Motivation:

It came to the attention of ASUI that an overwhelming amount of students on campus struggle to see early and consistent feedback, specifically regarding their grades. After looking into the issue, ASUI passed Senate Resolution F15-12 “Calling Upon University of Idaho Professors to Post Grades on Blackboard” in order to begin the conversation needed to address this problem. The resolution was passed unanimously. Since then, ASUI has gathered even more data regarding this issue from students, faculty and staff, and peer institutions. With the compilation of this data, ASUI, on behalf of students, is requesting that this conversation continue within a Faculty Senate committee in order to enquire: why professors and instructors choose not to post grades to blackboard, discover the issues that prevent faculty and staff from doing so now, and resolve those issues and come to a solution that works for faculty and staff, as well as students.

Rationale:

The University of Idaho paid $266,930 in Fiscal Year 16\(^1\) for Blackboard Learn to be utilized. The University of Idaho endorses this system and it is intended to be utilized by the instructors to benefit the students.

It is the broad consensus that students want to see up to date grades posted, specifically on Blackboard Learn. In the original poll moderated by ASUI, 94% of respondents “would find it useful to have more grades posted on Blackboard Learn.” A later survey also moderated by ASUI found that 89% of students would prefer to have up to date grades posted, specifically on Blackboard Learn.

Over half of the instructors at the University of Idaho already use this technology. This proves that the system is a viable option for all instructors to use in the classroom. It offers a variety of tools to help instructors post grades, interact with students, and share information. The University of Idaho also provides training and assistance for instructors who would like help regarding Blackboard Learn. There is also an extensive national support system through Blackboard to receive assistance.

ASUI is especially trying to target lower level classes to post up to date grades on Blackboard Learn. By the time students advance to upper division classes we expect them to be responsible for their own grades. By targeting specific lower level classes to post up to date grades on Blackboard Learn we can allow students to access early and consistent feedback regarding their grades. We hope that with this early and consistent feedback students will be more inclined to stay informed in all of their classes. If students are more informed and involved in their classes they will have a better experience at the University of Idaho. Therefore positively affecting our retention rates.

\(^1\) Data provided by the Information Technology Services Office at the University of Idaho
Data:

Figure 1

Number of Blackboard Learn sections that were turned on for student access in 2015. 39% (Fall), 34% (Spring), and 24% (Summer) of all Blackboard Learn sections were “turned on” for student use in 2015.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Blackboard Learn Section Not Enabled</th>
<th>Blackboard Learn Section Enabled for Student Use</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>2571</td>
<td>1649</td>
<td>4220</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>2776</td>
<td>1460</td>
<td>4236</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>963</td>
<td>308</td>
<td>1271</td>
</tr>
<tr>
<td>Grand Total</td>
<td>6310</td>
<td>3417</td>
<td>9727</td>
</tr>
</tbody>
</table>

NOTE: Section count above includes the following types of sections that one might not expect to have a Blackboard Learn component:

- Directed Study: 462
- Internship: 366
- Practicum: 75
- Research: 85
- Seminar: 101
- Workshop: 42

*Data from Figure 1 provided by the Distance and Extended Education Office at the University of Idaho.

Figure 2

Number of Blackboard Learn sections enabled for student access and had grades posted for students in 2015.

78% (Spring, Fall) and 87% (Summer) of sections “turned on” for student access in 2015 used the Blackboard Learn Grade Center. A total of 2,929 sections or 69.41% of classes did not allow for student access to the Blackboard Learn Grade Center.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade Center Not Used</th>
<th>Grade Center Use*</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>358</td>
<td>1291</td>
<td>1649</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>322</td>
<td>1138</td>
<td>1460</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>40</td>
<td>268</td>
<td>308</td>
</tr>
<tr>
<td>Grand Total</td>
<td>720</td>
<td>2697</td>
<td>3417</td>
</tr>
</tbody>
</table>

*More than the 2 default columns in the Grade Center

*Data from Figure 2 are based on the data represented in Figure 1

*Data from Figure 2 provided by the Distance and Extended Education Office at the University of Idaho.
Figure 3
Total number of Primary instructors that used Blackboard Learn in 2015.
62% of the all Instructors teaching in 2015 used Blackboard Learn.

<table>
<thead>
<tr>
<th>Blackboard Learn Use</th>
<th>Instructor Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not use BbLearn</td>
<td>494</td>
</tr>
<tr>
<td>Used BbLearn</td>
<td>802</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1296</td>
</tr>
</tbody>
</table>

*Data from Figure 3 provided by the Distance and Extended Education Office at the University of Idaho.

Figure 4
Number of classes this semester that have a Blackboard Learn page.
A comparison of the total number of classes students are taking (orange) compared to the total number of classes that use a Blackboard Learn page (pink).

* Data from Figure 4 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).
Figure 5
**Number of classes this semester that have grades posted regularly on Blackboard Learn.**
A comparison of the total number of classes students are taking (orange) compared to the total number of classes that have grades posted regularly on Blackboard Learn (pink).

* Data from Figure 5 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

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Figure 6
**Students who would find it more useful to have grades posted on Blackboard Learn.**
A total of 94.39% of students would find it useful for more of their classes to have grades posted on Blackboard Learn, compared to having them posted somewhere else, not wanting grades posted online, and not finding it useful.

* Data from Figure 6 collected from a student poll administered by the Associated Students of the University of Idaho via OrgSync on October 15th, 2015. A total of 570 students responded to the poll (as of March 23rd, 2016).
Figure 7  
**Where students prefer to have their grades posted.**
A comparison of Blackboard Learn, VandalWeb, and Other systems in which students would prefer to see their grades posted. A total of 89.84% of student respondents would prefer to see their grades on Blackboard Learn.

* Data from Figure 7 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).

Figure 8  
**How frequently students would prefer to have grades posted.**
The frequency in which students would prefer to have their grades posted. Responses were chosen from six options: “daily”, “weekly”, “bi-weekly”, “monthly”, “not at all”, and “I’m not sure”. Over half, 62.12%, of respondents would prefer to have their grades posted weekly.

*Data from Figure 7 collected from a student survey administered by the Associated Students of the University of Idaho via OrgSync on February 24th, 2016. A total of 433 students responded to the survey (as of March 23rd, 2016).
Figure 9  
**Instructor feedback regarding the amount of professional development training for Blackboard Learn.**  
A comparison of instructors who feel there is or isn’t an adequate amount of professional development training for the Blackboard Learn system. A total of 48.8% of faculty respondents feel there is an adequate amount of professional development training.

![Pie chart showing distribution of instructor feedback on professional development training](image)

*Data from Figure 9 collected from a faculty survey administered by the Associated Students of the University of Idaho via Survey Monkey on February 26th, 2016. A total of 125 faculty members responded to the survey (as of March 23rd, 2016).*

Figure 10  
**Instructor awareness of programs and assistance regarding Blackboard Learn.**  
A total of 74.4% of faculty respondents were aware that instructors could get assistance regarding Blackboard Learn by emailing bblearnhelp@uidaho.edu.

![Pie chart showing distribution of instructor awareness of assistance](image)

*Data from Figure 10 collected from a faculty survey administered by the Associated Students of the University of Idaho via Survey Monkey on February 26th, 2016. A total of 125 faculty members responded to the survey (as of March 23rd, 2016).*
IN THE SENATE
SENATE RESOLUTION NO. F15-12
BY DIRECTOR NICK WREN
SPONSORED BY SENATOR RACHAEL MILLER AND MCKENZIE MACDONALD
A RESOLUTION

CALLING UPON UNIVERSITY OF IDAHO PROFESSORS TO POST GRADES ON BLACKBOARD

WHEREAS, early warning and midterm grades play a vital role in alerting students as to where they stand in a particular class;

WHEREAS, these early warning and midterm evaluations alone do not suffice in informing students of their grade at all times;

WHEREAS, access to regularly updated grade information allows students to more accurately gauge where they stand in a particular class at all times;

WHEREAS, as of October 19, 2015, a poll found that 94% of University of Idaho students would find it useful for more classes to post grades on Bblearn;

WHEREAS, Blackboard serves as one of the most useful digital tools for teachers and students to interact at the University of Idaho;

WHEREAS, a Blackboard account is automatically created for every course, although not all professors choose to activate that account;

WHEREAS, Blackboard has a function to create a spreadsheet that can be downloaded as an Excel sheet and automatically updates to Blackboard in real time as professors input grades;

WHEREAS, the Distance & Extended Education office provides one-on-one trainings with professors to help build Blackboard programs;

WHEREAS, the Distance & Extended Education office provides a line open 8am to 6pm Monday through Friday to assist professors who may be experiencing technological issues or need help with Blackboard;

WHEREAS, updated grading information would allow students, faculty and staff to participate in a more informed discussion about the students’ performance in a class;

THEREFORE, Be it Resolved By the Senate of the Associated Students of the University of Idaho call upon the University of Idaho professors to post grades on Blackboard.

COPIES OF THIS RESOLUTION SHALL BE SENT TO
Chuck Staben, President
Blaine Eckles, Dean of Students
Michael Parrella, Dean of the College of Agriculture & Life Sciences
Mark Hoversten, Dean of the College of Art & Architecture
Marc Chopin, Dean of the College of Business & Economics
Corinne Mantle-Bromley of the College of Education
Larry Stauffer, Dean of the College of Engineering
Andrew Kersten, Dean of the College of Letters Arts & Social Sciences
Kurt Pregitzer, Dean of the College of Natural Resources
Paul Joyce, Dean of the College of Science
The Argonaut
Moscow-Pullman Daily News