Digital Curriculum Initiative
Fall 2025 Faculty Survey Results

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Survey Intent

The purpose of the DCI Faculty Fall 2025 survey is to evaluate whether the Digital Course Innovation (DCI) initiative achieved its original objectives by gathering feedback from participants on their project progression, the overall impact of the initiative on their courses, and their experiences with the program.

This assessment focuses on key goals of DCI, including promoting student success, fostering innovation in pedagogy and technology use, encouraging team development, enabling the sharing of courses and components, and supporting curriculum development through the creation of course materials.
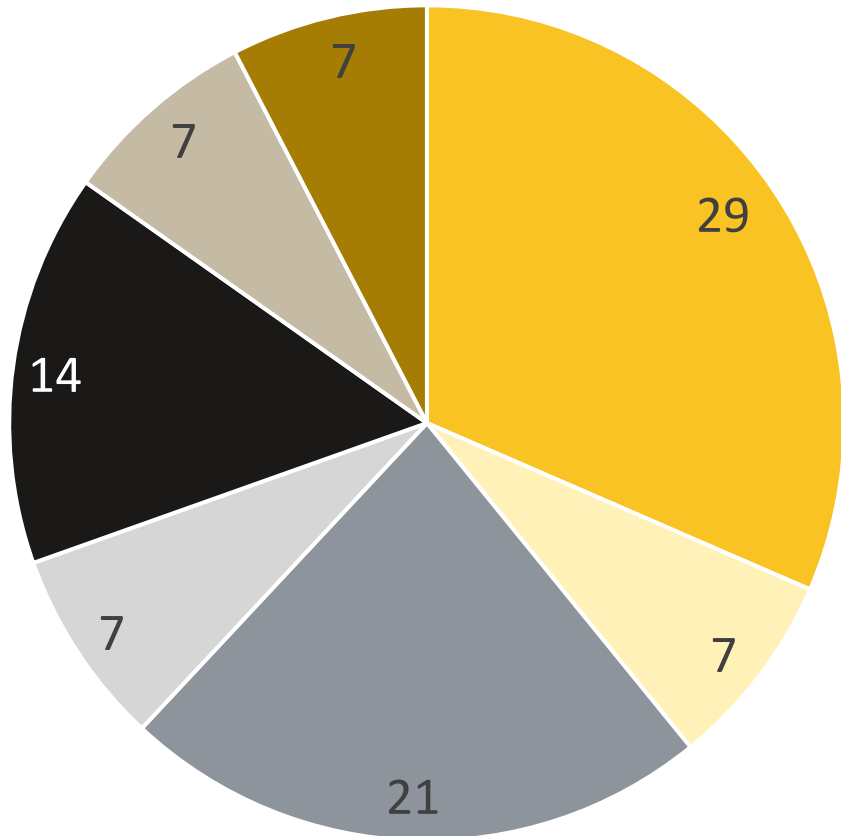
Demographics

- The survey was sent out to 22 faculty members who participated in the DCI project.

  - Our survey was completed by 14 faculty members

- Teams and their project details: DCI 2023-2024: Team Projects

Teams Represented ($n = 14$)
% Shown

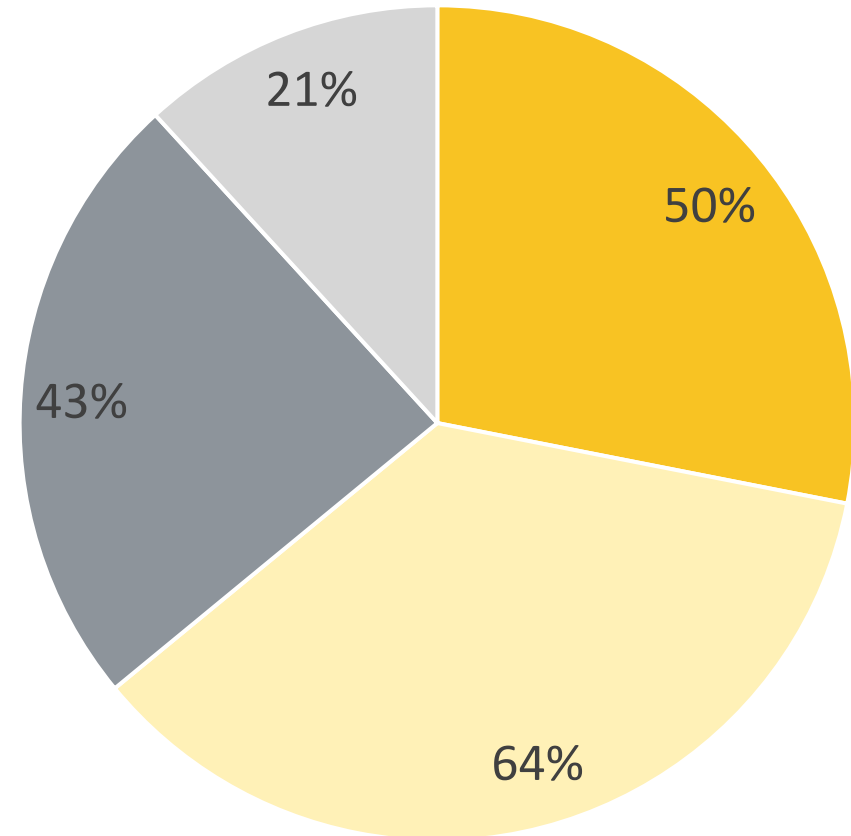Legend: Team 1, Team 3, Team 4, Team 5, Team 6, Team 7
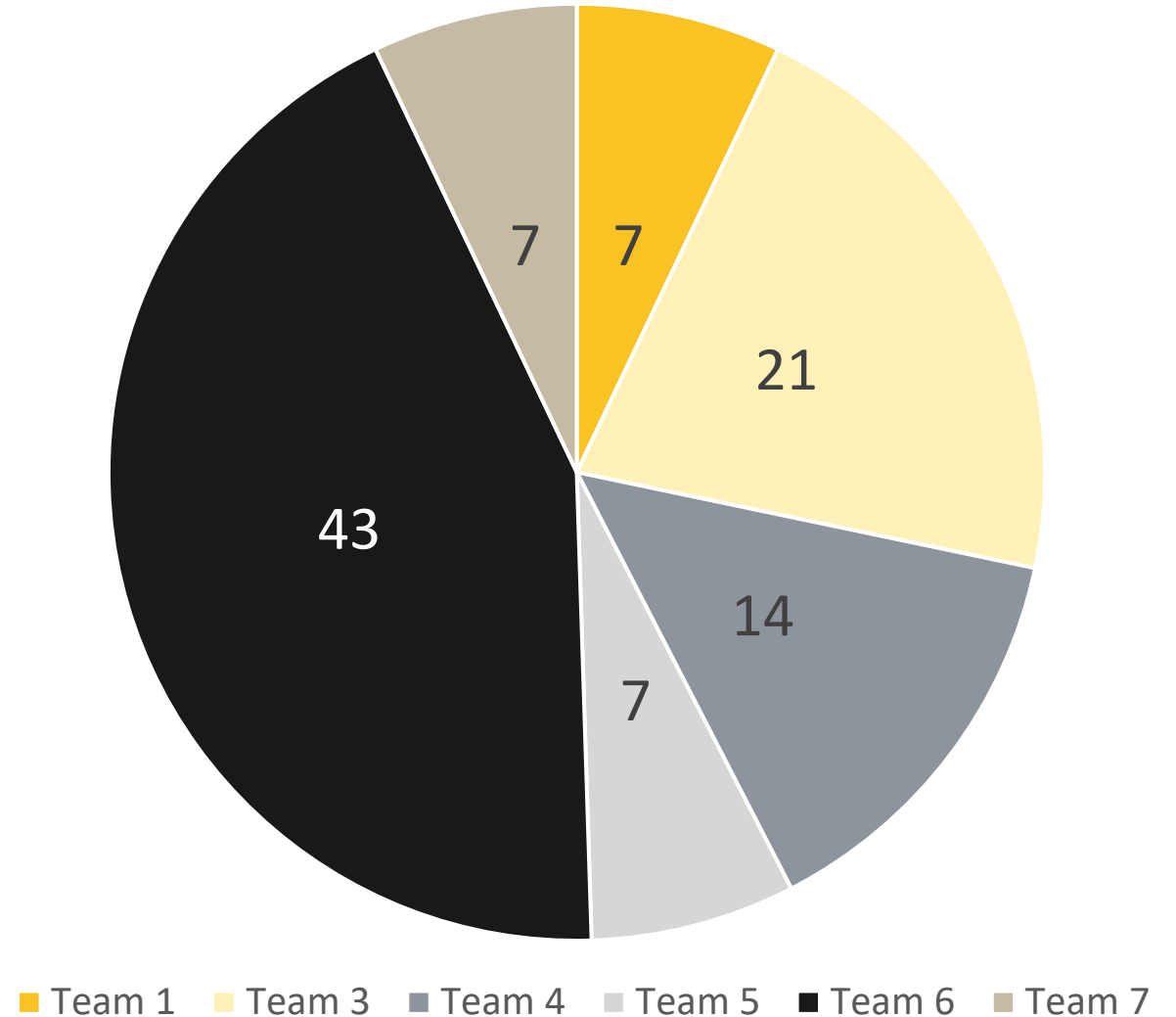
Note: Team 2 was not represented in the survey data.

% Final DCI Project Completed
(*n* = 13)

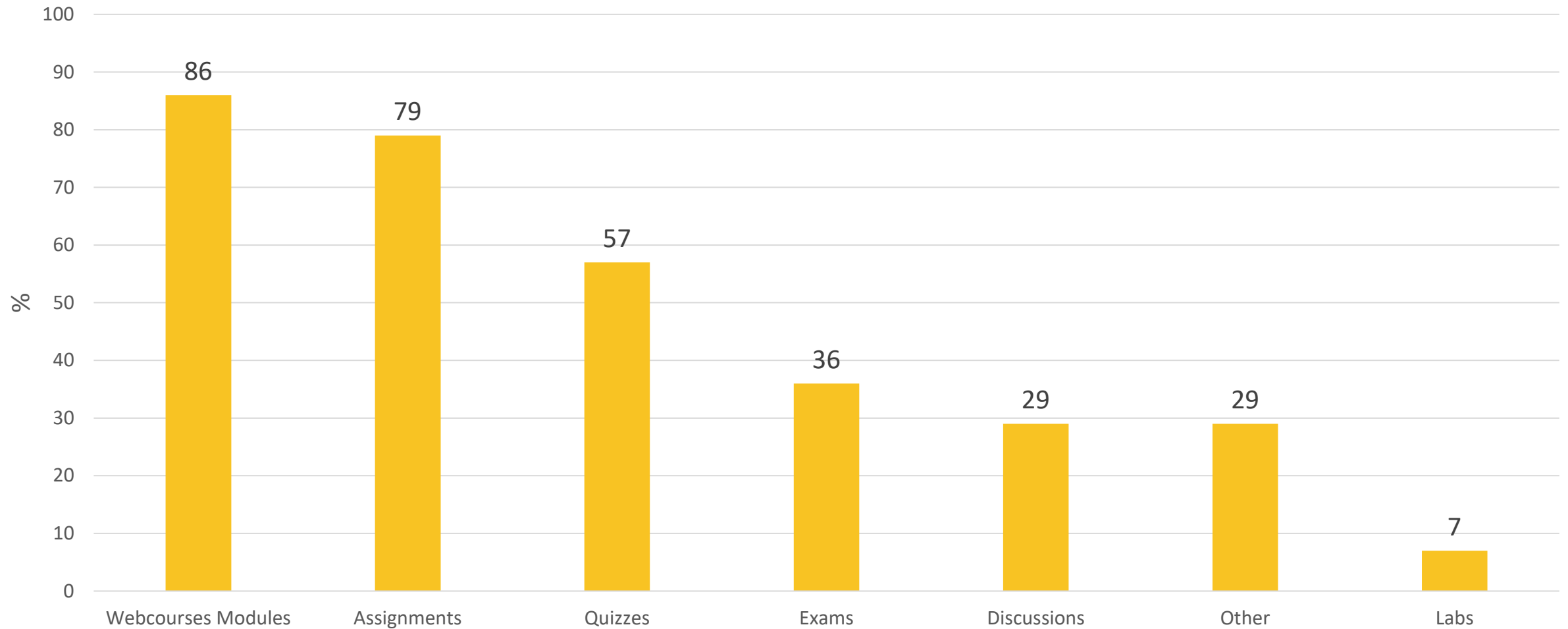100% ■ 95% ■ 90% ■ 85% ■ 80% ■ 75% ■ 50%

Semester DCI is included
[select all that apply] (*n* = 14)

■ F25 ■ Sp26 ■ Sum26 ■ I am not sure

What course components did you change/enhance for DCI [Select all that apply] ($n = 14$)
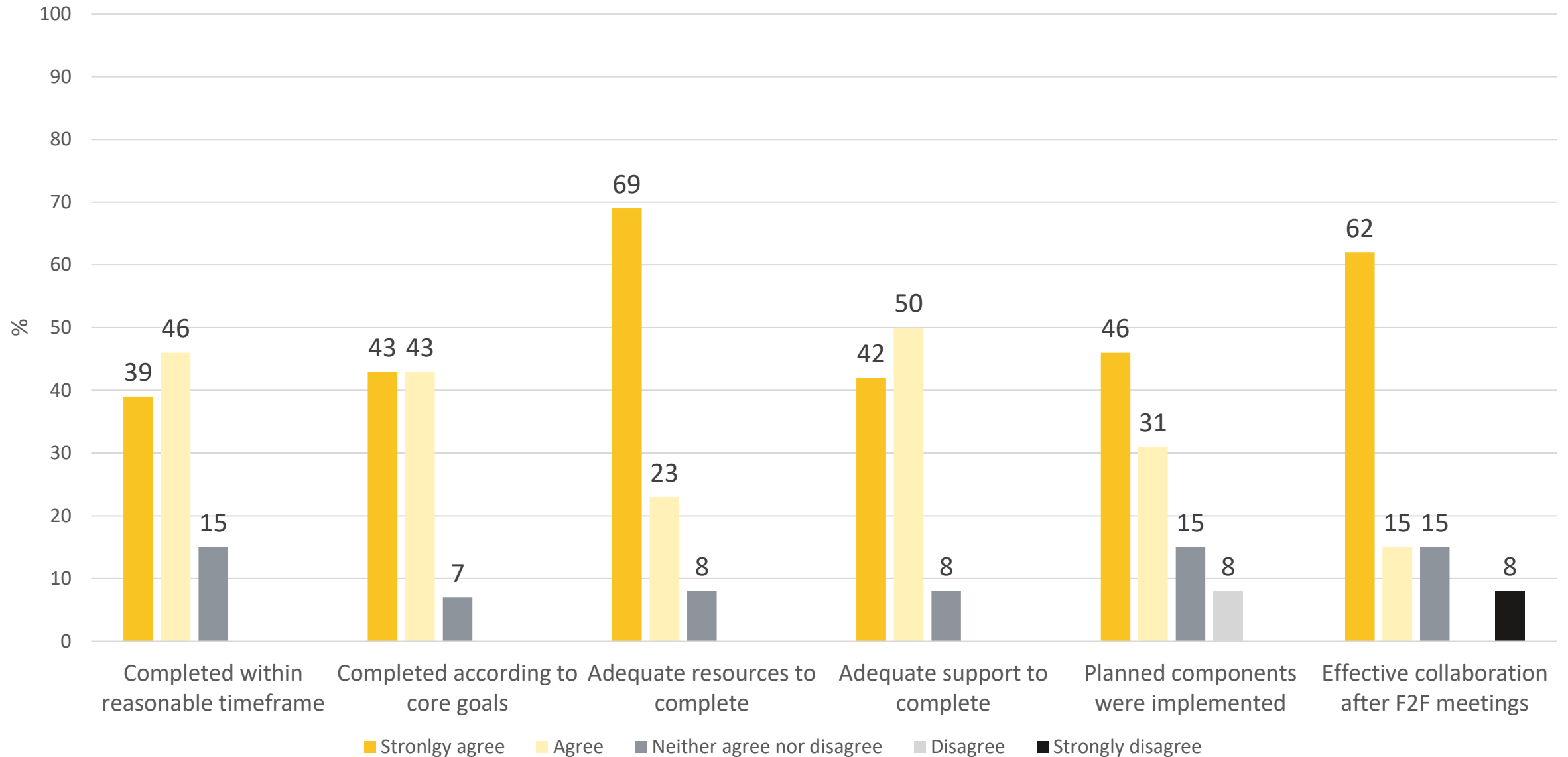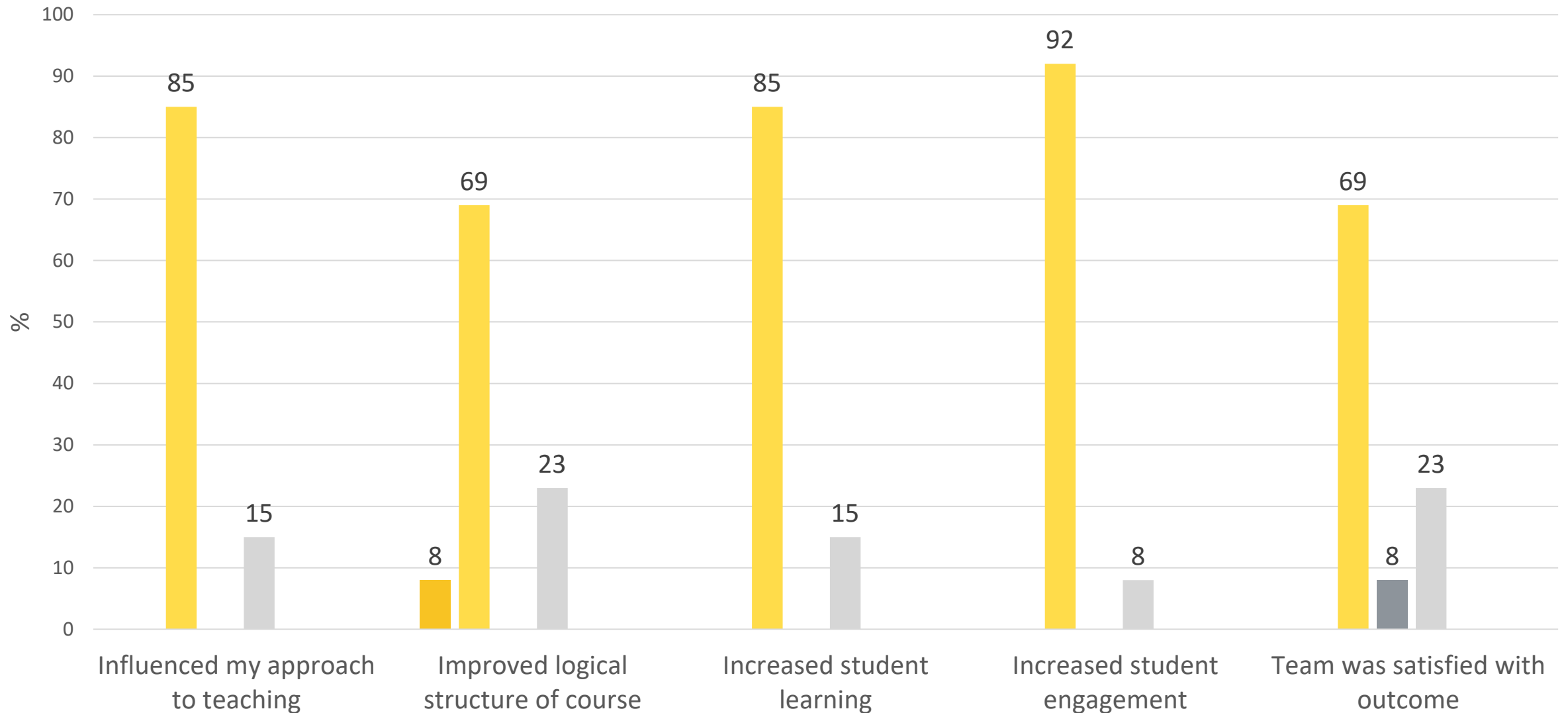
Course Components

Bar chart values:
- Webcourses Modules: 86
- Assignments: 79
- Quizzes: 57
- Exams: 36
- Discussions: 29
- Other: 29
- Labs: 7

Y-axis: % (0 to 100)

Other:
- Panopto videos
- Materia widgets
- Pressbook open resources

Level of agreement about DCI Project

Legend: Strongly agree · Agree · Neither agree nor disagree · Disagree · Strongly disagree

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Completed within reasonable timeframe	39	46	15		
Completed according to core goals	43	43	7		
Adequate resources to complete	69	23	8		
Adequate support to complete	42	50	8		
Planned components were implemented	46	31	15	8	
Effective collaboration after F2F meetings	62	15	15		8

Please let us know your level of agreement regarding your DCI project

University of Central Florida

Not applicable Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Evaluating Impact of DCI project

Evaluate or conduct research on impact of DCI project
(*n* = 13)

- 69% — Yes
- 15% — Not yet, but have plans to
- 15% — No

■ Yes   ■ Not yet, but have plans to   ■ No
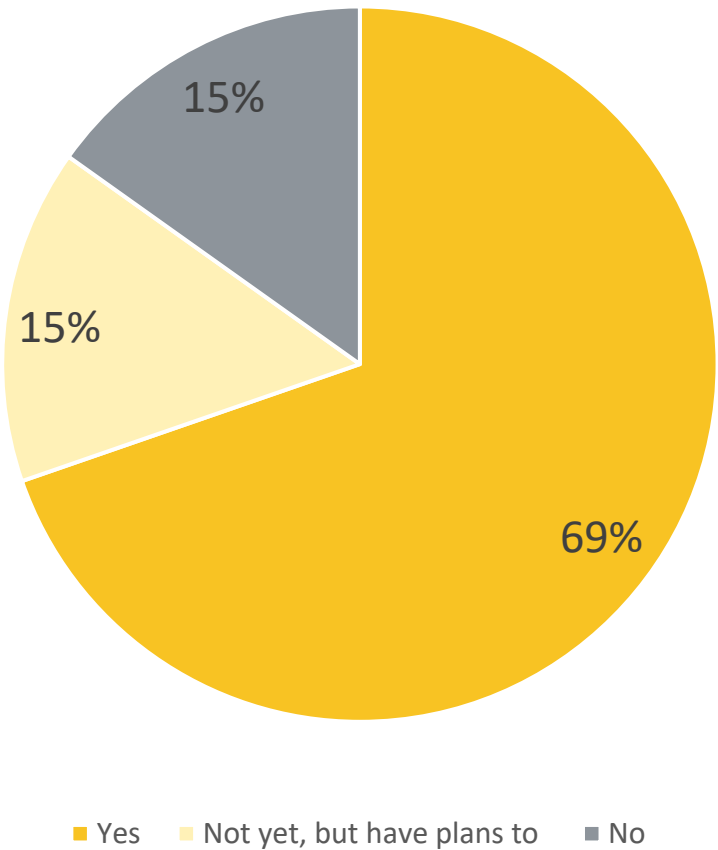
What will you evaluate? [Select all that apply]

Category	Percent
Student engagement	64%
Student learning outcomes	43%
Changes in teaching practices	43%
Feedback and satisfaction	36%
Not evaluated the project	14%
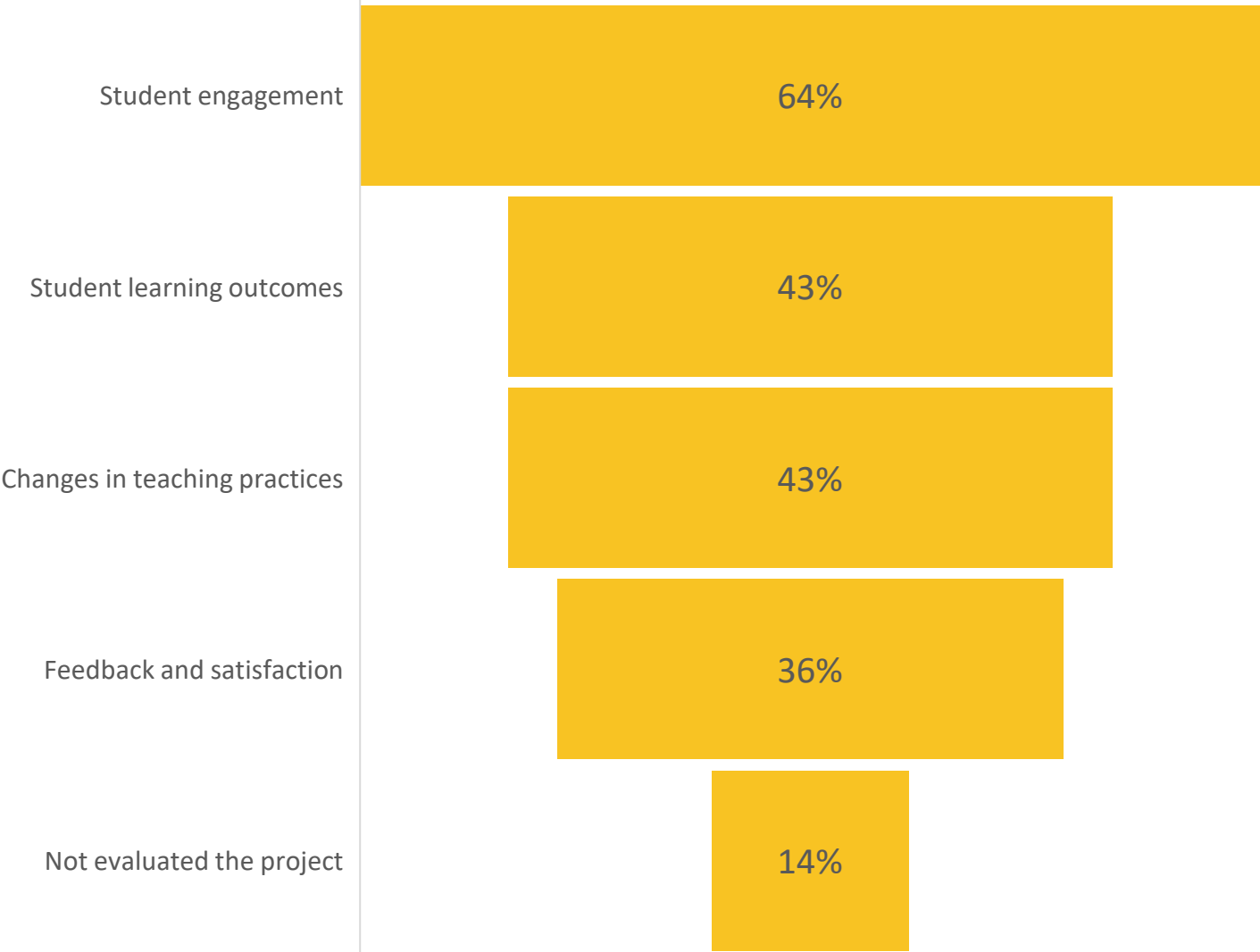
Additional information on the impact of your DCI project on teaching and learning.

- Multiple teams report that there will need to be continued AI support for integration in teaching

- Multiple teams report that there needs to be improved HIP practices, specifically towards online courses to help with student understanding and engagement.

  - One team who is focusing on HIP courses are surveying to understand student insights, specifically student barriers to develop faculty initiatives that is built on student data.

- One team strives to produce their finished content and implement it beyond their own faculty team to share their resources with others.

- While teams are working on continued impact, one team has already won an award for excellence from their DCI project.

Shared your DCI project materials with others for them to adopt or adapt in their own courses ($n = 10$)

- Yes
- No
- Not Yet

50%
40%
10%
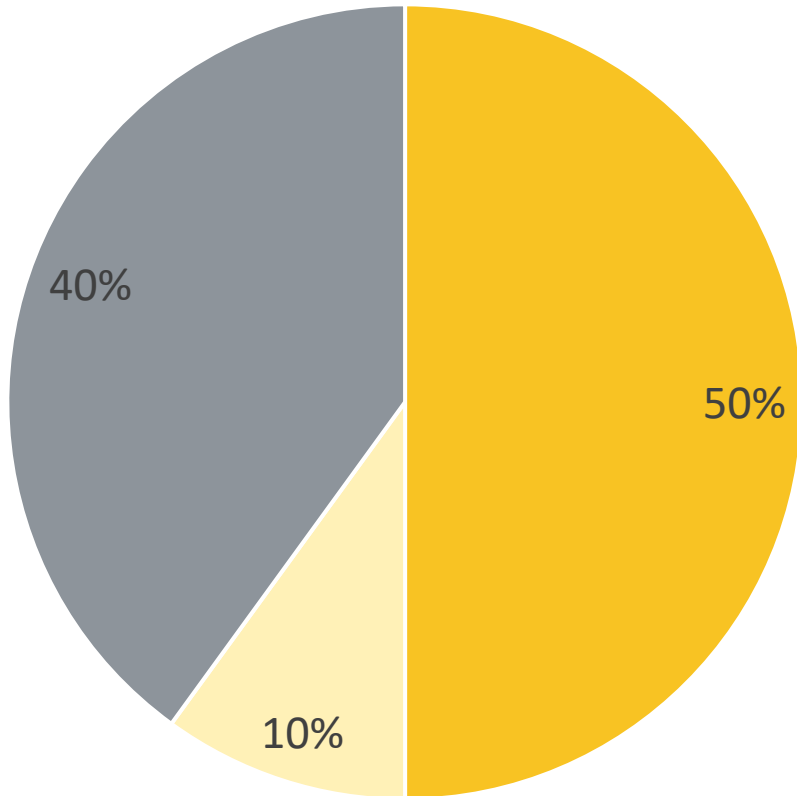
Project components likely to be used long-term ($n = 12$)

- Strongly agree
- Agree

50%
50%
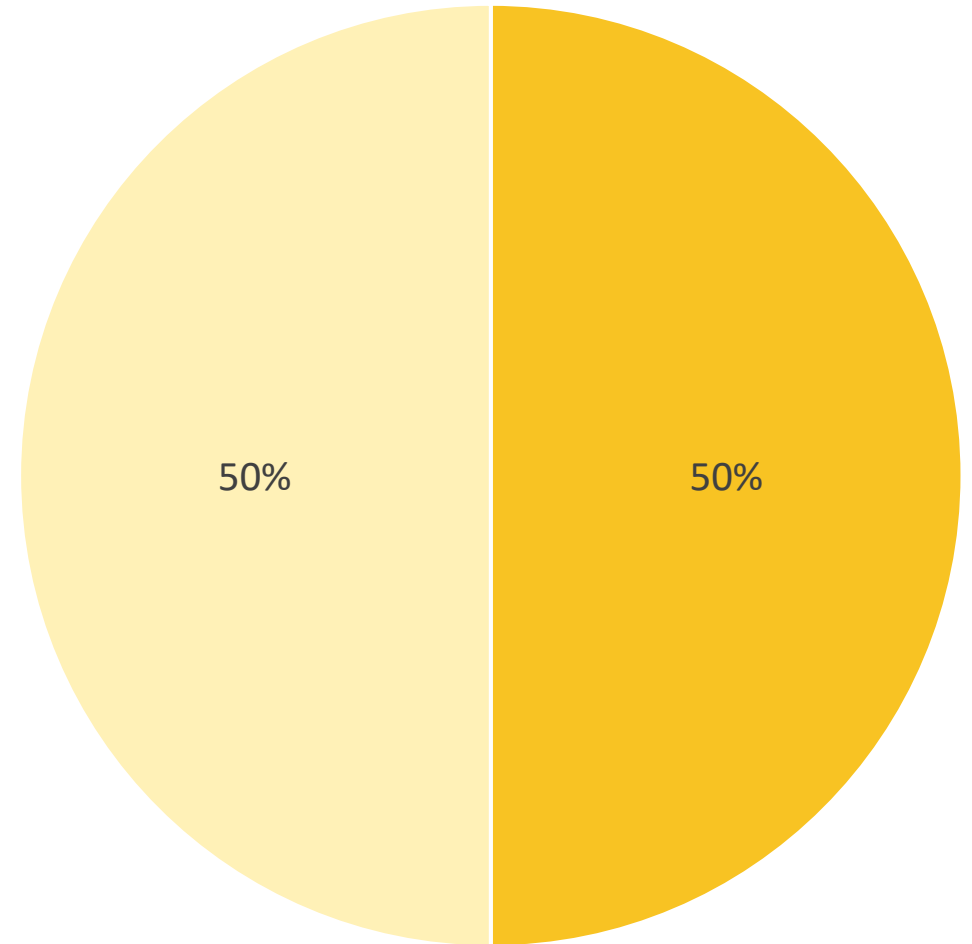
How does your project benefit faculty? (*n* = 11)

student_outcomes

saves_time

Access_information
Sustainability

teaching_effectiveness

Professional_development

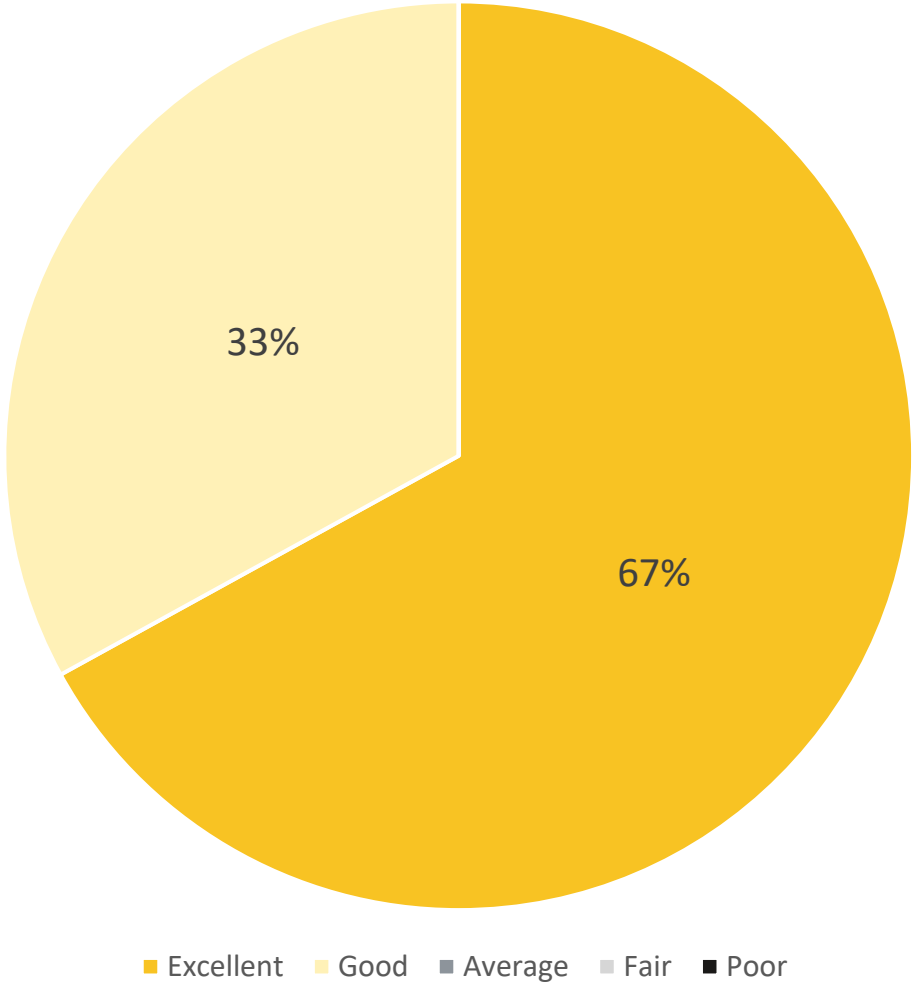Innovation

overall N = 11	
Teaching effectiveness	n = 7
Saves time	n = 6
Professional development	n = 3
Student outcomes	n = 2
Access information	n = 1
Sustainability	n = 1
Innovation	n = 1

Scalability of DCI Project

Bar chart showing percentage responses across four categories:

Project's innovation could be replicated
- Strongly agree: 75
- Agree: 17
- Strongly disagree: 8

Materials and methods can be easily adopted
- Strongly agree: 58
- Agree: 25
- Neither agree nor disagree: 8
- Strongly disagree: 8

Established processes for maintaining quality
- Strongly agree: 25
- Agree: 33
- Neither agree nor disagree: 25
- Disagree: 8
- Strongly disagree: 8

Plans for ongoing improvement/updates
- Not applicable: 8
- Strongly agree: 33
- Agree: 42
- Neither agree nor disagree: 17

Legend: ■ Not applicable ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

How would you rate your DCI project accomplishments (n = 12)

33%

67%

33

■ Excellent ■ Good ■ Average ■ Fair ■ Poor

Likeliness that project would been completed without DCI? (*n* = 12)
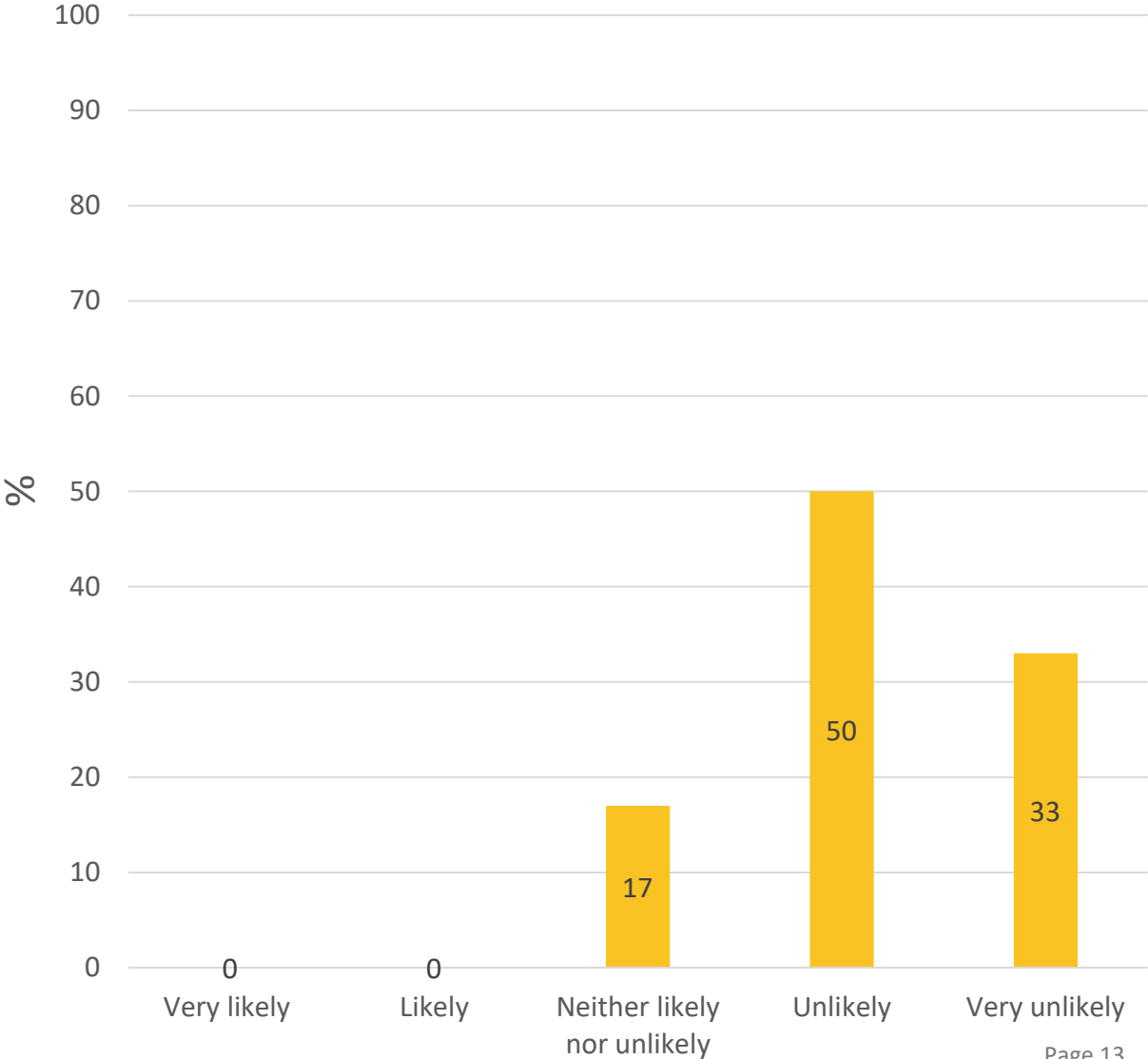
How did you utilize your DCI funds? (n = 11)

[Respondents may have included course assistance funds as well as their DCI completion payout.]

- Conferences (n = 6)

- Hiring employee funds (n = 5)

- AI training/resources (n = 3)

- Course development (n = 3)

- Software/technology (n = 3)

- Please share anything we might have missed that you would like to share with us regarding your DCI project and how we can improve these initiatives in the future. (*n* = 5)

  - All faculty involved must be present and not on professional development leave for a semester of the work, especially the first semester of the project.

  - I would be careful not to let groups get too big--five was too many. Make sure there is a designated point person or leader to hold others accountable; insist on memorandums of progress made and better communication within the groups. I also would not let someone work on more than one project. Being in two groups splits time, energy, and attention to the work, especially as faculty are teaching, conducting other research, and doing service. I know some people won't like this, but no one can do this much work successfully.

  - It was a good experience. Having DCI funds encouraged us to improve PAL content and introduce RS mode instruction for PHY2053 and PHY2054.

  - Make some team work individually identifiable

  - Project needed funding for at least two years
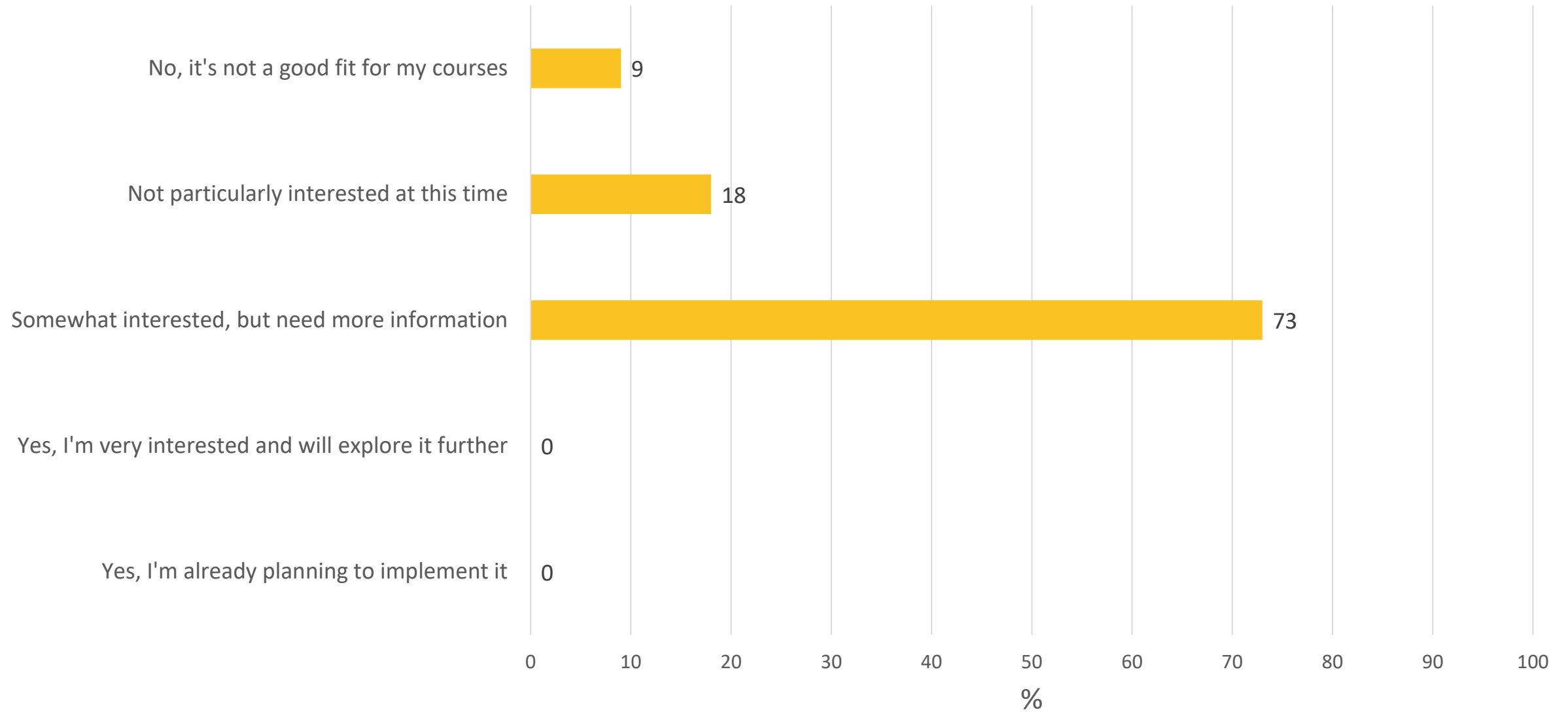
MICRO-CREDENTIALS

How did the micro-credentialing/ badges offered through the DCI Initiative support your project and professional development? (*n* = 6)

- Helps, but they don't hold any weight outside of teaching for me. Helps with evaluations too.

- Honestly, I think it's great, but I never look at them.

- I did not know that there existed micro-credentialing or that they could be used as proof of professional development.

- I need more information about micro-credentialing process

- It didn't – but I love the enthusiasm so don't stop!
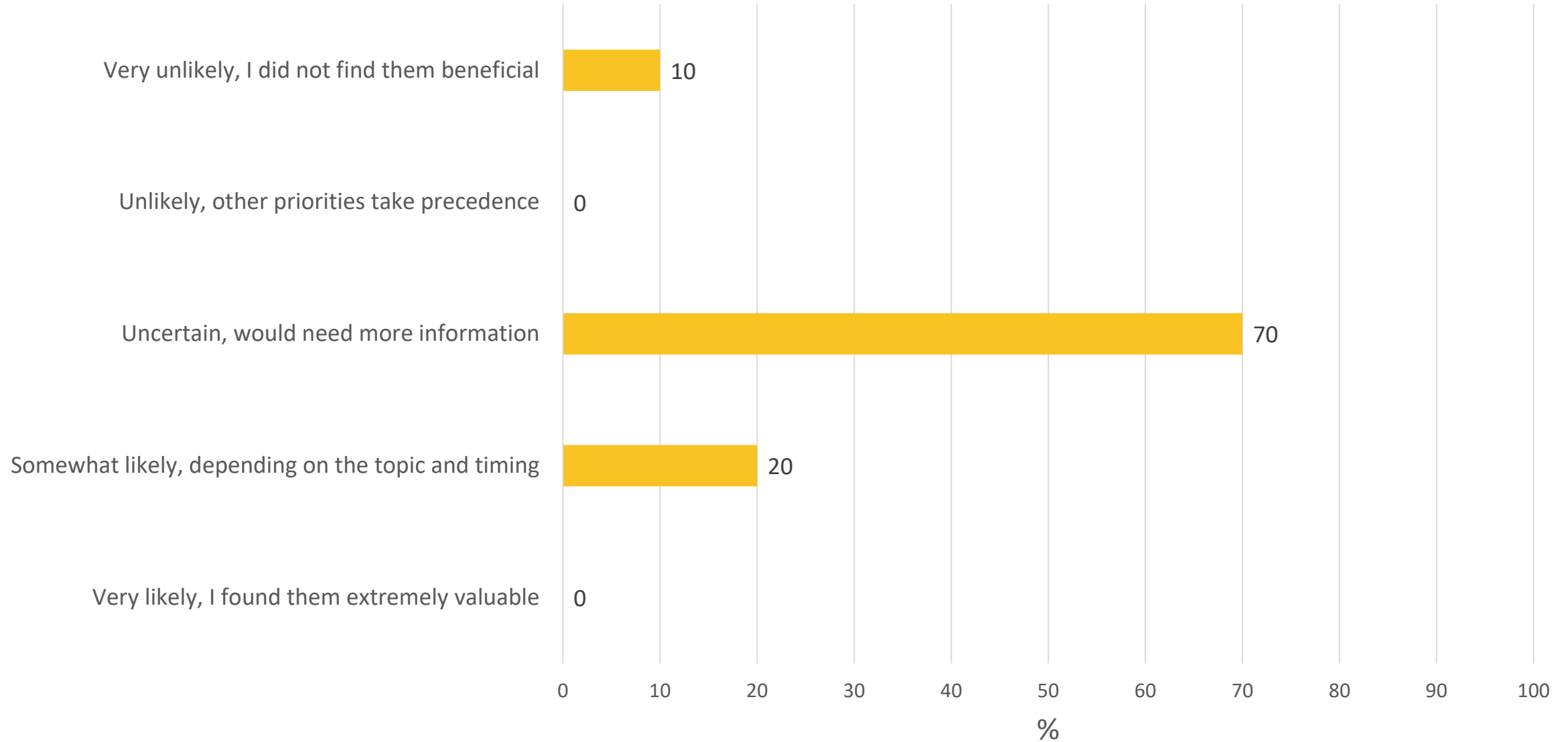
- It helped my evaluation

What aspects of the micro-credentialing process could be improved to better align with your professional development needs and project goals? (*n*= 6)

- Go crazy in design!

- I need more information about micro-credentialing process

- I think we use badger? Again, apologies, but it was never on my radar to look at them. Is it hosted by UCF? I wish the badges were accessible via webpages that faculty frequently visit.

- If we got recognized for obtaining them. Like an awards ceremony for faculty who take extra time for professional development.

- There is no incentive to pursue the micro-credentialing so I simply did not pursue any badges

- They don't do much outside of evaluations.

Influenced to build micro-credentialing into own course (n =11)

Likely to pursue badges in future (n = 10)

Response	%
Very unlikely, I did not find them beneficial	10
Unlikely, other priorities take precedence	0
Uncertain, would need more information	70
Somewhat likely, depending on the topic and timing	20
Very likely, I found them extremely valuable	0

%

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