

Has Reggie-Met Your Expectations?

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I. Rationale

Problem Statement

Learning management systems (LMS) have been utilized before the COVID-19 pandemic as a means to maintain interactions between students and faculty in schools. Learning management system is defined as an “online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes... Schools use LMS software to plan, implement, facilitate, assess, and monitor student learning.” (Bureau of Indian Education) As serious threats to campus health still loom, educational institutions are becoming increasingly reliant upon learning management systems to sustain and promote the intellectual abilities of students and faculty. Utilizing a LMS, such as ISU’s ReggieNet, requires consideration of technological capabilities of users. Students are expected to be technological competent but “in actuality, not all students exhibit a high level of technology acceptance across different types of online educational platforms and tools” (Kim et al., 2021).

Proposed Solutions

Research on Illinois State University students’ attitude, behavior, and knowledge pertaining to the institution’s learning management system (ReggieNet) does not exist. To develop measurable data regarding attitude, behavior, and knowledge of ReggieNet, two data collection methods will be used. One being an online 15 question survey that will be distributed to ISU students. The second being two questions posted on the Milner Library whiteboard. Qualitative and quantitative data from both methods will be recorded, evaluated, and shared with the ISU Center for Teaching, Learning, and Technology and Lindsey Skaggs at Milner Library.

Based on collected data, ISU CTLT will better understand how ReggieNet, or future LMS, may be changed/implemented to support user intellectual health and capabilities.

Program Successes

“By improving perceived ease of use and usefulness, and forming a favorable attitude, technological behavioral intentions can be promoted”(Kim et al., 2021). Feedback from students will inform Jim Gee at CTLT of improvements for the existing learning management system as well as the implementation and development of a new learning management system (LMS). Collected data will also be provided to Lindsey Skaggs for Milner Library site improvements.

Logic Model

Inputs	Activities		Outcomes		
What we invest	What we do	Who we reach	Why this project: short-term results	Why this project: intermediate results	Why this project: long-term results
-Time -Survey development -University faculty and staff communication -Promotion efforts	-Provide CTLT student recommendations for new LMS -Provide recommendations for existing LMS -Student mobilization to take the survey	-ISU Students -Could be for Transfer students/any new ISU students -CTLT -Milner Library	-Improved ReggieNet utilization -Assessing student thoughts, attitudes, knowledge, and behaviors of ReggieNet	-Evaluation of ReggieNet proficiency -Attain recommendations for possible development of new LMS -Improvement of ReggieNet	-New LMS according to student recommendations -LMS that supports students' intellectual health
Program: <i>Has Reggie-Met Your Expectations?</i> Goal: Provide CTLT with student recommendations for the implementation and use of a new LMS to better support student intellectual health.					

II. Theoretical Foundation

Description of theory

According to Community Toolbox (2021), community readiness is “the degree to which a community is ready to take action on an issue.” The Community Readiness Model includes nine stages of readiness: no awareness, denial/resistance, vague awareness, preplanning, preparation, initiation, stabilization, confirmation/expansion, and a high level of community ownership. For the purposes of this program, the incorporation of the following: community climate, community knowledge about the issue, and resources related to the issue will provide critical data for the implementation of a new LMS. Survey and whiteboard results will help identify student community climate, e.g. thoughts and feelings regarding ReggieNet. In addition, the two data collection methods will measure student community knowledge of ReggieNet and associated issues. Lastly, the survey will provide insight about students’ awareness of resources related to ReggieNet.

Justification of Theory

The community readiness model offers “qualities such as ease-of-use, cost-effectiveness, as well as efficiency when seeking results” (Community Toolbox, 2021). The simplicity of the model allows for the utilization of strategies that are consistent with cultural influences among the target community (ISU Student Body). The intention of using this model is to examine their attitude toward the current LMS (ReggieNet), as well as students’ readiness to switch over to a new learning management system (LMS). By surveying the students about ReggieNet and a possible new LMS, community climate pertaining to ReggieNet can be determined. After establishing the ISU student body’s level of readiness through specific survey questions, the

results will determine how well ReggieNet has been addressing the issue of student intellectual health.

In a study by Findholt (2007), the Community Readiness model was used and developed by Tri-Ethnic Center. The survey utilized within the study was easily adapted for use in another study about childhood obesity (Findholt, 2007). In addition, “the procedure for deriving a readiness score was not difficult and could be accomplished by anyone” and “utilization of the CRM stimulated community interest in the problem of childhood obesity and generated support for a communitywide prevention effort” (Findholt, 2007).



(Community Toolbox, 2021)

III. Goals & Objectives

Agency Mission

“We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service, and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond” (illinoisstate.edu).

Goals

Provide CTLT with student recommendations for the implementation and use of a new LMS to better support student intellectual health.

Objectives

By November 12th, at least 50 responses will be collected regarding students’ thoughts and feelings about ReggieNet using the whiteboard at Milner Library.

By November 12th, an estimated 50 students will provide specific feedback about ReggieNet and recommendations for a new learning management system measured by a Qualtrics survey.

Theoretical Construct

Goal: Provide CTLT with student recommendations for the implementation and use of a new LMS to better support student intellectual health.	
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Type of Objective: Process	<i>Theoretical Construct</i>
By November 12th, at least 50 responses will be collected regarding students' thoughts and feelings about ReggieNet using the whiteboard at Milner Library.	Community Readiness Model: Community climate & Knowledge of the issue
By November 12th, an estimated 50 students will provide specific feedback about ReggieNet and recommendations for a new learning management system measured by a Qualtrics survey.	Community climate, Knowledge of the issue, & Resources related to the issue

IV. Implementation Strategy

Introduction

This program is about mobilizing the student body to participate in a fifteen question survey, which contains one open-ended and fourteen multiple choice questions, and writing additional thoughts on the whiteboard at the entrance of Milner Library for a total of one week, to have their opinions heard about the current learning management system at ISU. The flaws, strengths, and what the students would like to see in a new learning system, in the near future, will make learning online easier and more efficient. This relates to the goal of promoting intellectual health because the students are actively being involved in the decision-making process of the development or adoption of a new LMS, which will impact their educational experience and learning directly.

Program Description

The program will mobilize the student body and retrieve their experiences on the current LMS (ReggieNet), and their thoughts on what should be improved.

Survey

An IRB approved 15-item survey, found in the appendix, was administered through qualtrics during the week of November the 8th through the 12th. Although the survey was not directly based on the community readiness assessment developed by the Tri-Ethnic Center for Prevention Research, it provided inspiration for the development of the questions such as assessing student readiness to switch LMS platforms (Community Toolbox, 2021). Those questions will assess their knowledge of the LMS, its role in their academic success, whether or not they are aware of resources available to help them navigate the LMS, and their readiness to transition to a new LMS if it were to happen in the near future. Survey questions and the distribution method can be found in survey logistics below. The collected data will be reported to Jim Gee at CTLT and Lindsey Skaggs at Milner Library.

Whiteboard (Milner Library)

For the final strategy, the following questions will be asked: What is ReggieNet most beneficial/useful feature, and what makes ReggieNet great? They will be written down on the whiteboard at the entrance of Milner Library. Students will have the opportunity to provide feedback, and the questions will be up on the board for one week. Finally, collected data will be provided to Jim Gee at CTLT and Lindsey Skaggs at Milner Library.

Logistics

The program survey will be distributed to students during week 12 (November 1-5) and week 13 (November 8-12) of the semester via Qualtrics, after the budget draft has been completed. The surveys will be accessible through a QR code presented to students during FCS 208, HSC 258, and HSC 296 as well as in the SWAT and ESG GroupMe chat rooms. The survey

follows a five-choice Likert scale model including one open-ended question at the end. Milner Library will be contacted through Mallory Jallas for access to the whiteboard. Milner Library's whiteboard will be utilized for exactly one week, beginning and ending in week 12 (November 1-5). The two open-ended whiteboard questions assess students' attitudes and behavior.

Marketing Plan

Program marketing will focus on promoting the response to the two survey formats being used. The online Qualtrics survey implemented during weeks 12 and 13 (November 1-12) of the fall semester will be promoted using a QR code that will be shared with student organizations (S.W.A.T. and ESG) and various health sciences classes. The final survey platform being utilized is the Milner Library whiteboard. Responses to the questions will be recorded from the hundreds of students entering the library every day beginning on week 12 (November 1-5).

V. Budget

i. Revenue/Income & Support

Items	Estimated Amount	Actual Amount
Contributions from Sponsor(s)	N/A	
Gifts	N/A	
Grant(s) from: Dr. Wodika (ISU)	\$0.00	
Participant's Fees:	N/A	
Sale of Materials (tickets/t-shirts, etc.)	N/A	
In-Kind Donations	N/A	
Total:		

**Total of
Revenue:
\$0.00**

ii. Expenditures

Direct Costs	Name/Position	Salary and Wages	FTE	Fringe Benefits	Total Amount
Personnel	N/A	N/A			
Total:					

Direct Costs	Items	Amount Needed	Cost	Total Amount
Materials and Supplies	20oz Candy Pumpkins	2 bags	\$2.99	\$5.98 w/o tax
	9.7oz KitKat Pumpkin	2 bags	\$3.59	\$7.18 w/o tax
	Set of 12 White Mugs	2 sets	\$36.99	\$73.98 w/o tax and S&H
	12ct Halloween candy bags	2 sets	\$1.00	\$2.00 w/o tax
	8ct Swiss Miss Hot Cocoa	3 boxes	\$1.99	\$5.97 w/o tax
	10ct Hot Apple Cider mix	2 boxes	\$1.99	\$3.98 w/o tax
Total:				

**Total of
Direct Costs:
\$99.09**

Indirect Costs	Items	Amount Needed	Cost	Total Amount
	Gas		\$3.50	
Total:				

**Total of
Indirect
Costs: \$3.50**

Budget Justification

Direct Costs (Materials and Supplies)

In an effort to entice or incentivize students walking around the quad, we will offer a mug containing the following: one spiced apple cider mix, one hot cocoa mix, and a candy bag containing candy pumpkins and KitKats. This incentive presents itself as more of a reward for completing the survey during our tabling hour(s) than a piece of candy alone. The two sets of mugs (\$73.98) will be our largest expense followed by the candy (\$13.16) and candy bags (\$2.00). Finally, the drink mixes (\$9.95) will be required to complete the incentive. We believe by offering this incentive, which correlates to the season, we will gain more volunteer survey participants.

Indirect Costs

To compensate for travelling expenses to and from stores in the local area, a TBD amount of money will be required for gas.

Budget Plan – Program Shift

This budget had been denied leading to a small shift in the program. Instead of tabling, the library whiteboard and survey were utilized together for data collection.

VI. Process Evaluation

Participants

The participants being evaluated during the program are the students at Illinois State University. Students will be answering questions via a survey regarding their perspectives of ReggieNet. Students will also be responding to two questions via the Milner Library whiteboard.

Objectives

- By November 12th, at least 50 responses will be collected regarding students' thoughts and feelings about reggienet using the whiteboard at Milner Library.
- By November 12th, an estimated 50 students will provide specific feedback about ReggieNet and recommendations for a new Learning Management System measured by a Qualtrics survey.

Data Collection

Data from the participants will be collected using a survey of 15 questions and will be administered through Qualtrics, and will run from November 1st to November 12th. Explanation of the research project will be presented to multiple ISU classes by the use of a PowerPoint slide that also contains an easily accessible QR code that directs participants to the survey. Other data will be collected via whiteboard responses from Milner Library. The Milner Library whiteboard is seen by all students who enter through the main 2nd floor entrance.

- Instrument: An online survey distributed to ISU students will be utilized to assess the ease of use, intellectual capabilities, and practicality of ReggieNet (ISU learning management system). The survey will also assess their knowledge, attitude, and behavior of the LMS platform. The Milner Library whiteboard will serve as an additional tool to explore other methods of feedback. Responses to whiteboard survey questions will be

recorded to assist in evaluating participants' experiences using ReggieNet. The two questions presented on the Milner Library whiteboard pertain to the useful features of ReggieNet recognized by participants, and what makes ReggieNet great.

- Analysis, Improvement, and Reporting: By using Qualtrics, the quantity of completed surveys along with the students' responses will be recorded. Qualtrics will provide graphs, tables, and other figures which illustrate that data. Specifically, data that shows a student's readiness to transition to a new LMS, awareness of technical assistance resources, and the impact of an LMS on student intellectual health. This data is displayed in figures 2, 7, and 12. A content analysis on the findings from the whiteboard at Milner Library as well as the open-ended question at the end of the survey will be completed. Jim Gee was used as a reference for survey question development. Gee provided guidance for overall improvement. Findings will be reported to Jim Gee at CTLT and Lindsey Skaggs at the Milner Library.

Survey Responses

Total Survey Participants: 61

Completed Response Total: 56

Numbers next to bars within figures indicate the number of responses collected

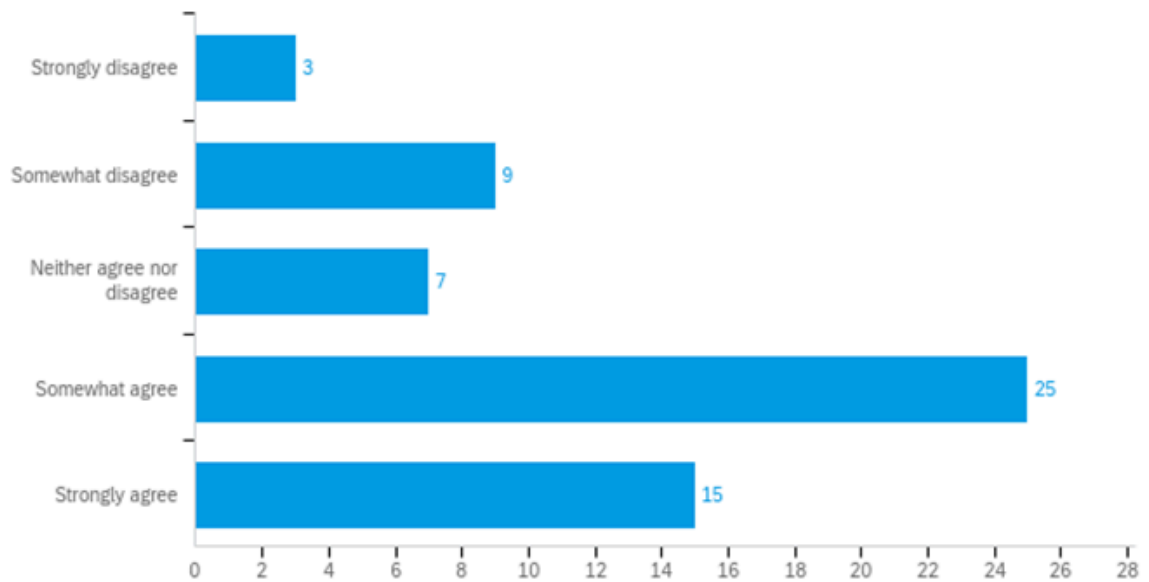


Figure 1: Utilizing/operating ReggieNet is relatively easy for first-time users

Majority of respondents concluded they either somewhat agree or strongly agree upon the given statement. This suggests that first-time users utilize/operate ReggieNet relatively easily.

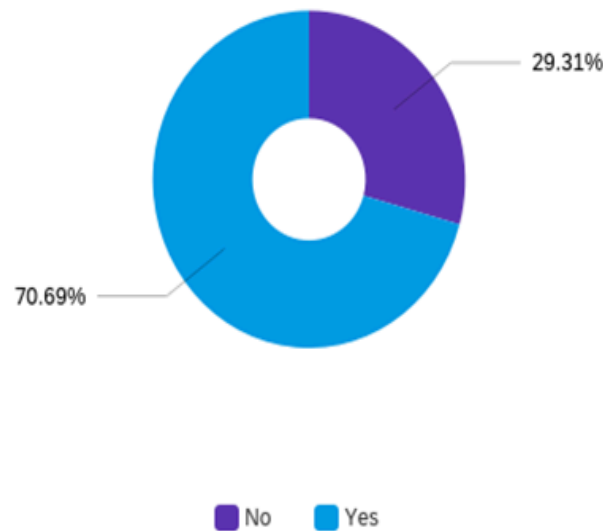


Figure 2: Are you aware of the resources available for ReggieNet assistance

A large majority of respondents (70.7%) chose “yes” to awareness of resources available for ReggieNet assistance, concluding that LMS assistance resources are sufficiently provided.

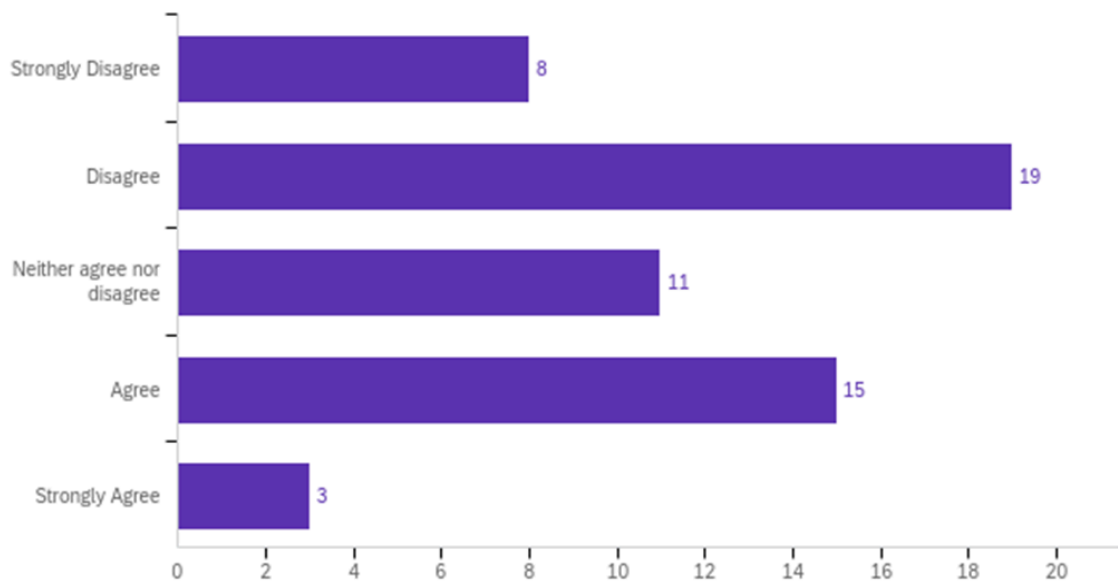


Figure 3: Functioning/operating ReggieNet properly is a concern to me

Most participants chose either “Strongly disagree” or “Disagree” when asked if they were concerned with how to function/operate Reggienet properly. Taking into account that 18 out of 56 respondents

“Agree” or “Strongly agree” to the prompt, operating/functioning ReggieNet properly is a popular topic of concern.

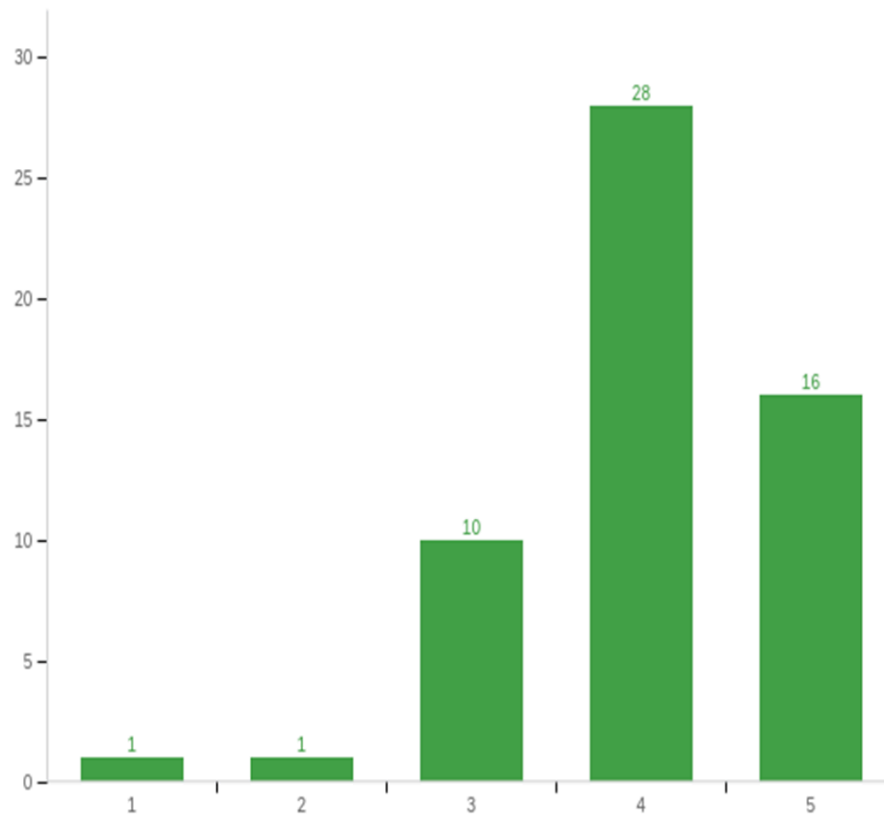


Figure 4: If you could rate your ReggieNet proficiency from 1 to 5, with 1 being not proficient and 5 being very proficient, what is your ReggieNet proficiency

Looking at this figure, it seems like most of the students rated their proficiency of ReggieNet at either a 4 or 5, and with some rating at 3. This is a good sign because having a large number of students not proficient can indicate major flaws about an LMS program.

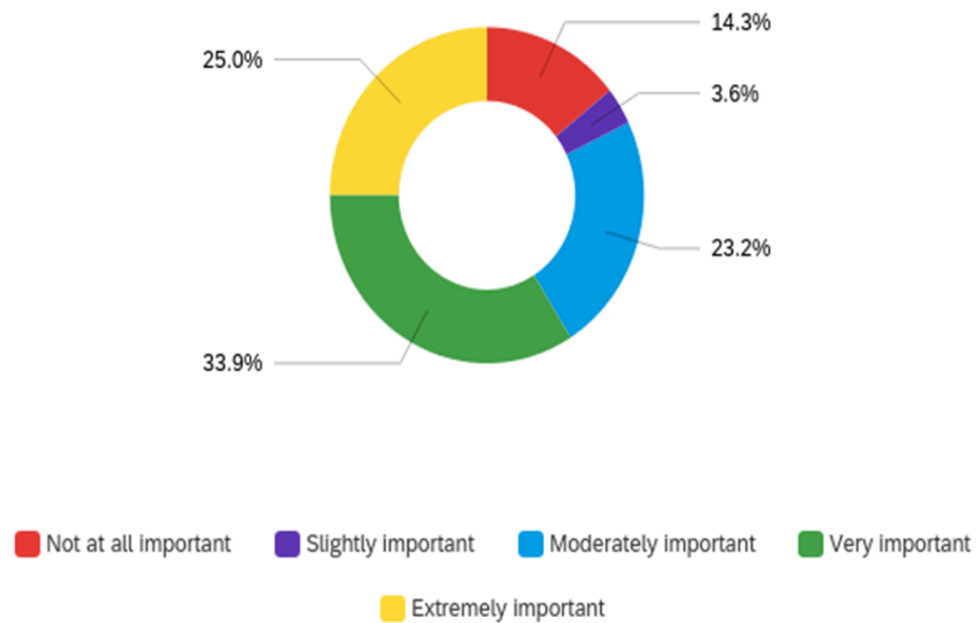


Figure 5: How important is the learning management system (LMS) (ReggieNet) to your academic success

In this figure, Most of the students seem to value the importance of ReggieNet to their academic system. About 23% of the students said that ReggieNet was “Very Important” to their success, and about 25% said it was “Extremely Important”. This shows how important having, improving, or building a learning management system is. Considering that students identified it as a large component for their academic success.

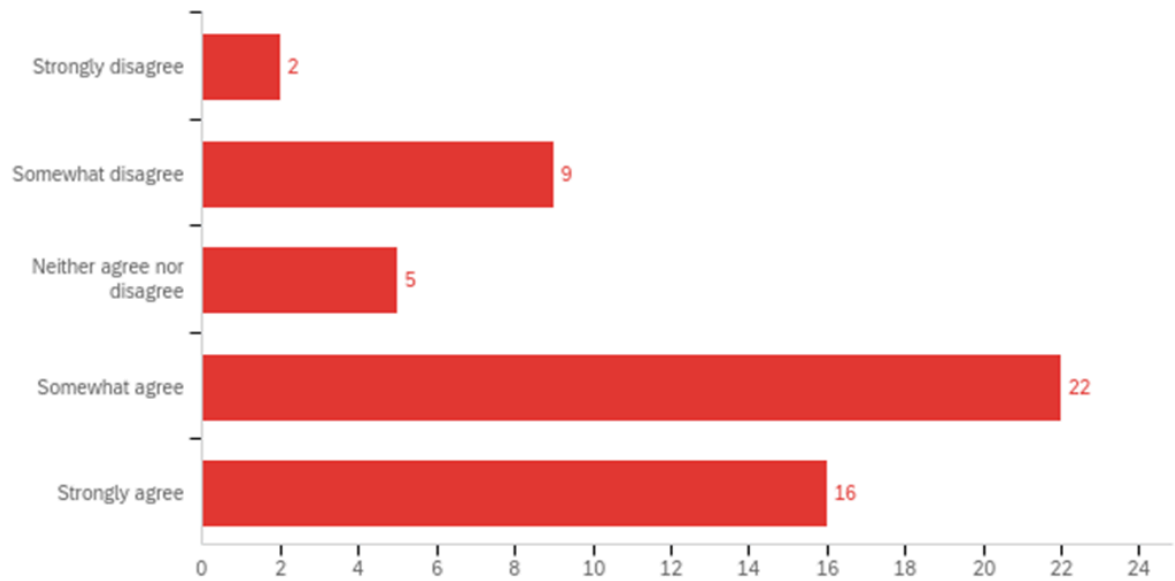


Figure 6: Does ReggieNet sufficiently support your educational experience

A large majority concluded they “Somewhat agree” or “Strongly agree” with the prompt. This indicates ReggieNet sufficiently supports student’s educational experience for a major portion of users.

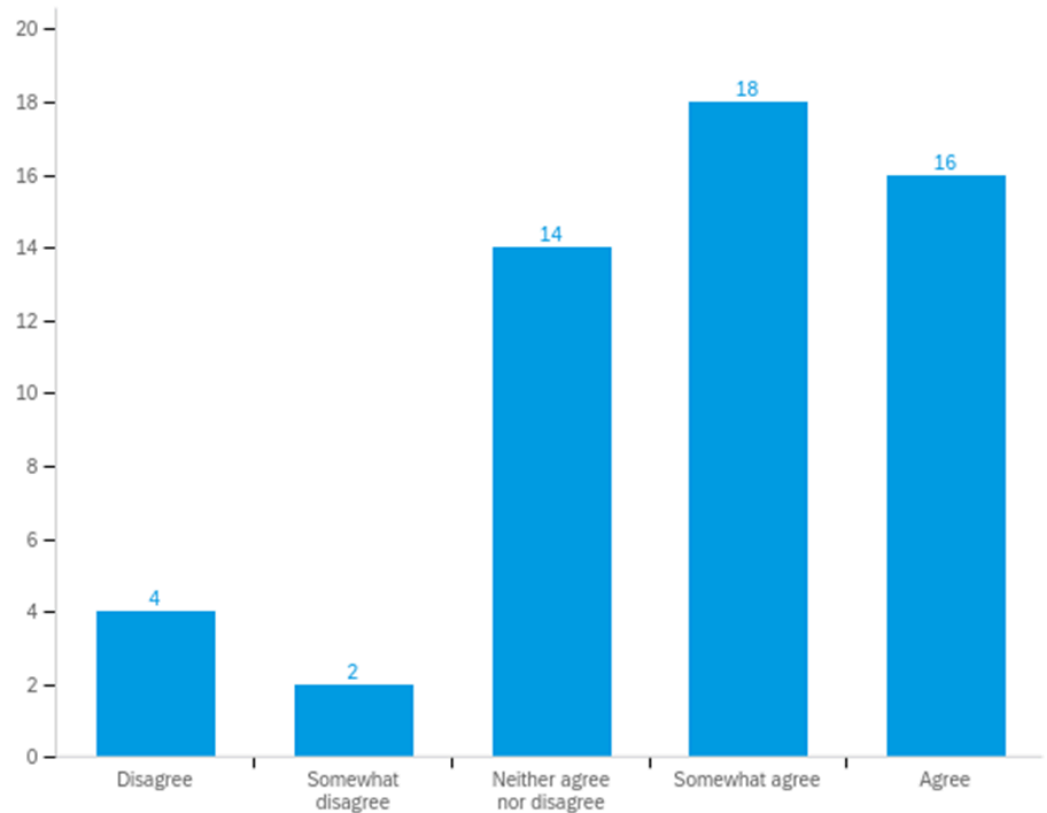


Figure 7: My intellectual health is directly influenced by the quality of the learning management system being used at ISU (ReggieNet)

For this figure, most of the students either “Agreed” or “Somewhat agreed” that the quality of the LMS directly influenced their intellectual health. This further proves how a LMS can impact many aspects of students' learning(intellectual health) and success.

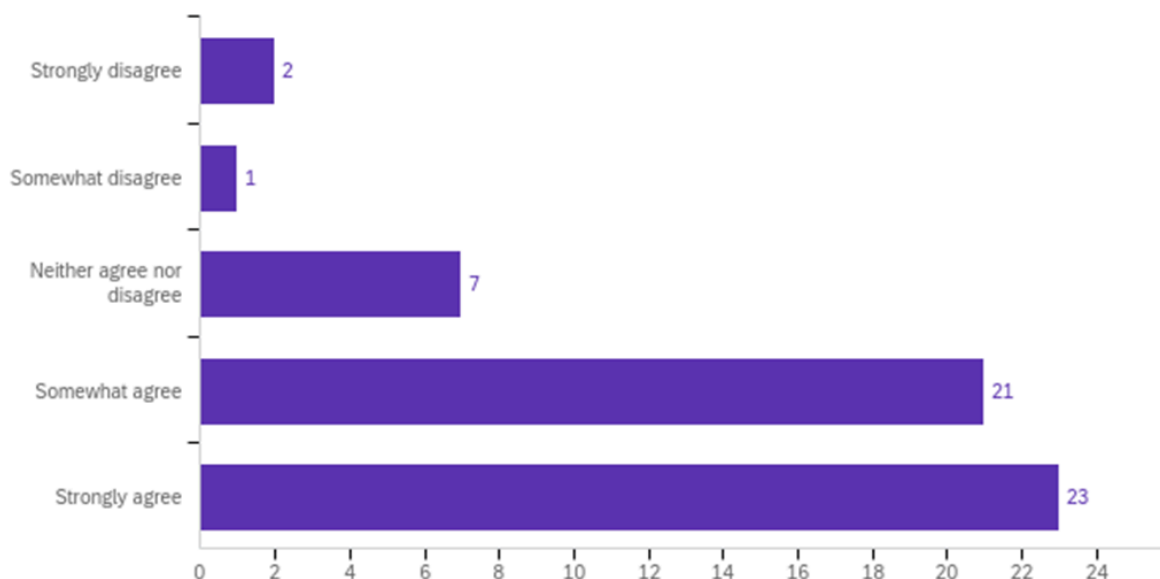


Figure 8: The different ways course pages are designed in my classes on ReggieNet impacts my learning positively

Course page design impacts student's learning experience in a positive way according to a high percentage of respondents, with only 3 respondents answering "Strongly disagree" or "Somewhat disagree" to the prompt.

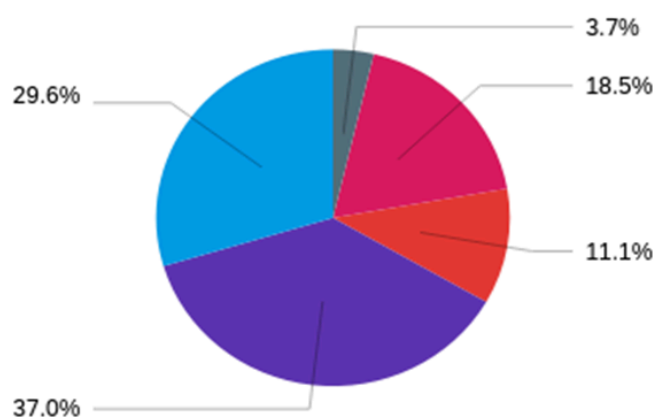




Figure 9: Course instructors are familiar with the operation and use of ReggieNet

Here, most students seem to agree that their instructors are familiar with the operation and use of ReggieNet, however the number of students who “Somewhat disagreed” to that is quite high (18.5%). Making sure that instructors have the right tools and know the best practices should be a priority.

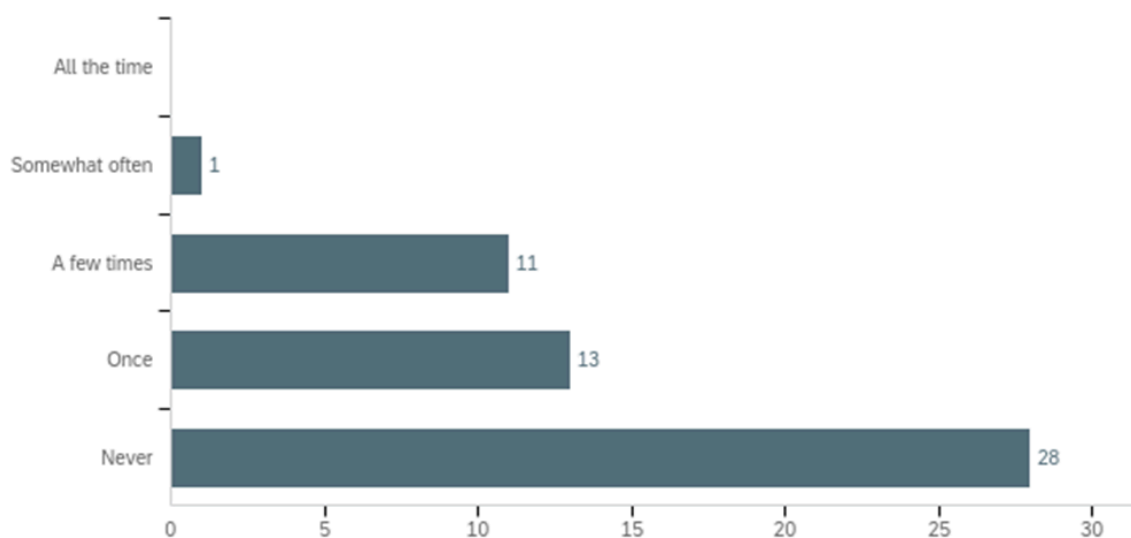


Figure 10: How often have you had to reach out to ITHelp for tech support while operating ReggieNet

A slight majority of respondents (28) have “Never” reached out to ITHelp for tech support while operating ReggieNet. However, the other respondents (25) have utilized ITHelp at least once.

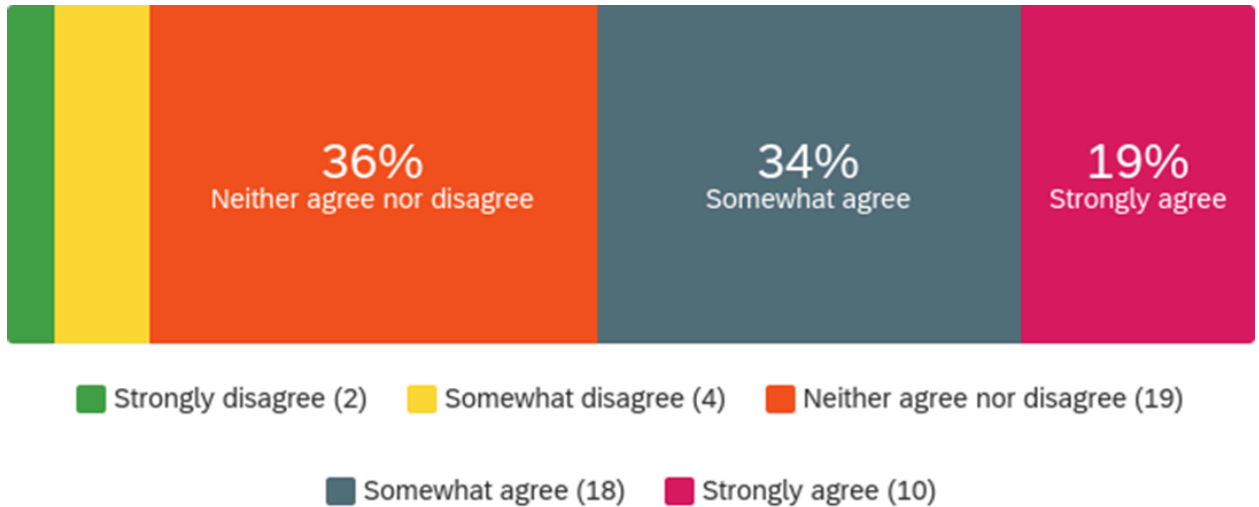


Figure 11: A step-by-step manual would make ReggieNet easier to navigate

A step-by-step manual would be beneficial for the ease of use of ReggieNet according to a majority of respondents that either answered “Somewhat agree” or “Strongly agree” to the prompt.

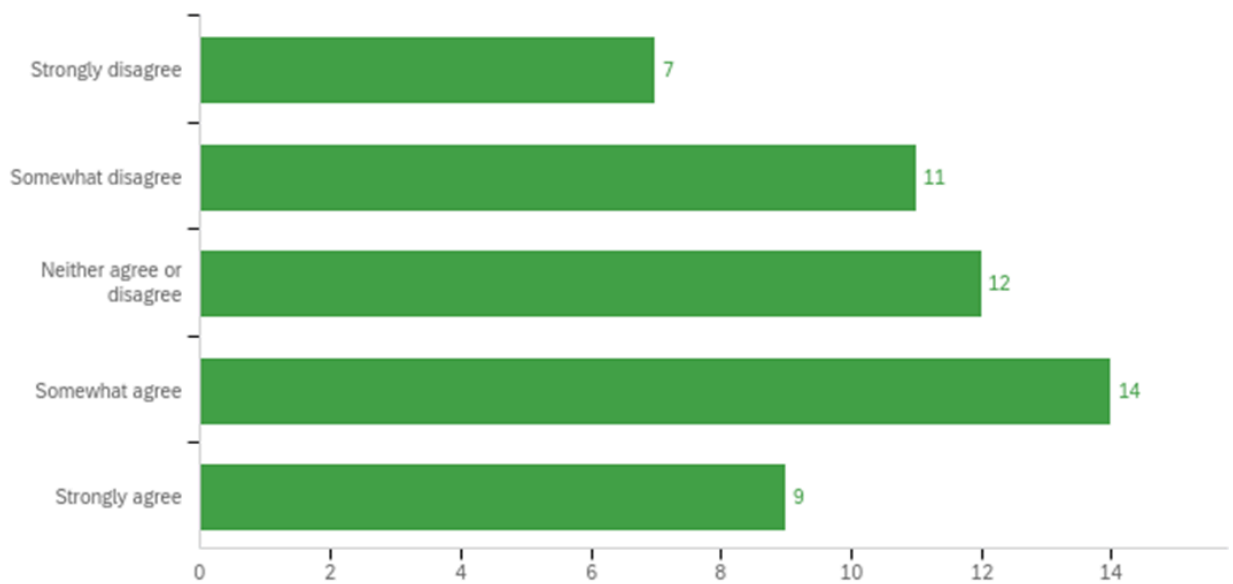


Figure 12: If a new Learning Management System (LMS) (ReggieNet) were to be implemented in the future, I would be ready to make the transition

In this figure, The students seem to be divided on their readiness of a possible switch to a new system.

This data could be used in the future when it is time to switch to a new system to help prepare students that are still not ready for a switch to make the change.

Survey Open-Ended Question Analysis: “What are your thoughts pertaining to ReggieNet?”

Total Responses: 39

Sentence Responses or Necessary Improvements	Word Responses or Things that shouldn't change
● I think reggienet is very helpful. It has course requirements and assignments. It can offer quizzes as well and communication with instructors ● Works very well. Some things can be tricky to find occasionally. ● I think it works great I've never had an issue aside from when a professor doesn't understand how to use it ● I like the website, but I think that it could be better. ● I think it is a good system, but there is always room for improvement ● Students AND professors alike have a hard time using it. It's very disorganized and not user friendly. Would be nice to be able to customize our tabs for our classes (ex: move the assignments tab up to be the first tab if we want). Would be nice if there was a page that clearly notified us of assignments that are due within the week and what times they are due at. ● It's a good way to organize for school but can be annoying at times ● I think it is a useful system that works pretty well and is easy to figure out. ● It was difficult at first but once you get the hang of it, it's pretty easy to navigate. ● I always found Reggie net easy to use	● Good ● I like it x 4 ● Janky ● Manageable ● Easy to use ● Its okay x 2 ● Easy to learn ● Switch to canvas x 2 ● Great system x 2 ● It's fine ● Organized x 2 ● Perfect ● Efficient

and user friendly. • I think it's confusing because every professor uses it differently and there's not a clear way to state where you should find your information • I really like RN I think it is convenient to have everything in one spot easy to access. • I think it works, but it could be improved so it doesn't crash randomly • I think it should be more mobile-friendly • I think there should be an app for reggienet with easier access then just the internet! • Needs a revamp to make things more accessible. Most professors I have use Teams • If would be best if all professors had their most pertinent info in the top of the tools tab (so all professors had the same tools at the top, and the tools they have different from other professors are below that, so there is continuity) • I love it! It's extremely user friendly and I like using it much more than blackboard, which I have had to use in the past for transfer courses at Waubonsee Community College. • It's great, and easy to work with but when it's down it can definitely induce stress	
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Library Whiteboard Content Analysis

Whiteboard Question #1: "What is ReggieNet's most useful feature?"

Out of the total of 32 responses, 6 were not recorded due to irrelevance to the survey

Positive responses 13	Negative responses 19
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• Favorites • Gradebook x 4 • Easy to find syllabus • Test and quizzes x2 • Discussions • Assignments reminders • Calendar • Grade averages x2	• Nothing x 6 • I hate it • It is a bad app x2 • The logout button x2 • Sometimes it doesn't load x2 • glitching • Discussion (when it deletes my entire post) • Frustration • Pure rage • The ability to lose work x2
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Most of the responses for this question were negative. For the participants who had negative responses, The main theme appears to be technical dissiculiaties. As for those who had positive responses, the main themes were the ease of use, and different perks that come with the app.

Whiteboard Question #2: “What makes ReggieNet great?”

Out of the total 37 responses, 11 were not recorded due to irrelevance to survey

Positive Responses (14)	Negative Responses (12)
• Gradebook x4 • Online capabilities x3 • Unique to ISU x2 • Easy to navigate x2 • Checklist feature x2 • Calendar with all class assignments • It isn't Blackboard or Schoology • Tech support is great (for a professor), but definitely necessary • Organization	• It's not x5 • Nothing x4 • Canvas is better • Anything is better • Blackboard is better

A slight majority of the responses referred to positive features such as online tools and capabilities, as well as ease of use. Negative responses recorded cited other learning management systems as being superior, while the remaining negative responses concluded that nothing was “great” about ReggieNet.

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VIII. Appendix

HSC 396 LMS Survey

Consent Question: You are being asked to participate in a research study conducted by William Thwaites, Donovan Hammer, and Radi Diamonika (Students) and Alicia Wodika, Ph.D., CHES from the Department of Health Sciences at Illinois State University. The purpose of this study is to gather information regarding the impact ReggieNet has on students' educational performance and intellectual health.

Why are you being asked?

You have been asked to participate because you are 18 years or older and a current student at Illinois State University. Your participation in this study is voluntary. You will not be penalized if you choose to skip parts of the study, not participate, or withdraw from the study at any time.

You are ineligible to participate if you are currently within the European Economic Area

What will you do?

If you choose to participate in this study, you will be presented a series of survey questions to complete. In total, your involvement in this study will last approximately 5-10 minutes.

Are any risks expected?

We do not anticipate any risks beyond those that would occur in everyday life. Your responses will be anonymous; nothing that will identify you will be linked to your responses.

Will your information be protected?

Your responses will be anonymous; nothing that will identify you will be linked to your responses. The findings from this study may be presented in the Health Sciences Department and presented to the Center for Teaching, Learning, and Technology at Illinois State University.

Will you receive anything for participating?

There are no incentives for participating in this study.

Who will benefit from this study?

This study will allow students at ISU the opportunity to share thoughts of ISU's ReggieNet, which will ultimately help the university make improvements and changes that benefit students.

Whom do you contact if you have any questions?

If you have any questions about the research or wish to withdraw from the study, contact William Thwaites (wbthwai@ilstu.edu), Donovan Hammer (dhammel@ilstu.edu), Radi Diamonika (rddiamo@ilstu.edu), or Alicia Wodika (abwodik@ilstu.edu)(309) 438-5957.

If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

- ☐ I consent to participating in this study.
- ☐ I do not consent to participating in this study.

Q1 Utilizing/operating ReggieNet is relatively easy for first-time users.

- ☐ Strongly agree

- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

Q2 Are you aware of the resources available for ReggieNet assistance?

- ☐ No
- ☐ Yes

Q3 Functioning/operating ReggieNet properly is a concern to me.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly Disagree

Q4 If you could rate your ReggieNet proficiency from 1 to 5, with 1 being not proficient and 5 being very proficient, what is your ReggieNet proficiency?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

☐ 5

Q5 How important is the learning management system (LMS) (ReggieNet) to your academic success?

☐ Not at all important

☐ Slightly important

☐ Moderately important

☐ Very important

☐ Extremely important

Q6 Does ReggieNet sufficiently support your educational experience?

☐ Strongly agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Strongly disagree

Q7 My intellectual health is directly influenced by the quality of the learning management system being used at ISU (ReggieNet)

☐ Agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Disagree

Q8 The different ways course pages are designed in my classes on ReggieNet impacts my learning positively.

☐ Strongly agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Strongly disagree

Q9 Course instructors are familiar with the operation and use of ReggieNet.

☐ Strongly agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Strongly disagree

Q10 How often have you had to reach out to ITHelp for tech support while operating ReggieNet?

☐ All the time

☐ Somewhat often

☐ A few times

☐ Once

☐ Never

Q11 A step-by-step manual would make ReggieNet easier to navigate.

☐ Strongly agree

☐ Somewhat agree

☐ Neither agree nor disagree

☐ Somewhat disagree

☐ Strongly disagree

Q12 If a new Learning Management System (LMS) (ReggieNet) system were to be implemented in the future, I would be ready to make the transition.

☐ Strongly agree

☐ Somewhat agree

☐ Neither agree or disagree

☐ Somewhat disagree

☐ Strongly disagree

Q13 What is your current year in school?

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior(+)

☐ Graduate Student

Q14 Which of the following would best describe you?

☐ Part-Time student

☐ Full-Time Student

☐ Transfer Student

☐ Part-Time/Transfer Student

☐ Full-Time/Transfer Student

Q15 What are your thoughts pertaining to ReggieNet? _____