjunct Instructor
- ❍ Teaching Assistant

What is your gender?
- ❍ Female
- ❍ Male
- ❍ Other
- ❍ Prefer not to answer

Your campus offers a customized feature that enables the submission of final grades from D2L/Learn@UW to your campus Student Information System. Please react to the following statements regarding your experience with this feature.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't use
It is easy to submit final grades using this feature	❍	❍	❍	❍	❍	❍
This feature meets my needs	❍	❍	❍	❍	❍	❍

If you have strong reactions to whether submitting final grades from D2L/Learn@UW is easy to use or meets your needs, please tell us why and if possible provide specific examples.