



## Student Works

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# Report for Academic Vice President

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# Report for Academic Vice President



Jorge Mazal – Billy De Groot – Mark Roper – Autume Pease – Brooke Newman

## **Executive Summary**

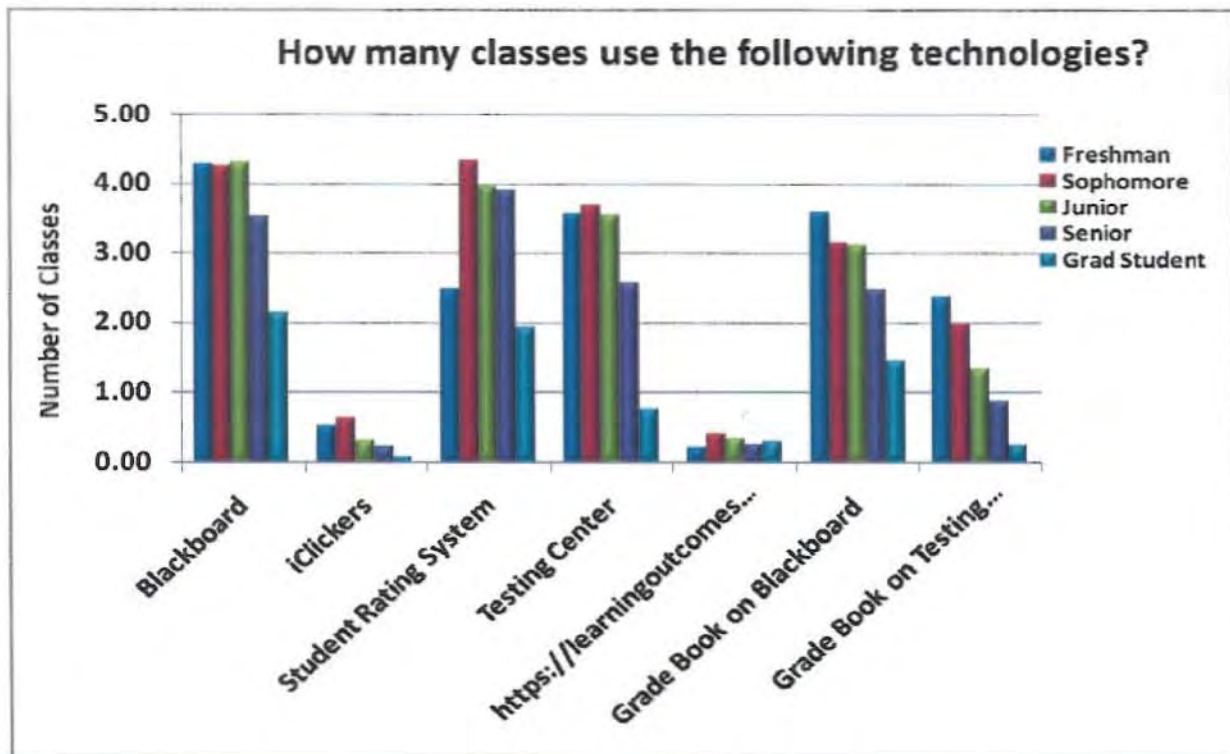
This report details our findings for the Office of the Academic Vice President. Our purpose was to help our client decide whether or not to create a system which combines Student Rating System, Blackboard, Testing Center, iClickers, Grade book on Blackboard and Testing Center, etc. We met with Debra Biser to discover the needs of this department. From the initial interview, we discovered our mission was three fold: (1) to discover what programs should be included, (2) to decide what the name should be, and (3) to determine if the students would resist the change. In order to obtain the answers to our questions, we created a survey, which underwent two revisions; the first revision was after our peers edited it and the second came after Professor Jeff Larson reviewed it. Debra Biser then gave her stamp of approval before the survey was given to the students. Of the approximately 3,500 e-mails which were sent out, 466 faculty and students responded. From the results of the survey, we decided it would be advantageous for the Office of the Academic Vice President to go ahead with the creation of the new system. This report explains what programs should be included in the new system, what the name of the system should be, and if the students would resist the change. Within each section, we further analyze the data by looking separately at both students and faculty. We have done this to demonstrate the difference in the opinion between faculty and students.

## **What programs should be included?**

### **Students**

Our data shows what systems the students use most in their current classes. The following systems are listed from most used systems to least used systems: Blackboard, Student Rating System, Testing Center, Grade Book on Blackboard, Grade book on Testing Center Website, iClickers, and <http://learningoutcomes.byu.edu>. The last two systems, iClickers and <http://learningoutcomes.byu.edu>, are used significantly less than the other five systems (as seen below in figure 1). We also found that graduate students use all of these systems much less than other students at the university.

**Figure 1**

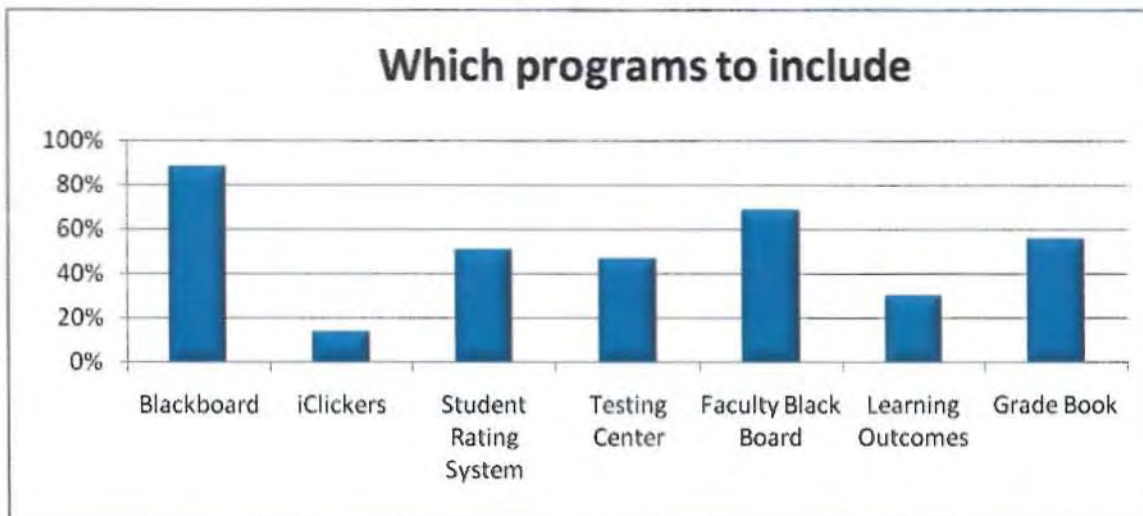


## Faculty

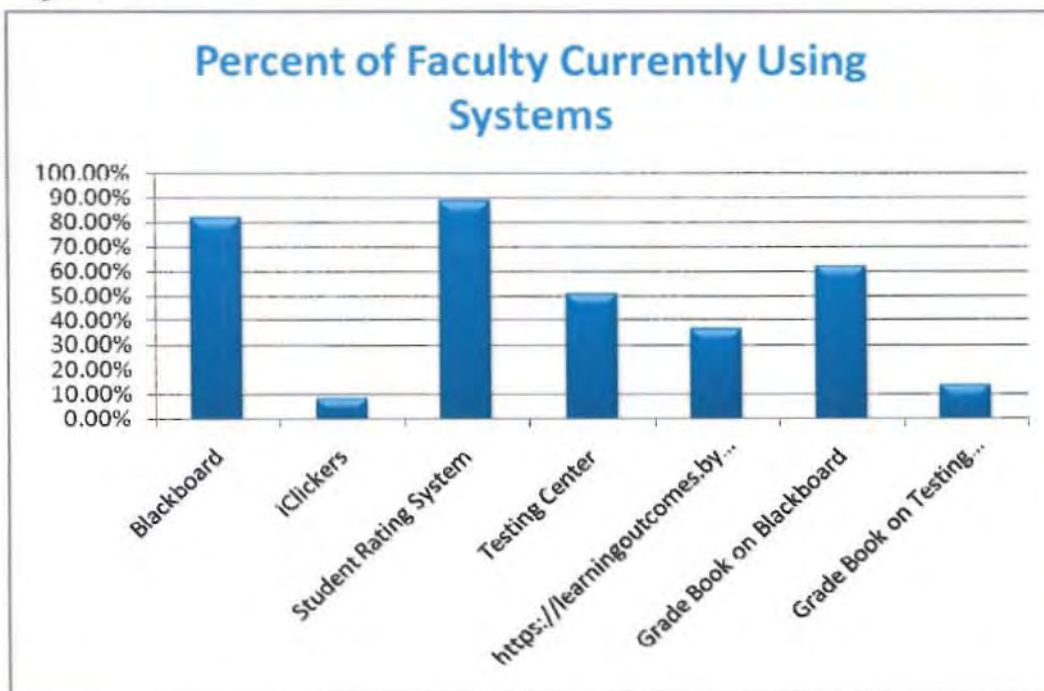
When viewing the information submitted by faculty, we found that the faculty wanted Blackboard, Faculty Blackboard, Grade Book, Student Rating System, and Testing Center in a single portal (see figure 2). We were also able to find that iClickers, Grade Book on Testing Center, and learning outcomes are used the least by faculty (see figure 3).

Of the faculty who actually use iClickers and learning outcomes, they feel the two systems are currently easy to access. Our survey demonstrates that 66.7 percent of faculty scored a four or five for blackboard and 63.6 percent of faculty scored a four or five for learning outcomes on "How easy is it for you to currently access each of the following programs online?"

**Figure 2**



**Figure 3**



**Recommendations: What programs to include**

Although some programs are not frequently used by current students, easier access to these programs through a single portal on the BYU website may prove to be very helpful in future semesters. Therefore, we recommend including all of the above programs, excluding iClickers and learning outcomes, in a single portal available to the students and faculty of Brigham Young University.

*Test differences?*

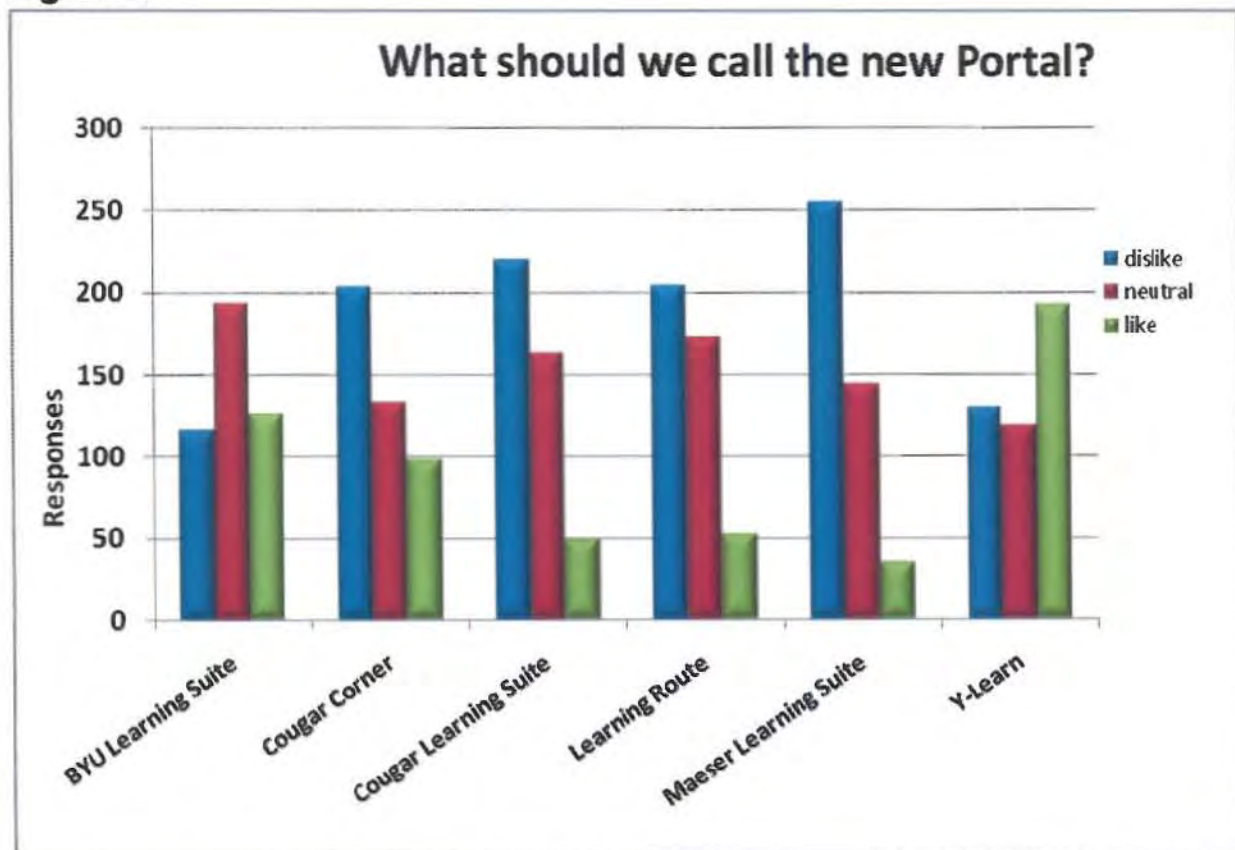


## What should it be called?

### Students

According to the data, it appears that students and faculty strongly dislike the name “Maeser Learning Suite.” The reason they dislike the name could be because they either do not know who Karl G. Maeser is or they are not making the correct connection. We also found that many are ambivalent toward the name “BYU Learning Suite;” nearly 45 percent are neutral towards it. The name “Y-learn” scores the highest on how many people “like” the name (see figure 4).

Figure 4



### Faculty

Faculty, just like the students, rated “Y-Learn” with the highest like score, 46.4 percent, while also receiving a strong dislike score at 36.2 percent. One faculty member commented that “Y-Learn is a question that I don’t think we really want to ask.” “BYU Learning Suite” scored the second highest on “like,” 34.3 percent, with a very high neutral score of 50.8 percent.

## Recommendations: What to name it

Before we can recommend a definite name, we must determine if it really matters whether or not people like it. Will we be alienating people if we name it something they do not like? We therefore recommend further research to determine if a significant dislike (like that shown by the faculty for “Y-Learn”) or a strong ambivalence (like that shown for “BYU Learning Suite”) is preferable. Based on the results of further research, we would then be able to recommend either “Y-Learn” or “BYU Learning Suite.”

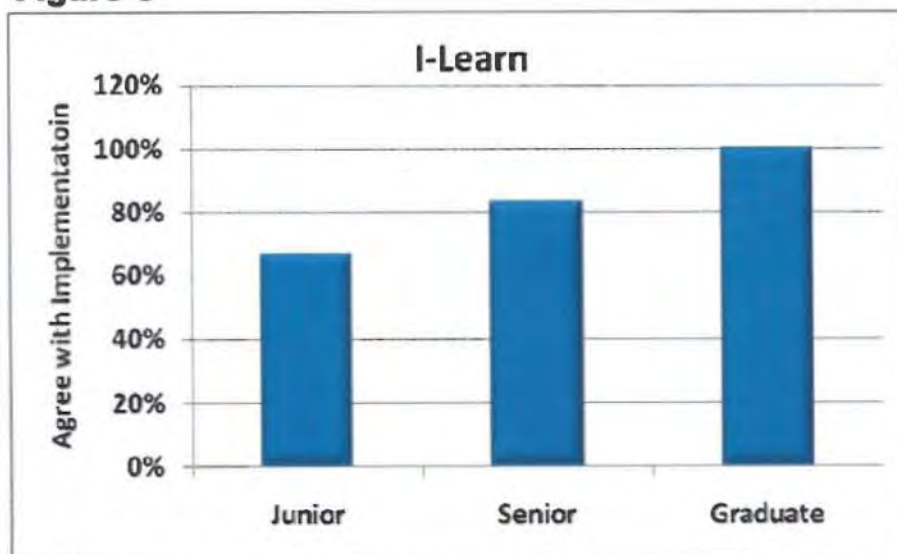
## Should it be changed?

There is a very strong negative correlation that exists between how long a person has been in school and the desire for the new portal (see figure 6). Freshman and sophomores have the most interest in the portal and those who are used to the present access points are much less likely to want change. We feel that the new portal will make access simpler for the new BYU students.

An interesting, yet obvious, finding was the negative correlation between how long a person has been at BYU and how easy they found it was to adapt to the new BYU.EDU website (see figure 8). We see that 61.7 percent of Faculty answered “Strongly Disagree” or “Somewhat Disagree” to the statement “Adjusting to the new look of BYU.EDU was easy for me.” Due to the above information, the greatest resistance to any change came from faculty members' responses.

One of our survey questions deals with BYU-Idaho’s I-learn system. We asked if anyone had experience using the system, and if they had used the system, if they recommended implementing a system similar to it here. Of those who responded, most were at upper-division class levels. Those surveyed overwhelmingly agreed that a system similar to I-learn should be implemented here at BYU.

**Figure 5**

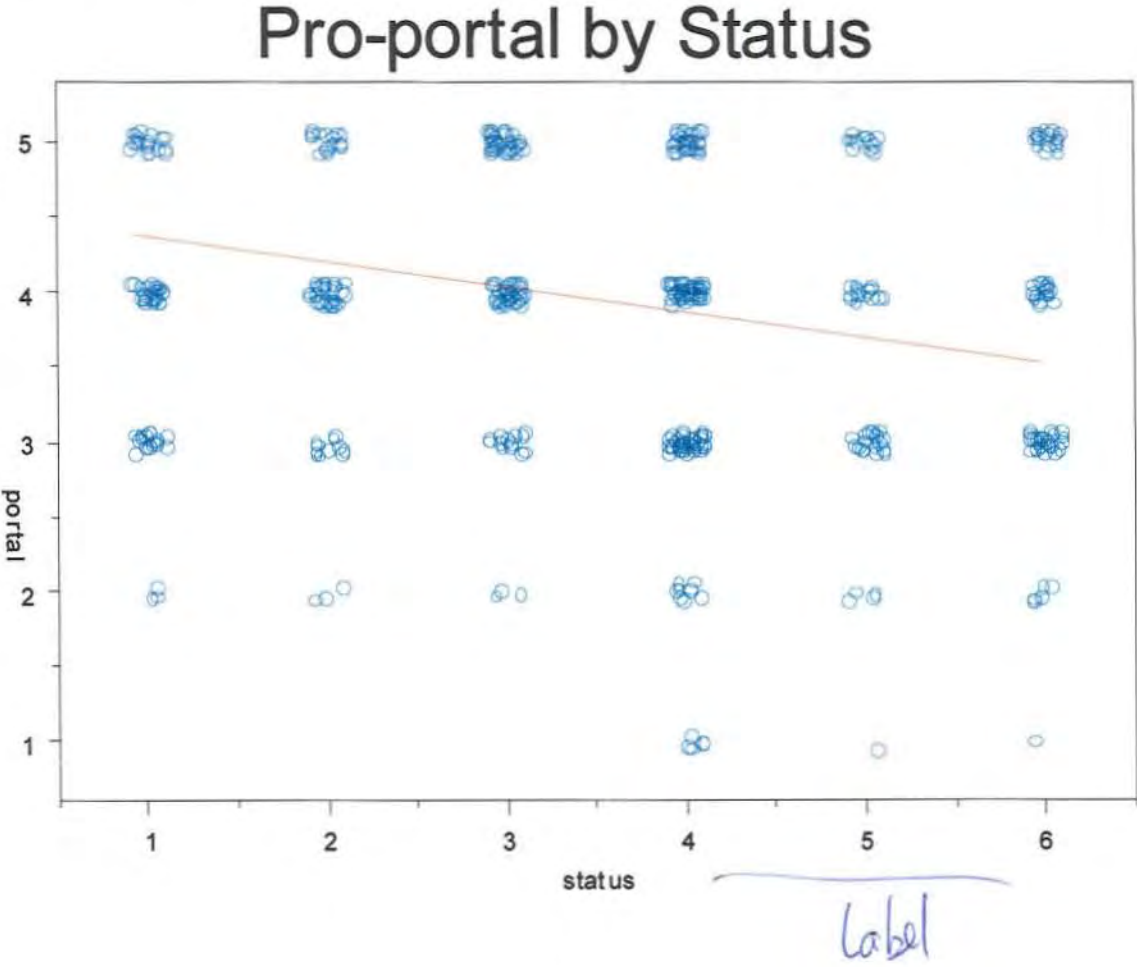


As shown in Figure 5, there is a correlation between implementation and class. The upper-division classes, who had a lot of experience with both systems, want to see a system similar to I-learn implemented at BYU. Lower-division classes, who haven't had as much experience with both systems, are more hesitant to implement. However, the majority of the lower division classes would still like to see a system similar to I-learn put into place at BYU.

**Recommendations: Should it be changed**

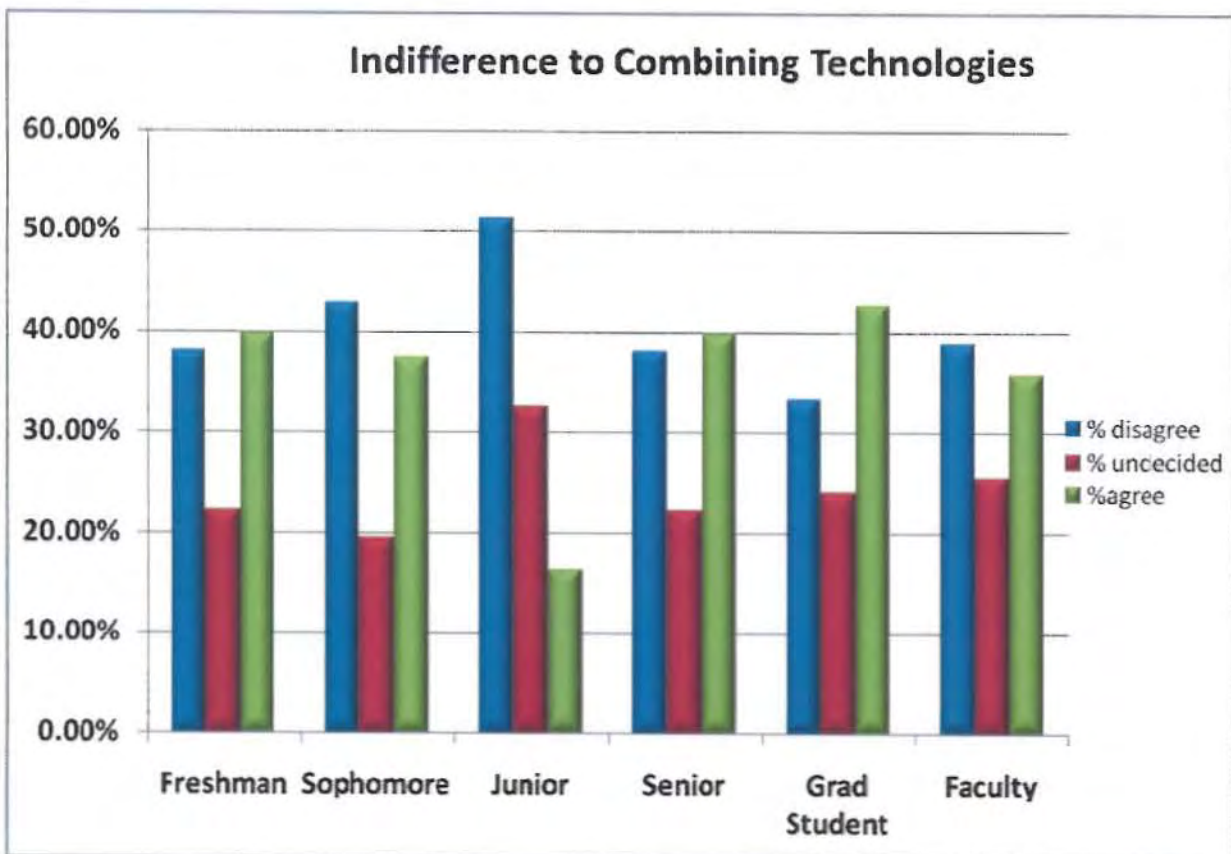
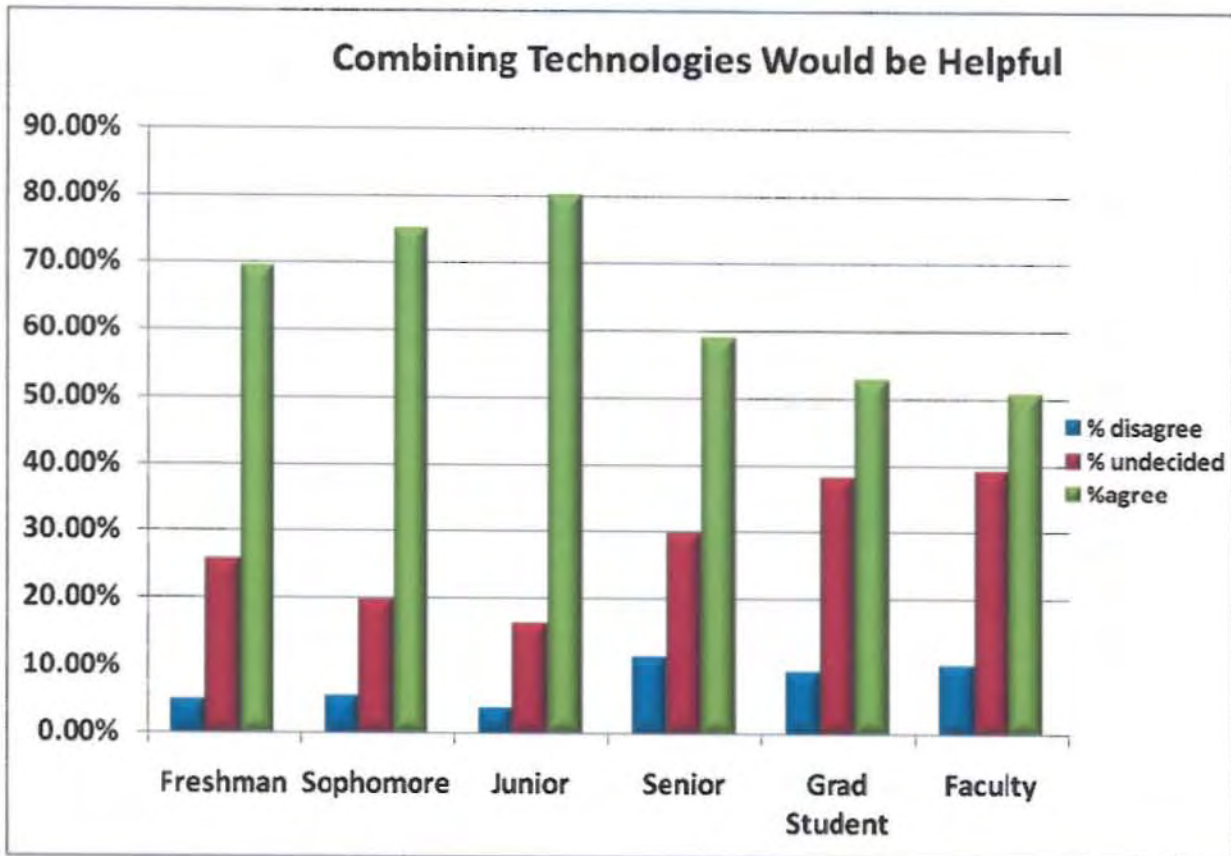
Although adapting to the change will come with some difficulty, (see figure 8) including the suggested programs in one portal will be in the best interest of the students at Brigham Young University. We recommend developing and implementing the new portal.

**Figure 6**

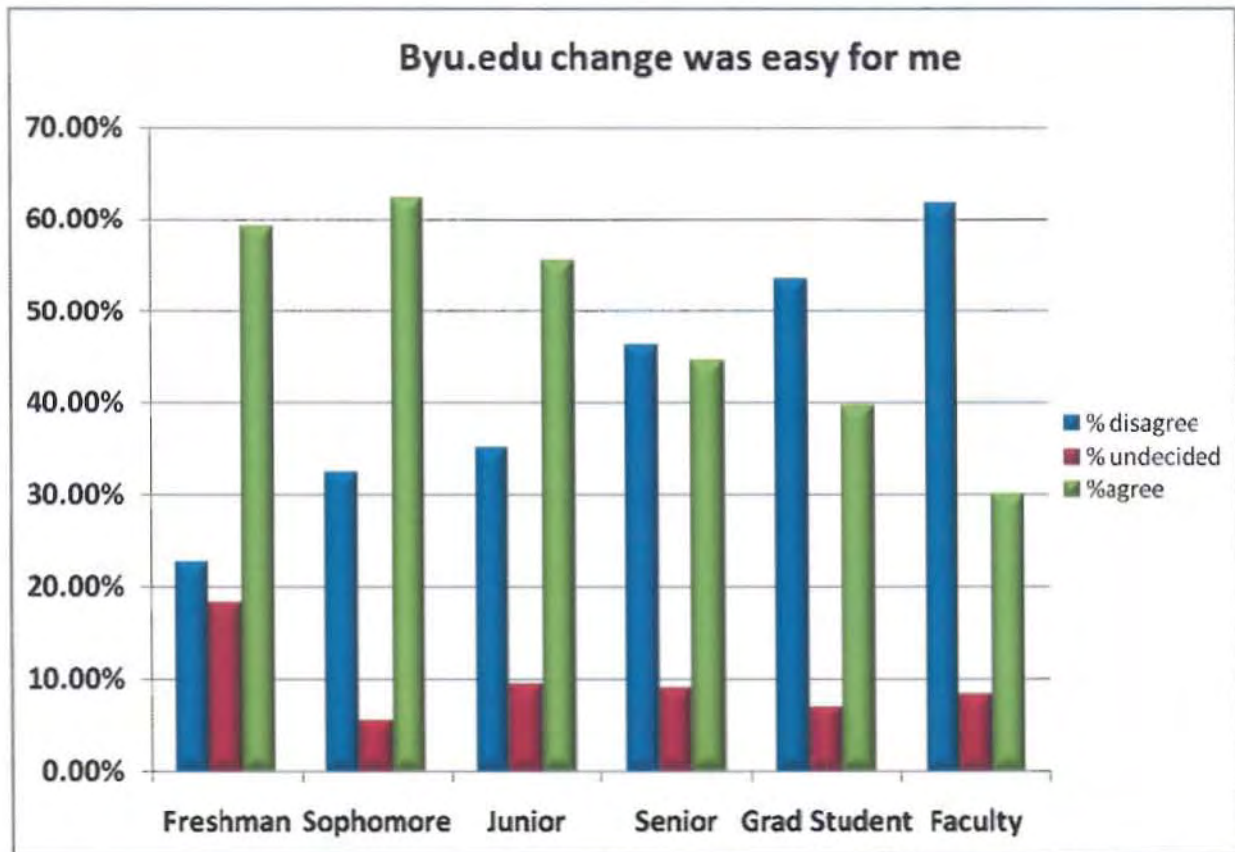




**Figure 7**



**Figure 8**



**Figure 9**

