

# Wright College Academic Department/Program Assessment Project Fall 2016

## WHAT?

Describe the purpose of this assessment project.

To gather information on faculty and student digital literacy.

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## WHY?

Describe your department/program's reasons for taking on this project and the areas of your department/program that are involved.

For the faculty survey, we wanted to ascertain to what extent faculty themselves digital technology; require it of their students for the completion of course work; encounter challenges, which impede their use; desire/need for departmental/institutional support in using digital technology; and, their motivations for using digital technology. We wanted to know this information in order to understand in what ways faculty digital literacy might, if at all, impact upon the learning experiences and outcomes of students, especially as it relates to digital literacy. In addition, from this approach, we sought to infer digital literacy rates, which would then correlate with data from the student survey.

For the student survey, we wanted identify trends in student use of digital technology for educational purposes in order to benchmark the results with previous student results from the 2014 CCSSE.

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## HOW?

Describe the participants, methods, and the timeline for this project.

**Participants:** Faculty teaching and student enrolled in English and Literature courses.

**Methods + Timeline:** The department Assessment Committee developed the faculty survey over two semesters (spring 2016 and fall 2016), using examples from digital literacy initiatives from two- and four-year colleges that were aimed at assessing faculty use of digital literacy. This survey was administered in print and electronically. The college Assessment Committee developed the student survey based on a selected number of questions from the 2014 CCSSEE. This survey was administered electronically. The data from the department and college surveys were aggregated and analyzed in spring 2017.

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## WHAT WE FOUND

1. Describe the way in which your department/program will collect results. 2. Provide the results.

1. The results were collected via print and electronic surveys.
  - a. Faculty Survey Results (some of the results are noted below)
    - i. 28 instructors responded to the faculty survey

- ii. 90% of all faculty surveyed were confident to very confident in their ability to use instructional technology
- iii. 64% of faculty surveyed required their students to use a LMS/DMS for the submission of assignments
- iv. There were multiple motivations and barriers to using instructional technology and requiring that students use it
- b. Student Survey Results (some of the results are noted below)
  - i. 244 students responded to the student survey
  - ii. 90% of students surveyed “regularly/more than once” prepared multiple drafts of papers before submitting them
  - iii. 96% of students surveyed completed writing assignments that required integration of ideas from multiple sources “regularly/more than once”
  - iv. 76% of students surveyed used computers and other technology “very often/often” to complete homework
  - v. 83% of students surveyed used Bb “very often/often”
  - vi. 70% of students surveyed used computer labs “very often/often”
  - vii. 84% of students surveyed think computer labs are “very important/important” for their classes
  - viii. 98% of students surveys are satisfied/somewhat satisfied” with the computer labs availability to perform in class
  - ix. 91% of students surveyed think that Bb’s availability to them is “very important/important”
- c. Conclusions/Correlations
  - i. Both surveys indicated, preliminarily positive to very positive information regarding digital literacy in English
  - ii. Student use of technology to complete assignments matches (roughly) the degree to which faculty require them to use it.
  - iii. Faculty motivations to use technology in the classroom match students’ high rates of beliefs that access to technology is important.
  - iv. Faculty and student beliefs about the importance of technology in the instructional context seem to correlate well.
  - v. Students seem to have fewer problems/challenges with on campus technology than faculty.
- d. Interventions
  - i. Based upon faculty survey, the following interventions are possible:
    1. The student data, although a small sample of the total enrollment for English and Literature courses, does not seem to necessitate an intervention. The committee will continue to review these data.
    2. Find ways to increase opportunities to use instructional technology
    3. Find ways to increase student access to educational technology and technology-support
    4. Improve the quality, reliability and currency of classroom technology
    5. Provide workshops on:
      - a. Developing/using course websites (not Bb), digital audio and digital video
      - b. Peer-to-peer guidance on using instructional technology
    6. **Proposed means of achieving the above:** Develop partnerships/interventions with IT and the college Bb Administrator that might further enhance digital literacy among students and instructors in English.