Introduction

- Purpose of this study is to investigate and determine faculty needs related to instructional technologies and specifically their needs for a Learning Management System (LMS).
- Mixed method research approach to understand teaching needs of faculty related to a LMS.
- Mixed method needs assessment approach (that is, qualitative and quantitative methods) was employed in an attempt to consider multiple viewpoints, perspectives, and standpoints.

Design

- Identified and selected appropriate assessment methods to best understand faculty LMS needs.
- Examined results from a general Technology Satisfaction Survey to determine satisfaction with current LMS.
- Quantitative results provided useful information, but lacked specific information about faculty needs.
- Qualitative approach provided more detailed information.

Technology Satisfaction Survey Results

Results of 2011 Technology Satisfaction Survey. Generally, satisfaction was moderate, with variability across LMS functions.

Focus Group Approach

Questions:
- What technologies are you currently using?
- What are the essential features of a LMS?
- What other technologies are you using in your teaching?
- What do you want to be able to do with technology?
- What things should be considered in this evaluation process?

Focus Group Results

Focus groups identified:
- most essential features of current LMS
- satisfaction with current LMS features
- technologies that faculty use to teach and activities those technologies support
- hesitation to switch to a new LMS just for the sake of switching
- support requirements if a new LMS is adopted

Discussion

- Used a variety of research methods in order to solve a complex problem.
- Collaboration across multiple departments: Assessment experts and instructional experts worked closely to analyze both quantitative and qualitative data.
- Allowed us to fully understand current LMS satisfaction and future needs.
- Collaborative mixed methods approach can be utilized in a variety or assessment contexts in order to make informed important university decisions.

Four faculty focus groups identified to represent diverse departments and class sizes:

- **Heavy Users** – Instructors with heavy LMS use in their courses (identified by LMS usage statistics)
- **Moderate Users** – Instructors with light to moderate LMS use in their courses (identified by LMS usage statistics)
- **Alternative Users** – Instructors with alternative LMS experience, or that used open-source technologies to satisfy LMS needs
- **Foundational Users** – Instructors with heavy LMS use, who were instrumental in implementing the current LMS

Focus group moderators included objective assessment specialists and instructional technology experts.