Question #1: To what extent is the posting of midterm grades beneficial to students?

- Midterm grades are rather broad indicators of student performance. My midterm grades are often little more than an indication of the direction the student is headed in, rather than an accurate assessment of their performance. Too little information is available before midterm to make a precise enough assessment for meaningful student use.
- They already have the information on I-learn.
- Students already get their grades anytime on I-learn.
- They don't bother to keep with their I-learn grades get a wake-up call.
- With I-Learn they can know their grade at any time.
- Midterm grades often do not include the "big ticket items" which are due in the second half of the semester.
- Their grades are continually made available online.
- By midterms, I rarely have enough data to give students an effective idea of how they are doing.
- Given I-Learn and other ways to post grades, students always know their grade at any time during the semester.
- Beneficial for struggling students. However, the grades are only a snapshot in time and not a great predictor of their final grade because final exams, and semester projects are typically due at the end of the semester and have significant weight in the overall grade.
- Because of I-Learn, they already know where they stand. It is beneficial if they do not know where they stand. As a teacher, I keep student scores current in I-Learn. Therefore, posting of mid-term grades is of no additional value, but does take time.
- Serves as a warning shot across the proverbial bow.
- I'm not sure if they check them, but I'm glad I have a chance to give some official feedback.
- I would guess that about half of my students never even look at their midterm grade. Granted, this is based solely on anecdotal evidence.
- Students have access to their grades on I-learn at anytime.
- I think that it helps students know how they may need to adjust their workload/preparation in the class.
- Many students appreciate knowing where they stand grade wise.
- My students have a running grade total in I-Learn Grade Book, so midterm grades are not necessary. In fact, they are distracting because the cause the students to put excessive focus on grades rather than learning.
- I record all of my grades on I-learn, so the information is available to the students whether midterm grades are posted or not.
- Waste of time for faculty (especially those using Grade Center on I-Learn) and not beneficial for most students. Only valuable to students who are earning grades below a C.
- I use the grade center. They can at any time know what they current grade in the class is.
- They have only turned in two graded papers. I think it is a wake up call to some because they have missed assignments, but it can also give false assurances.
- My students always know what their grades are because of I-learn.
- Many have grades on I-learn, already know where they stand.
- Only beneficial to students who are clueless to the fact that they are failing.
- The students would know better. However, my impression is that it may lead some to check out their grades for the first time, even though they've been posted on I-Learn all along.
- They can see their grades on I-Learn whenever they want to with my classes.
- Gives them information about standing in class if not given information before.
- It gives everyone a chance to make sure the records are straight, the grading is getting done, and all the requirements for the course (to that point) have been met. Also, it happens distressingly often that a student doesn't know they're enrolled in a particular course. An F or a UW at mid-term helps students resolve such problems.
- If accurate grades are posted, it is quite beneficial and can motivate students to work harder.
• only beneficial for students who need a strong warning they can already see their scores in I-learn grade center
• If they are true grades. Students tell me some faculty just give all C's or some all A's and do not really give an indication of the status of the student's grade.
• It is especially useful for those who at risk
• These mid-term grades are misleading.
• But, not in my class since I post the letter grades and update them as each new assignment is graded.
• It allows a "wake-up call," a chance to see how they are doing, it forces those teachers that don't typically update students to update them, and is a good "practice run" for students to have some semi-official but not permanent feedback before final grades.
• If using I-Learn they know their grade throughout the semester.
• Grades are posted during the entire semester
• Especially if students have not received much feedback about their performance.
• Although I make grades available throughout the semester, there is something about the process that brings students to a realization of where they stand.
• depends on if there is a mechanism for students to be aware of their progress and grades
• Low mid-term grades can motivate weak students to do more, but high mid-term grades can give students a license to slack off. I don't want them to think they have their "calling and election made sure".
• Students are already able to see their grades, so they know where they are at.
• My students always have access to their score totals.
• I grade on a point system so they my students do not have enough points even to get a grade. So I have to come up with an arbitrary grade that does not reflect how they are doing.
• The concept is out-dated. Now students can follow their grade on I-Learn and know exactly what their point total is. They don't need discloser from a "hidden" hand entered paper grade book.
• if the student makes an effort to review with faculty their concerns, and visa versa.
• Students can check their grades at any time on Ilearn, so why am I reporting mid-term grades? What's worse, delivering mid-term grades (and hardly any universities do) contributes to the BYU-I culture of holding our students' hands, treating them like children, and baby-stepping them through every challenge they might encounter. Let's please stop this.
• Grade already posted in I-learn
• I wish students were better at checking I-Learn. If they were, midterms wouldn't be needed.
• I already have their grades posted on I-Learn; they can calculate their grade on their own.
• It's not beneficial because it teaches them to wait for the professor to do for them what they should be doing for themselves, at least in my classes. With each returned assignment and each exam, they can add to their running point total and know their grade at any point in the semester, if they would just take the trouble to do it.
• valid student indicator as to meeting our expectations
• My students have access to their grades throughout the semester.
• However, the student can always access his/her standing on Ilearn
• They can always find out their grades from me at any time, so an extra posting is superfluous.
• I constantly give my students grade feedback. Midterm grades are often artificial indicators since the timing isn't always good. If midterms come right as students take the midterm exam, for example, their midterm grade doesn't include that exam score. I think faculty should just responsibly communicate grade information to students in a consistent way.
• Beneficial to those students who aren't taking their education seriously and should probably be at the community college instead of the university.
• It is beneficial to the extent that some students don't come to discuss grades with faculty. Without the midterm grade these students don't have any idea how they're doing.
• Even though they have on-going access to their grades on I-Learn, the mid-term grades are often a wake-up call about where a student stands in a class.
• My students have access to their grades throughout the semester
• Often the midterm grade does not accurately reflect a student's grade at that time of the semester. Much of the work to be submitted comes after mid-term. I would prefer to not have to submit mid-term grades, or if we really need to do them, then just submit a pass/fail type of a grade.
• I use them as a wake-up call for some students, especially freshmen.
• They can see the grades every day of the semester.
• By the time students can check the midterm grades on the school system they are outdated.
• If students have access to grades along the way, they already know what they have done and what they have not completed.
• I don't mind them, but the "midterm" mind set bites students in their testing schedule. Maybe that is a good rehearsal for finals.
• It can serve as a wake-up call for some who have not taken the initiative to check their progress.
• They can see their grade in GradeCenter.
• Part of learning requires that students take control of it. They know what grades they have received. Midterm grades is holding their hands and doing the work they should do for themselves. It is what is done in high school and junior high and is not only not beneficial, it tells the students that they are not responsible, but that we are.
• My students can already see their grades on I-Learn and know how they're doing in class.
• They know how they are doing and have an opportunity to decide what to do next.
• I likely is good for some students who need to realize that their grade is suffering at midterm, and gives them time to make necessary adjustments. However, most truly concerned students are already aware of how they are doing and will already have spoken with me about how to improve.
• All my assignments are posted on blackboard so students know their grade any day they choose to check.
• I don't think they have to be on the server to be beneficial. This "wakes up" many students.
• They can see their grade on I-Learn.
• Provides a mid course look at how they are doing.
• Grades are usually available through other venues.
• I think this question need to be asked of the students not the faculty.
• Posting the grades isn't what is beneficial, but providing them to the students in some format is very beneficial.
• Depends on the course, course architecture, and instructor, however as a generalization, I believe it is beneficial to students.
• It should only be for D and F notices.
• Since I keep track of grades on I-Learn the students can see their running totals anytime.
• I believe it is only beneficial to the parents of the student.
• It is probably helpful for a handful of students, but not cost effective for the time that it takes from faculty. Furthermore, ILearn grades available on line the whole midterm grading procedure is becoming increasingly irrelevant.
• It gives them a snapshot of current performance.
• Students should know and calculate their grades along the way.
• If they are meaningful and not just an 'A' for the sake of posting a grade.
• They can see their grades at any time.
• They can see their grades at any time on I-Learn.
• The data is misleading because those items that most determine grades have not been assigned or assessed by midterm.
• I would say "crucial."
• It serves as a 'wake up' call for quite a few students.
• Seeing grades is beneficial, but midterms are not always a good indication of where they are at depending on what tests have been administered by that time in the term.
• A midterm grade does not accurately reflect a student's standing because rarely are half the semester's points in at midterm. As a result, students get a false perception, either positive or negative, as to their class standing.
• Mid-terms encourage students who have been "slipping" to be more diligent.
• It acts as a catalyst to arrange the term because sometimes they've no other notification about their standing in the course.
• Some of my students tell me that it is the first time they get any feedback from faculty. In those cases it is very important.
• I think the midterm grades help some students get focused if they have been slacking.
• For them it is a goal deadline to work toward.
• In several of my classes, they have not turned in enough graded work to base a grade on. My personal meetings with the students who are struggling are much more effective in warning those who may be in jeopardy of failing the course.
• My students are always aware of their grades, and thus posting midterm grades is nothing new to them.
• It depends on whether faculty have grades up to date
• If the instructor is not giving feedback it may help.
• More beneficial to struggling students - serves as a wakeup call
• I'm not sure.
• In my classes their grades are posted and available on I-Learn or similar medium.
• I think almost everyone realizes that their relevance is marginal
• It's very beneficial to those students who check!
• They can find out online or simply ask the teacher.
• Students always have access to their grades on iLearn.
• Good for students to know; sometimes they don't seek to know
• It's only beneficial for those students whose faculty don't already post their grades.
• Students need to know how they are doing. For many, midterm grades is a "wake up call."

Question #2: To what extent is the calculating and posting of midterm grades burdensome to you as a faculty member?

• It keeps me from doing what I consider more important tasks related to instruction. On the other hand, it forces me to keep up with my grading.
• I would rather focus on other things...prep, meeting with students etc.
• not that hard I just take the most recent assignment, cut the grade of there and see what the % is.
• I give everyone Bs. (I know we're not supposed to do this)
• The main time is going over each grade and making sure it’s accurate and the actual filling in the grades onto the Registrars computer
• Again, my students know exactly where they stand at all times with I-Learn. I have a column that automatically calculates their grade.
• I let I-Learn calculate them. Posting is easy.
• I've adapted my grade-keeping practices to make this easier.
• It is just a matter of transferring grades from iLearn to the midterm, but it does take some time.
• It is burdensome but I feel necessary
• I-learn makes it easy, so long as faculty stay on top of their grading
• It's just a matter of transferring the grades from I-learn.
• It seems quite redundant when you already use the grade center. It is some time I could use to something else.
• It takes about as much time to do midterm grades as it does to grade all the midterm tests and calculate midterm scores.
• Burdensome, but you have to grade the work anyways
• I have used I-Learn for posting of students grades throughout the semester. My students know what their grade is without a redundant posting. When I post their grades, I refer to what is posted already in I-Learn. Couldn’t we combine the two?
• Needing to post midterm grades actually encourages me to get caught up on all grading and allows me to identify students that are struggling that I may need to talk with.
• I keep track over the semester, so mid-term isn't a problem. Planning is sometimes a challenge.
• I post grades to the I-Learn grade center throughout the semester, so the students' grades at mid-term require no separate process. Thus I have answered this question on the basis of regular grading experience. Grading in general is the most onerous, most tedious thing a teacher does, and one of the most important. It creates a tremendous psychological stress for me, to say nothing of the time required. There are aspects of grading that simply cannot be entrusted to a student grader, things that require some expertise. So even when I have a grader, there is still a heavy burden to bear.
• I generally keep up-to-date on my grades using Micrograde, so I usually have grades available.
• I don't think the ROI is worth it.
• It may take 30 minutes, providing all the data are in my spreadsheet.
• I use I-Learn for all of my grades so the students know their combined score throughout the semester.
• It's a pain but it keeps me from procrastinating the grading process.
• Barely Burdensome would have been my answer. I try to keep my grades updated anyways. I just post what I have the week that they are due. It's barely a problem.
• I use I-Learn so it does not bother me. I know their grades already.
• A bit of a burden, but I have to do it sometime.
• Not onerous, but not productive use of effort either.
• Just one more thing.
• In my present position I am not required to post mid-term grades, but when I was in such a position it was not burdensome.
• It's an annoying, unnecessary, baby-sitting-like task.
• I drop one lab score at the end, so I have to go through and temporarily drop one lab score for midterm, then add it back in again. It's not much of a problem on Excel.
• it's our responsibility.
• It's just an extra filling out of a form using my grade book for the info.
• It is a pain, but worth it for myself and the students.
• just another thing to do that I already do.
• It is a duplicate of effort since the students already know where they stand.
• But, so what? It helps students.
• My days in the past have been so full -- it definitely detracts from my preparation for classes those few days.
• I-Learn does it for me.
• it may require some work but it is needed, it's our job.
• There are many quizzes for my course, mid-term is just another one.
• Every semester I find that I have to get out of my normal rhythm of grading assignments for all of my classes in a "reasonable amount of time" to get back to my students in order to get everything graded in time to get midterm grades in. This causes some late nights and dropping the ball on preparation in other areas.
• It is completely needless since all my assignments are posted on Blackboard.
• I just happen to think it's worth it.
• Not all the elements that compose the grade are in by the mid-term. End of semester projects carry significant leverage and change the grade.
• Grades are work any time they are done.
• See above.
• I think it is a huge hassle. And not an accurate picture, since I can't really include participation or attendance.
• It just work - I could use the time on something else.
• I use I-Learn to keep my grades current at all times.
• The grades are calculated as they are received. Entering them into the grading system is a waste of time.
• Again, the grades are updated every time a paper or test is graded, so halting all progress to fuss with mid-semester grades is a waste of time for me.
• I would rather calculate their grade after each exam and then let them know.
• The reason is stated above; the midterm grade is not indicative of the final grade.
• perhaps giving a bigger window to post it, open sooner close later.
• Are we here for convenience or teaching?
• However, I like reviewing the progress of my students rather than missing something that I could have addressed.
• Not that big of a deal, but definitely a little time consuming...but worth it to give students a wakeup call if they need one.
• It is not necessarily burdensome in terms of workload. My grades are always on Grade Center, so it isn't too difficult to convert this into a midterm grade. The real burden is fielding the questions that arise after the midterm. Students don't "hear" my statements that midterms don't reflect the potential they have for
improving or harming their grades. As a result, I spend several hours after midterm grades are posted answering questions about quizzes that were missed two months previously.

- My electronic grade book (EasyGradePro) does the calculation for me.
- I keep track in a spreadsheet as I go, so it is already calculated.
- The burdensome part is just putting them in the university's system. I keep a spreadsheet of student grades all the time so that part is not so big a deal.
- Not all the information can be quantified at that time, but some. So I make some assessments based on daily work.
- But I think it's a good thing
- It is not overly burdensome, but it is an unnecessary annoyance.
- I calculate my grades throughout the semester, so that it doesn't become a burden.
- I already have them posted on iLearn. Midterm grades are an unnecessary redundancy.
- Not a problem

Question #3: Do you calculate and post midterm grades alone, or does a teaching assistant or secretary assist you?

- I grade essays, and other materials beyond my assistant’s capacities. I entrust the mechanics of grade calculation to an assistant, but review them and make adjustments prior to posting.
- I make sure that correct grades are entered by midterm so that students can receive a "true" grade (though I "post" Bs)
- I don't understand why some departments have a specific teaching assistant assigned to a faculty member. If one department has this then all should have this.
- My grader takes care of updating grade center.
- doesn't take very long...
- I don't have any TA! I wish...
- Actually, I give everyone a B and then explain that it means nothing and that they should look at their grades on I-learn.
- How would it be to have a teaching assistant!
- Most semesters, I have a student who helps me with grading, but I firmly believe in posting the grades myself. It helps me monitor individual student progress.
- I use an excel spreadsheet to calculate the grades so that part is easy.
- I-Learn helps me :) 
- Sometimes I do the grades alone. It depends upon the availability of my TA
- If there are to be errors, let them be mine.
- N/A
- teaching assistants enter scores, but I get the scores and post in the grades by myself
- I have them help me grade some homework, and type in some scores, but I do the calculating (as blackboard admits it cannot be trusted).
- Computer calculates, but I do check manually
- Teaching assistant is busy grading and taking classes
- I am a one year hire and do not have any other help.
- most of the time I do it my self
- I calculate the grades, however I do have a grader that grades assignments, which is a great timesaver for me.
- Me about 75 percent Secretary about 25 percent
- I usually do the bulk of the work.
- I usually haven't been posting midterm grades since all grades are on I-learn and I don't see the value in posting them in a separate location.
- I just put the same grade on everyone so I don't have to calculate.
- I calculate grades, she posts them.
- Nursing does not have TAs like other dept
Question #4: On average, how many hours do you personally spend calculating and posting midterm grades each semester?

• I think that the opportunity cost of midterm grades should be factored into a measurement of time spent grading. I spend about 4-5 hours calculating the grades, but that's 4-5 hours lost as to another task, so 8-10 hours total. The amount of time spent varies from semester to semester, depending upon what I am teaching.
• I-Learn does the calculating. I do the posting.
• As long as you are on top of the grade book during the term it usually does not take long
• 1 hour tops...
• Generally it's to the tune of 15-30 minutes.
• wish I had that time to do other things
• I don't have to calculate them, I just take the weighted total of the grade center.
• I only teach one class
• Most of it is already done
• The high number of hours is due to written and oral student teacher evaluations - midterm progress reports required by teacher ed faculty for all student teachers. These are very time consuming.
• It takes about an hour. I just enter their current grade. There's no calculation--just the menial task of clicking the bubbles.
• But again I use Micrograde and the grade is calculated as assignments are entered.
• Difficult to say. (See my comment to item 3.) Scores of hours because I should include all my grading time? No time at all, because calculating mid-term grades is not a distinct process for me?
• I keep track of grades all semester long, so I just have to take time to post midterm grades, which doesn't take long.
• Probably a maximum of 30 minutes, if all goes well
• If you use I-learn and post grades to that on a regular basis, posting midterm grades is much easier
• About 15-20 minutes per class. (I double and triple check...)
• I use the I learn grade book which I keep updated at all times anyway. So, I don't have to calculate anything; it's already there.
• I am in a department where I have literally hundreds of students per semester
• I do my grades on I-Learn, so whatever is there is what their midterm is. It doesn't take extra time to calculate.
• Again, I have to come up with an arbitrary grade to satisfy the university but doesn't reflect much to the student.
• N/A
• I just copy my grades from the grade book over to the midterm form; it's no extra calculation.
• It's not very difficult so long as a running total of grades are kept.
• The mid-term grades aren't the challenge, it is getting caught up on my grading that can be a challenge.
• I am so nervous about grades that I check and recheck myself a million times. Then whenever a student walks in with a paper, I recalculate--stupid--I know
• Sigh!
• This time is not overly burdensome, but it does require additional time & effort.
• for per quiz for all my classes
• It doesn't take me all that long but it is an utterly useless, red-tape activity and I do not tend to take it very seriously
• about 30 minutes
• I only teach two classes each semester, but it takes a couple of hours per class.
• They are already calculated and the students have seen their grade many times by midterm
• I spend less than two hours to do the actual midterms, but that doesn't include time that I've spent throughout the semester keeping up with grading all along.
• The grade is calculated in the I-Learn grade book ... I just need to enter it
• It is more than the hours. It is manipulating test schedules and assignments to make a valid midterm grade that reflex one half of the semester's work.
• See my comment to question 2
• The time comes in making sure I stay caught up in grading what I assign and recording in a timely manner.
• I only teach one class at a time
• But their 9 page midterm will be corrected by them until 3/4 of the class is concluded. They can only have full points or zero and they keep it for reference in later classes and post graduation. I've only had 3 ever who did not get the points worth one assignment. This requires more than 7 hours from me.
• more like 20 minutes
• I usually haven't been posting midterm grades since all grades are on I-learn and I don't see the value in posting them in a separate location.
• I teach one class and it is a burden. I feel for full-time teachers.
• Grades on assignments have to be posted anyway
• I have included the time required to grade mid-term examinations as well as posting them
• Depends on the semester and how many large foundations classes I'm teaching.
• I try to stay up-to-date on grading so all I need to do is add in a few things then I can post. It's really not a big deal.
• Grades are already figured and posted on iLearn.
• I don't know how to calculate. It takes 1/2 a semester.
• Any time spent is a waste of time.

Question #5: If an assistant or secretary helps you calculate and post midterm grades, how many hours on average does he or she spend?
• The grader handles 3 sections and spends 10 hours per week grading and recording scores that are used for midterm grades.
• Maybe I'm old fashioned but I keep grade calculations private, I alone am responsible for grading.
• Similar comment to that of item 4.
• sometimes she helps grade tests, but as far as midterm grades, I do that.
• We work together.
• N/A
• I usually haven't been posting midterm grades since all grades are on I-learn and I don't see the value in posting them in a separate location.
• It takes her about 5 seconds per student to put in grade

Question #6: On average, how precise are your midterm grade calculations?
• I both approximate and give all students the same grade. It depends on the class.
• My grades are exact, but since most points are still available, they don't really give the students a terribly accurate look at what a final grade might look like.
• Most are exact up to date while there are a few approximates
• I make a loose estimate based on what the grade book shows. Midterm grades are not compatible with my grading system. I used to give the same grade for every student before my dept. chair chastised me about that.
• My grades are always as exact and up-to-date to the extent that time allows me to grade, in other words, exact and up-to-date, using the available scores.
• They are exact, but can be mis-informing because of the incomplete nature of the grades at midterm
• Up-to-date based on material completed.
• If the student is doing what they should be doing up to that point, I give them a B. If they are not, then I give them a grade lower than a B that would reflect how much they are not doing.
• I post exact, up-to-date grades, but most of the major projects in my class happen during the second half of the semester. High mid-term grades give students a false sense of achievement, and low mid-term grades give them a false sense of despair.
• Whether I post approximate scores or the same grade for every student depends on the course. I tell students up front that midterms are an approximate score and do not reflect what their final grade would be if the semester were to end at midterm.
• I try to be as specific as possible. However, the midterm grade is often not a good representation of student performance. Most of the meaningful work in class is submitted after mid-term.
• It only reflects one or two exams about 20% of total points
• I often post the same grade if I don't feel I have enough grades to make an honest estimate.
• exact unless there are missing grades, quizzes...
• I have varied over the semesters between exact, approximate, and posting the same grade for every student.
• I give my students the Micrograde Grades and then update them in class; the use of class time (about 15 mins) helps greatly. I don't count this as my preparation time.
• I post a grade, but it will change due to final and end of semester projects
• Generally all students get the same grade
• I post up-to-date midterm grades but am less careful to ensure that they are completely error-free.
• most classes are exact, some are approximations (sparingly used)
• While my grades are up-to-date, reflecting all the materials submitted at this point, they aren't up-to-date in that they don't reflect half of the semester's points. Perhaps it is because writing classes are cumulative and, therefore, more assignments come in toward the second half of the semester, but rarely does the midterm reflect more than 25% of the total number of points for a semester.
• I post up to date accurate scores but they are skewed because they do not include labs and projects
• For some classes it is exact, for others it is an estimate.
• I post exact grades for what assignments and tests have been graded. Some assignments near mid-term may not be graded so they will not be included in the midterm grade.
• Insofar as the class has grades current - I mean, with some lab classes, I only grade the lab books twice and often the first grading isn't until after midterms are due. Otherwise, they're up to date as of that day.
• Depends on the class. Writing classes--I give them all B's. I do a portfolio system and so midterms are completely skewed. In other classes, they're more helpful.
• I usually haven't been posting midterm grades since all grades are on I-learn and I don't see the value in posting them in a separate location.
• I post exact/up-to-date midterm info, however, the majority of the grade of the class is in the latter half.
• If one doesn't take the time to do it accurately, why do it at all?
• Depends on the semester. One class, one semester I posted the same grade for every student and then gave them their real mid-term a week later. Usually I post exact and up-to-date grades.
• Varies by class and by semester.

Question #7: Please identify all of the programs you use in calculating midterm grades.

• I-Learn grade center is slow and cumbersome (as is nearly everything about Blackboard!)
• calculator
• At the end of the term (when calculating final grades) I will use a spreadsheet to check that I-learn has calculated grades correctly. It always has.
• an older system that works fine for my needs - students receive a written summary of their grades several times during the semester
• The I-Learn grade center is clumsy and lacks some capabilities I require in calculating grades. Moreover, with a spreadsheet, I have complete control over every aspect of the grade recording-and-calculating experience: conditional formatting, seeing an entire class's grades at a glance, using macros to remove some of the tedium, etc.
• I-learn Grade center is useless for calculating grades.
• I-find calculation errors in I-Learn frequently, however.
• I would have liked to use Micrograde, but it's no longer supported. I-Learn's getting better, though.
• I now use a grading sheet, filled out by students.
• Textbook publisher provided grade center
• I have used micrograde, but have now switched to I-learn. However, most of my calculations are done by hand.
• I use Micrograde in a few courses I rarely teach.
• MyEcon Lab
• I do all my grading on paper.
• Gradekeeper (a very useful, easy to use program, especially compared with Grade Center on I-Learn)
• I hate I-Learn, but I use it because I've been asked to do so.
• My own grade book
• Excel spreadsheet that is then posted on I Learn
• I cannot duplicate Blackboard's numbers for love nor money.
• grade book
• Mastery program - Completion of assignments
• excel
• Grade book plus
• Micrograde is a much better program.
• Manual grade book
• in addition to my own calculations
• Additionally, I use the spread sheet on line
• I just use a calculator
• Excel
• I am trying to gain a renewed "testimony" of I-Learn's grade book using it for one class, but I use a program called EasyGradePro. I have used Micrograde in the past as well as I-Learn's grade book, but I keep returning to EGP.
• Students report their own grades
• I keep it up-to-date, within the week, again without a student secretary.
• I'm an adjunct instructor- don't know how micrograde works or what it is
• I-Learn is used with Art 102 classes I oversee with Student Teachers but for two other classes I just use a calculator.
• Why can't GradeCenter have a midterm or final grade column that can be automatically uploaded to Jenzabar?
• I-Learn is HORRID!!!! Spreadsheets are clunky.
• Online course management utility associated with the text
• I use my own Excel program
• I use an Excel spread sheet.
• The tech people refused to upgrade my Micrograde and insisted I use iLearn.
• I used to use a spreadsheet, but students want online feedback.
• written records

Question #8: How satisfied are you with your current grading program(s)?

• I would use Micrograde if I could tie it into assessment scores from iLearn without having to manually reenter them. iLearn is a rather clumsy grading mechanism, but given our growing dependence upon online delivery of content, etc., I find that I cannot avoid using iLearn as a grading program.
• it is getting better.
• I-Learn is cumbersome, and often the calculations are wrong.
• I-learn can't do basic sorts of calculations like dropping low scores. It is pretty useless when it comes to calculating grades.
• There are some things I can do more efficient with Micro-Grade that I can't do with I-Learn.
• It has its quirks, and some problems, but I think it's the best thing available.
• I'd like to use Micrograde forever, if possible. I abhor online grading systems . . . and they're not reliable . . .
• There are still a lot of bugs in the system and is sometimes difficult to use - therefore- I usually only use the Grade Center as a posting of grades and not in calculating grades
• The older I-learn system was easier to use and was very adequate.
• The main problem with Grade Center is that when you grade in categories (such as "Quizzes") the program will factor the entire percentage of that category from the start. So at midterms, quizzes are worth much more towards the grade than they will be by the end of the semester.
• It takes a long time for each grade to be processed.
I'm switching from I-Learn to Micrograde. I like that in I-Learn students can take a quiz and see their score immediately.

I don't fully trust I-Learn grade center because of problems the BSN team has had and Multilevel % grading that is done in the Dept. of nursing.

I like Micrograde, but I wish I could use it with I-Learn

I feel the I-Learn Grade Center is a pain to use. It takes a long time to enter grades on it. MyCompLab is only slightly better. I find it easiest to use Micrograde. The only drawback is that I then have to print grade sheets for students to review.

I-find calculation errors in I-Learn frequently.

I-Learn is burdensome and I avoid using it.

It is the worst designed interface, and I constantly question the accuracy

There is always a chance of dishonesty, but I feel that the vast majority of students are honest.

I-Learn has a cumbersome grade book. The challenge is often moving grades from one format to another.

There is a problem with the scale given for this problem: it is not symmetric and not monotonically increasing

I like its availability for the students

I am fine with how I keep track of my grades.

Spreadsheet is the most accurate and easiest to control and change. It just takes time to create!

I suppose that you have heard it all before, but it is true.

It's harder to enter grades into I-Learn

I find it to be slow and somewhat burdensome. The inflexibility in regards to weighting assignments is particularly frustrating.

My good old fashion method is faster than technology.

"Somewhat satisfied" and "satisfied" should trade places on your scale

once I learned about smart views--the only pain is extra credit

I had a program called Classmate that was fabulous. If I-Learn would work more like that, I'd be in heaven.

Could be more user friendly

I absolutely love the combination of I-Learn and a spreadsheet!!!! If people complain about I-Learn and grade posting perhaps they just need to be taught how to effectively use a spreadsheet.

more compatible with a spreadsheet

Satisfied

I use I-Learn only to allow students the easiest access.

I-Learn grade center is a hassle because the computer has to load every score individually. When you have 70 students, the load time and scroll time is significant.

I like I-Learn. I think there could be some improvements but it has made grading easier.

I-Learn doesn't know how to count -- I don't trust it at all!

I-Learn has some glitches. I imagine it is being worked on.

I-Learn is most accessible, but not user friendly.

Grade Center is unreliable. I have had instances where grades have been lost and other times when grade totals are inaccurate. I use Grade Center to let students see what assignments they have submitted, but I don't trust it for calculating grades.

I use Excel for everything; I wish I-Learn were as easy. While I realize I can post Excel to iLearn it's not as easy as that, not even close. Try it; you'll see. I'd like something as robust as iLearn but with an Excel interface. I know, but that's what I'd like.

It is not at all transparent so I can't see how the program arrives at its numbers

I used spreadsheets for grading 8 years ago and they were as helpful as I could organize them. I LOVE EasyGradePro. I can produce many types of individual reports and add comments about individual assignments.

I find Grade Center to be cumbersome and awkward.

The honor code works, especially with specific guidelines for students.

Isn't Somewhat Satisfied less than Satisfied?

I-Learn occasionally has miscalculations. thus, I have to check it with a spreadsheet.
• I-Learn is great for getting grades out to students but is a bit slow. Spreadsheets are fast, but can't give them directly to students. Putting them together through downloading and uploading gives me a system I am very satisfied with.
• I'm trying Micrograde Online and loving it.
• Entering grades and feedback is cumbersome. System seems to hiccup and work is lost or calculations become inaccurate.
• entering grades is cumbersome and slow
• It is a lot easier for me to use Excel than to use I-Learn. I-Learn doesn't have the functionality that I need.
• I-Learn is not worth the University's time/money...In my opinion, I-learn degrades BYU-I in terms of Professionalism for a University. Everyone I know, both faculty and students, would be very excited to replace it.

Question #9: If you use I-Learn Grade Center or Micrograde, what improvements in these programs would be beneficial or what other grading program would you suggest the university adopt?

• I learns grade displays are clumsy, and there are a lot of steps needed to accomplish rather simple tasks. iLearn does not allow for simple post-assessment changes to answers to correct mistakes: there is far too much manual input required given the fact that the student answers are already in a database. iLearn needs to have a singles screen where I can create categories and match assignments to them. Right now, I have to manually assign each assessment column to a category in order to weight grades. Micrograde will do many tasks on a single screen and is much more efficient: the only drawback is that I have to manually transfer grades from iLearn to Micrograde. Is there any way to get Micrograde (or an equivalent program) to operate "within" ilearn? That would be fantastic.
• I-Learn Grade Center is awkward and slow to use. Micrograde is intuitive and facilitates efficient grade keeping and posting. Please adopt a Micrograde online program.
• Training for updates
• The assignment of weighted scores in I-Learn is still too clunky...I use I-Learn to collect scores, but I use a spreadsheet to calculate grades.
• I-Learn: I don't have time to list all the suggestions. If the people who actually design this stuff taught, they would know what to change.
• I can't email students their grade report with Micrograde.
• Flexibility and ease of use.
• Micrograde was quite good until they went to the online version. Too many issues with Micrograde to take the time to list.
• I-learn needs to be able to drop low scores, probably other things too, but I don't try to use it anymore.
• Fewer clicks!
• I want something that is very efficient and easy to read.
• I-Learn "Grade Center" has some useful options, but I'm more frustrated with the program's logistics/layout. For example, you cannot see your entire class without scrolling down or to the right (which is very slow). Many times after grades have been entered, program has not accepted them, etc.
• If there was some way to split the grading for each section because of the different direction the different groups may take in the class. I have some groups who do Service-Learning and Some groups who do a Technical Research. The grading is different in each case.
• I am satisfied with the current system
• I'd like to automatically grade essay/journal entries.
• Ability to toggle between classes in Grade Center, ability to delete columns more easily.
• Transparency with Excel. That way I can weight or manipulate grades as I see fit, and post them to iLearn.
• Grade Center is very cumbersome to use, does not allow for one score in a specified category to be dropped, but the students can access their scores at any time. I was told that Micrograde is not longer supported on campus. Is this true?
• Stick with Micrograde . . .
• The main difficulty with I-Learn Grade Center is that it takes so long to load the Grade Center page after you make a change. The old no frills grade page was faster loading. It was also faster in the past when you could skip the main page and go to a page with one particular assignment column.

• 1. I-Learn GC needs to be a lot more flexible: it does not do extra credit well, and it often has problems when you want to do something more complicated than just add up the points (and even then, if you want to average the quiz attempts, for example, it can have problems). I’ve had repeated problems this semester (my first trying to use only GC and not do double entry in my spreadsheet too - I’ll admit I’m a bit scared something is going to go horribly wrong just when I need to submit grades). Also, the kinds of reports it can print is quite limited - how about just a class grade book print out (names and scores - basically what you see in the grade center box, but the whole class on one page - not one sheet per student!).

• It is extremely cumbersome to post grades in I-Learn. It is slow, and the formulae don’t always work in a very intuitive way.

• Abandon I-Learn and go back to Blackboard. Why play with something that isn’t broken.

• I-Learn is sufficiently complex that a simple mistake can throw off the entire grade for a person or an entire class. I always end up double checking what I-Learn says. So, this semester I stopped using it altogether.

• There are many aspects of grade center that I appreciate, such as allowing students to post their assignments straight into the grade book. It could be improved by making it so when these assignments are downloaded and graded it didn’t require going to three different screens.

• More user friendly - difficult to sort by sections. Unaware of if/how to weight grades in I-Learn.

• the system is so slow now... I’m getting better at how to manipulate its slow characteristics.

• N/A

• I-Learn can be very confusing at times and can also be a very slow to process to change settings.

• Availability for student to view grades on Micrograde

• My only suggestion, and I suspect that the problem is on the software end and therefore not something we can fix, is to eliminate the small delay that occurs between hitting Enter and being able to enter the next grade. This is only a minor inconvenience.

• I use I-Learn to post scores. If Grade Center worked faster, that would be great.

• See comment to #8 above

• Micrograde is too hard to use.

• Rather than having to process each grade one at a time, I wish I was able to enter them all in at once.

• A printable spreadsheet view in I-Learn, as well as improved interfacing with the university network, since my students often get kicked off or have problems with quizzes.

• None - it is very easy to see the midterm grades because of the way it is set up.

• When you make complex grading schedules on ilearn, then your course won’t copy properly the next semester. It has been very frustrating.

• Setting up the grade center is frustrating. I find myself needing to call the help-desk each time I try to add a new assignment.

• I Learn doesn’t allow me to pull up just one student without a cumbersome process of creating a special file for each student. Micrograde does which I appreciate.

• Grade center should be user-friendly and not designed by computer people. There are 6,000 clicks for any one operation, and most of the dazzling stuff I just don't need. Make it simple to use.

• Great to have I-Learn Grade Center for students to see their grades and always know where they are at. I-Learn Grade Center should run more like a spread sheet for optimal user interface and options. For now I must use spread sheet and then transfer the grades to I-Learn.

• Micro grade’s better, but the mechanism for notifying students of their login ID and password seems to work haphazardly, creating lots of extra work when students e-mail and ask how to access their account. I finally succumbed and started using I-Learn because it's simpler that way and so many students expect it. I-Learn is quite clunky, but I can live with it.

• More consistency in the way the "special" columns work - like weighted columns and averages - it's like wrestling oiled pigs sometimes! You think you've got it and suddenly, it's in an entirely different configuration... 

• Dump the I-Learn Grade Center (it's the clunkiest grading program imaginable) and integrate Micro Grade into I-Learn so that scores are entered automatically.
• I-Learn Grade Center is impossible, especially because of the difficulty in reading and organizing grades and student records.
• no suggestions
• I use Micrograde so that the students know exactly where they stand throughout the entire semester. Hence, I do not believe that there is a need for midterm grades; so please, discontinue the requirement of posting midterm grades. Thank you.
• Does the University have to have just one way? My learning curve for Micrograde took some time and time to convert from longhand to Micrograde, but once I learned this system, I really wondered why it took me so long to convert.
• I use I-Learn Grade Center for the students' sake, but the whole interface is just awful. Too many clicks for simple processes, too slow, too tech-jargon- is, and visibly an eye-ache. Why can't the columns or rows in Grade Center be shaded alternately for easier viewing? Why is it so counter-intuitive? I don't even know where to begin to correct it, but I still use it, and hate it. I wish Micrograde were integrated with I-Learn. Micrograde is much better than Grade Center, but who wants to use two separate systems?
• The software for the I-Learn grade center needs to be rewritten from scratch (most likely in a different programming language) for ease-of-use. Having to wait for it to save every time one enters a grade by hand is daunting, especially when one has hundreds of students, each producing dozens of graded items. Things that teachers use--and everyone knows they use, so why aren't they readily available in such "mature" software?--such as dropping the lowest score, automatically calculating the grade for an academic assessment when, for example a rubric is used instead of some mindless number of points, (this is a long list, actually) --need to be handily available. More options in the statistics calculated for columns of grades (the mean is NOT appropriate for most grade distributions) are needed. It needs to be possible to see all grades for all students in a class at the same time. Etc.
• It would be nice if they could be connected somehow. I prefer to enter and manage grades using Micrograde, but it is good for students to be able to view their grades and check for missing assignments and such without having to wait for me to bring printouts. So I feel that it would benefit me as a teacher to continue using Micrograde, but the students would benefit if I could easily upload grades from Micrograde into I-Learn.
• More flexibility in weighting
• Excel works great for me. I-learn is too cumbersome for the way I determine grades.
• Calculating weighted grades has been a cumbersome issue for me in Grade Center. Micrograde worked better but does not interface with other programs I am using in I-Learn
• More user-friendly and less error-prone I-Learn.
• I drop lowest test score and homework scores, which is easier in Excel than I-Learn.
• I-Learn Grade Center is very cumbersome and slow. It takes too many clicks to perform simple operations.
• I-Learn is cumbersome. A few years ago I used WebTV and it was not quite as bad.
• I’m not sure what could be done with I-Learn. My understanding is that it is what it is and probably won’t change.
• Grade Center is too clunky. It takes far too many mouse clicks to enter grades. After clicking submit, it always requires one to click "OK" as well. Eliminating even just that extra step would be a big improvement. I loved MicroGrade, but was told the University would soon stop supporting it, so I switched to Grade Center. If MicroGrade could be made to work within I-Learn, that would be a winning combination.
• The ability to submit the grades through I-Learn instead of having to re-enter each one by hand on the grade form.
• We cannot see an example of how the grading looks from the student perspective. Micrograde is great, but we can’t email out the reports anymore. We need to have a program like Micrograde that allows us to post the grades or email them.
• Perhaps Micrograde on the web although I am a proponent of keeping grades more localized. I have used Micrograde since 1994 when we were first getting a campus-wide license. I would consider it a step backwards if we were forced to leave it behind. I won’t touch Grade Center for anything long term because of its inflexibility and reputation for errors and crashes.
• I Learn does not handle 4,600,000,000 points! It also doesn't handle lots of columns accurately. It doesn't handle weighted columns accurately. We've had examples where a grade calculated using weighted columns on I-Learn is as much as 3% off of the grade calculated using a spreadsheet. The difficulty with spreadsheets is figuring out a way to post them and comply with FERPA confidentiality requirements.
• n/a
• If there are large numbers of entries in a particular category, the grades can be up to 2 or 3 percentage points off.
• I-Learn is awkward to use. Calculating values from the data needs to be as easy as using a spreadsheet. There are too many steps and too many obscure steps that have to be taken to do simple things. A spreadsheet is the benchmark for ease of use and I-Learn is far from being as convenient to use as a spreadsheet.
• It didn't 'Course Copy' this semester like it had previously. I think it is being addressed, but it was frustrating.
• The reasons I don't use them are that they frequently change and then entering the date entails extra work and an opportunity for error.
• I-Learn: setting up categories, weighted totals, and other parameters takes a lot of time, and often doesn't reflect an accurate grade.
• The students expect I-Learn. It is horrible for all the same reasons that you have heard before.
• Make Grade Center work such that a submitted (not not graded) assignment doesn't give the student a zero for that assignment until it's graded. This is very annoying!
• In ILearn, weighting grades isn't at all intuitive. Micrograde is a far better tool, but I stopped using it because I was encouraged to use ILearn instead.
• I-Learn has gotten better. The biggest thing I liked about the old version was that it would allow me to open a page with all the students’ grades and enter them at once. I did not have to click through a series of windows the way I have to with the current model. It would also remember the last grade change so that if I made an error in haste I could see what the change was if I was paying attention. This was just true for a column of grades.
• 1. A way to list assignments for students by due dates & a way for teachers to set it up that way. 2. A way to view an individual's grades without printing out a spreadsheet. 3. A way to tell if a student has gone back into an assignment where I have put a zero there.
• I haven't found I-Learn grade center very user-friendly. Downloading grades from an Excel spreadsheet has been problematic.
• Extra credit; speed
• need to develop something that is faculty friendly - too many clicks to get where and what I need
• Make the functionality exactly like Excel.
• I always end up trouble shooting with someone at the Ilearn dept. They are kind, but it does get tedious when the system is always subject to change.
• See comment above
• None
• Micrograde should be renewed and supported. It is the best grading program in my opinion; not a lot of improvement is needed.
• I-learn's grade center is slow and clunky compared to a spreadsheet. I use both in order to make grades available to students, but it's really time consuming to work in I-learn.
• They are slow to toggle between students, constant scrolling in required for numerous data points, the calculated columns are hard to figure out. I could live with the grading system in I-Learn but the other functionalities such as on-line testing is very frustrating to use and often requires a consultant. Any program that requires regular consultation to run is poor and a waste of resources.
• I use GC because the students have easier access to their current grades. But I've noticed the following problems: Difficulty in transferring data to and from Excel. Averages calculated in GC are sometimes incorrect; especially weighted averages. GC has problems calculating "averages-to-date".
• I use a spreadsheet as a backup record, which is alright. I-Learn does a lot of nice things, but it also has a number of challenges that have to be worked around (i.e., extra credit).
• It would be nice if extra credit (worth 0 points) could be calculated into the total. Perhaps it can be and I just don't know how.
I-Learn Grade Center is still TOO slow when entering grades.
I used to use Micrograde, which is extremely user friendly, but I've shifted to the I-learn grade book because students know right where to go to check their grades. (They don't have to keep track of a different website and username/password.)
I-Learn doesn't allow importing of exam scores, does not handle grading on percentages, does not delete lowest scores, does not have a simple system to show charts and graphs of class performance, etc. Micrograde does all of these things very well!
Micrograde desktop is perfect for me as is. The school has moved is to the online version which is in development and is a HUGE step backward from the desktop version with web grade. I spend WAY too much time doing grades because I am not given the best available tools to do the job.
Too many clicks required to accomplish anything.
extra credit being easier
I'd like to be able to make changes without clicking a million times. When I open the grade center, I should be able to move or delete columns, etc. I'd like to have I-Learn show students when a low grade is dropped or impacted in some other way. I'd like for students to be able to see the weighting.
The mysterious rounding, or not including some columns in Ilearn is deadly. I now know that these problems are more common if there are more than a certain number of columns, but . . . three strikes and they are out. Add to that the fact that they cannot be as flexible as a spreadsheet, and they are not likely to get my business.
I would be nice to have the entire class, or almost the entire class, in one view so I don't have to scroll up and down looking for a student. The earlier version was actually better in this regard.
Too many submit buttons
I would love to have the ability to post grades directly from I-learn to the university grading system. Try as I might, as I record, then transfer the information to the university system, I get off a name or a line and make a mistake.
I wish I-Learn would automatically insert zeroes after an assignment closes and the student hasn't completed it. I also wish there were a way to create a grade printout without going through Excel.
The calculations are not always accurate so I have to double check them myself. Also it is not at all simple to add things like extra credit to the grade book.
weighted program
The student view of weighted grades is not accurate until all of the grades for the semester are entered. This has created confusion for my students. I would also like a better way to print the grade spreadsheet for my reference later.
be able to not give everything the same weight
I-learn just has too many clicks to get through to enter grades, among other issues.
none
Not so complex (as far as functions are concerned.. More flexibility in display (click and drag reordering, column-width, etc.
I would like them to email out their grades, but, so far, my attempts to do this have not been successful.
I-Learn: the ability to change column width would be nice. That, or the ability to zoom out so I can see more on the screen at one time.
I-Learn Grade Center works fine for me. Students can see where they stand at all times.
Grade center is slow and buggy. It should be dynamic like a spreadsheet.
A method of printing out ILearn to show scores on a spread sheet that is not a two step process.
We must be able to copy a preexisting course into new semesters in micrograde. As it is, it requires too much time to create each section separately each semester. A true extra credit option needs to be devised in micrograde. There are far too many changes required for me to be interested in grade book on I-Learn! It drops grades, is cumbersome for both instructor and learner.
Grade Center is THE most user-unfriendly software I have ever used. Period.
Sometimes I-Learn doesn't include the changes right away, there is some lag-time, particularly when I work on it at home. If the changes could be immediate it would be better.
I wish Micrograde were available to the students in the same way I-Learn is. It is a significantly stronger program and I would use it exclusively if my students had easy access to their grades with it.
• Accurate calculations for weight scoring in I-Learn would be nice. I stopped using when I found the results to be off 3-5% in either direction.
• I would like it if I-Learn could just print out the summary or final grade column.
• Have some kind of "enter mode" where all the scores can be entered and submitted. On I-Learn it is difficult to see a view all at once that lets the teacher see where a student is lacking without scrolling sideways to see everything.
• none
• An updated Online Micrograde would help.
• I would like to be able to print out the grades on ILearn.
• For the past three semesters, when I post my grades on I-Learn (with assignments and grade total listed by points), the math is incorrect. When I export them to Excel, I have to re calculate the totals. I don't know why this is a persistent problem, but is more than a one-time fluke.
• The I-Learn grade center has poor visibility of assignments and is frustrating to use because of its screen format and report availability. I prefer Micrograde, but I use I-Learn so the students have easier access to their grades.
• Use a program that calculates things accurately and does what it is told, not what its programmer wanted it to do.
• I felt the previous version of Grade Center under Blackboard was more intuitive than the current version.
• It would be very helpful if I-Learn did not crash on occasion. The control panel apge is quite cumbersome, but I understand it better the more I use it.
• I-Learn grade center is cumbersome to manage and to make changes to multiple items in the grade book, and not very flexible. Changes I suggest would be to improve those capabilities.
• If I-Learn could print the grades more easily, that would be great. Better yet would be some way to transfer the grades from I-Learn to the midterm grade format we have to use with the registrar's office.
• I wish we could e-mail from our own spread sheets.....I think it is possible with form letters and fields tied to a spread sheet.
• Sometimes there are just technical glitches in the weighted grade columns, but I think those have been getting worked out.
• User interface needs to be more like Micrograde or eClass or something similar.
• I am satisfied
• If you could more easily have your I-Learn grades go into the grading we send to the registrar it would be nice. Right now, I print my I-Learn grades (via an excel document) and then manually select them.
• I had used Micrograde up until the past two semesters; I changed to I-Learn because I had heard that the contract with Micrograde would expire soon and would not be renewed. I find I-Learn more challenging for entering grades; I also haven’t yet figured out how to look at the data in a variety of ways, such as setting the parameters for a report I want to print out. But that is due to my not taking the time to learn how to do it - yet!
• I don’t know what we should adopt...I just know that I-Learns doesn't translate well into the different categories and weights I have to measure each class' grades.
• The program is extremely difficult to use--not the least bit user friendly. It is ridiculous. That is the reason my TA helps me with midterms.
• I wish we could go back to the older version of Grade Center that allowed you to enter grades by assignment without processing individual grades. Grade Center cannot process individual grades fast enough. Even though I enter grades in very slowly, frequently a student that earns a 10 on an assignment will receive a 0 because the program only registered the second part of the score. It has slowed down my entering of scores significantly and increased errors.
• Easier to calculate and get midterm grades
• Neither give me the flexibility I achieve with Excel.
• At the very least, have an explanation of how the program calculates scores. I just have to assume now.
• speed, better views, etc.
• Study Micrograde's user friendly interface--particularly the means by which categories can be created and weighted.
• It would be helpful to me if I could see more than 8 student’s names and two assignments on the screen in I-Learn at the same time. Using EasyGradePro I can see 22 student names, a total grade column, and 19
columns for assignments at one time. The assignment name extends vertically, not horizontally, saving room on the screen. These features draw me back to EGP after I try I-Learn for one class every 4 semesters or so. The I-Learn Grade Center is a bit cumbersome and time-consuming for me.

• More flexibility in calculating grades.
• Upgrade to the newer release and quit looking for the magic bullet. There isn't one.
• Can I-learn show a percentage grade for the total of possible points at any point in the semester, like mid-term time? I still do those calculations and it takes time.
• It would be sweet to have easier movement between adding I-clicker grades and I-Learn.
• I use Micrograde on line and they are going through some upgrades. Micrograde is cumbersome.
• It needs to more flexible to account for variations in the architecture of courses.
• Too many clicks to finish up one student and start on the next. Needs to be more streamline from student to student. Hence, I usually export to Excel.
• The I-learn grade center is clunky and won't let me use a weighted average.
• I would like to go back to Micrograde. I-Learn Grade Center is too slow, has problems with weighted grades, has too many "clicks" to enter items in.
• Grade center is not user friendly or intuitive. It is very difficult to see overall grading scheme.
• Slower than Blackboard
• Make it so that GradeCenter can print out a list of students and their Midterm/Final grades.
• I'm completely happy with micrograde. Because it doesn't allow posting grades online behind a password, students don't regularly have access, but they're okay. I-Learn is frequently inaccurate and AWFUL to use--it's so slow and clunky.
• Grade center needs to be checked for occasional miscalculations. I would like to see the turn-it-in module added to I-learn to allow for better peer grading and for checking plagiarism.
• The greatest weakness in I-learn grade center is the fact that putting in student scores is incredibly slow. Another weakness is the lack of customizability for weighting grades, curving scores, and allowing extra credit with customizable weighting. The strength of I-learn grade center is that students can access their grades on-line at any time. The ideal grading software would have the speed, functionality, and flexibility of a spreadsheet as well as the ability to be managed completely online.
• Too slow. Hard to get exactly what you want.
• Need the ability to enter "extra" credit without it calculating in the "points possible" portion of the grading program.
• Importing grades into I-Learn is very cumbersome and the help desk has trouble with it.
• I am still learning the ins and outs of I-Learn, so I can't say with confidence what it could do better.
• Grade Center: Easier to use and see how it is set up. Ability to do more from the main page. Ability to automatically move current grade to Registrars office for Midterm & final grades.
• It's been harder this semester to "course copy" and to make the computer do what I want it to, but the tech crew is very helpful.
• I-Learn takes too many mouse clicks to get into and out of a single grade, for example, when the student has submitted something and you need to grade and comment on it.
• I-Learn is difficult because it can't be viewed like a spreadsheet and needs to be converted to a spreadsheet for me to really view all the grades at one glance and do calculations in the spreadsheet program. Micrograde has too many bugs that are still being worked out. Is there another program available?
• I am using a new version of Micrograde on line, so the jury is still out.
• Students love the ability to be able to look and see their grade at any time - hence the beauty of I-Learn. However, I-Learn Grade Center is too clunky and limited to be a serious campus-wide grade solution. If the flexibility and ease of use with Micrograde could be linked with the online accessibility of I-Learn that would be a great solution.
• Easier method of weighing assignments; communicate with the Testing Center.
• Ensure my classes don't disappear.
• I overhear other teachers express frustration with the I-Learn grade program. It sounds like there are a lot of snafus with the system. I don't actually know the specifics.
• Fully adopt Micrograde Online.
• Among others too numerous to list, could it be possible to correct an assessment key and automatically correct already graded exams instead of having to make corrections manually?
• iLearn user interface is slow and cumbersome. I would love to be able to use a spreadsheet (like MS excel) for its formulas, speed and ease of use. The problem is integration with student database and online publishing/confidentiality.
• It would be nice if I had more ability to maneuver or manipulate the data more easily.
• I love the old version that allows me to weight categories.
• Ability to do grade calculations easily & reliably
• Two things: 1. The total points that I see are not always the same as those that students see. That could be fixed. 2. I would love to have a default column that shows me, the professor, total points possible. The students see this, but I don't.
• I would be interested in learning how Micrograde works and seeing if it is better than Excel (which I presently use.)
• Don't use
• See above...I am pleased that Micrograde is online now and the students have benefited being able to view their grades at ANY time, not to mention the mid-term grades....although I still print these out individually for them...I-Learn makes the University look like they do not know what they are doing...it is inferior and even the "up-dates" have caused MANY glitches of which I have been affected spending literally HOURS I do not have to mend what is broken and I CANNOT fix. Even the I-Learn staff cannot figure many of the problems out and they end up REDOING...costing the University time and money, not to mention the frustration of faculty and especially the poor students.

**Question #10: Please rank (from 1st through 4th) your preferences for future midterm grade policies:**

• Not only would I like to see midterm grades (as we know them) disappear, but I think it's about time we stopped reporting them to parents of non-minors.
• I've been told midterm grades get sent to parents as well and that gives many students stress. I think that is a really bad idea. Students are adults and parents should not be informed of their grades unless they choose to inform them.
• On I learn, students have access to their grades.
• The actual posting is not a hardship for me. I need to know more about how many students check their midterm grades. I generally mention in class that I have posted them, but don't do much beyond that. Are letters sent to at risk students?
• Mid-term grades are so high school! (What other _real_ university does midterm grades?) If an adult can't be responsible enough to keep track of their grades and be aware that they are failing because they aren't turning things in or attending class, they should at least learn to accept the consequences of their actions, even if they are surprised at the end of the semester.
• Realistically, students should be keeping their eye on I-Learn - to know of their class standing
• My understanding is that the midterm grades are needed for determining financial aid eligibility. It would be nice if there was an option to simply automatically load current grades from I-Learn into the system. However, due to differences in the way faculty use I-Learn, I don't know if this is possible.
• Posting midterms provides very little value for my students as they can always see their points and point totals on I-Learn. However, it also requires very little extra effort on my part to post midterms as I always have a point total calculated.
• I do like that posting midterm grades helps hold me accountable too. That is, if forces me to give feedback to students. I'm not saying it wouldn't happen, but I think it is useful to me and to students.
• Are we the only university that still does mid-term grades???
• Posting midterm grades requires teaches to get their grades up-to-date so students know how they are doing in class. I hear from many frustrated students when their teachers fail to post midterm grades and a T appears on their grade report, or the teacher just gave everyone in class a B. The best choice is for teachers to maintain their grades in a location where students can see their scores and know how they are doing. Then they can make an informed decision on whether or not to drop the class.
• It seems a waste of time, but I confess that with secretaries entering students’ grades for me, I often don't notice until I'm forced to post mid-term grades that some students are struggling and could use my help.
• The question is confusing. If we discontinue posting mid-term grades are we saying that we don't need to use other methods.
• If we only post grades for students who are at risk, those who receive no midterm grade will assume they're in the clear, when they may be boarder-line, or the teacher might have overlooked the student.
• I use non-on-line Micrograde and the learning curve for on-line Micrograde is another big learning curve and time to learn is a challenge.
• I hate posting midterm grades, but I like that it helps me get caught up.
• Both students and faculty need the reality check that mid-term grades provide. Thanks for asking!
• Students should have access to their grades via some method. A combination of the first and fourth options would be best, I think. I've noticed that when students can view their grades (overall and per assignment), they see how their weak points affect their overall score and tend to work harder on future assignments.
• students already see their current grades in I-learn why make me do more work to specifically tell them what they already know?
• Rather than Grade Center (and even Blackboard), I would prefer a different online option in I-Learn
• I just wonder how accurate midterm grades are. I know I don't often have a great deal of data by that point to calculate midterm grades. However, I do believe they are useful.
• Why do posting for 4th choice have to be online
• #2 and #4 go hand in hand. If students always have access to up-to-date grades there is no need for midterm grades to be posted.
• Another idea: post official mid-term grades only for freshmen, not everyone.
• I wanted to put all three of the other options as 4th preference, but the survey wouldn't let me. Put the responsibility back on the student to know where he or she stands at all points in the semester. This presupposes, of course, that the faculty member is giving frequent assessments and providing students with prompt feedback by way of scores, grades, etc., along with a well-defined grading system.
• I keep my grades updated weekly on I-Learn so my students know exactly where they stand through-out the semester. by checking I-Learn.
• It is just as much work to post some grades the 3rd option is totally unacceptable to me
• I see no reason that Ilearn cannot do a basic spreadsheet that protects their personal information. It is not rocket science!
• I have taught at several colleges and universities, and this is the only place I have ever had to submit midterm grades. I say this not because I think we need to be doing what everyone else is doing, but because in my experience I have seen no significant advantage to posting midterm grades vs. not posting them.
• If micrograde is kept up to date, students know from day to day how they are doing in a course.
• Posting midterm grades continues to infantilize our students.
• I've not used micrograde, but we need to make sure that the software is not overly cumbersome and completely accurate before requiring all faculty to use the same online grading software.
• Please eliminate midterm grades.
• If instructors kept student scores up to date on I-Learn, there is no real need for midterm grades.
• I believe midterm grades are extremely relevant and useful for students--and unfortunately, faculty sometimes do not give the students this kind of up-to-date grading information unless it is required.
• The biggest benefit that I see to midterm grades is to alert students that are performing poorly. I think the other methods will not give that benefit, so I prefer to continue posting midterm grades.
• Semester is short enough as it is. If a faculty member continually updates the students on progress, then a midterm grade is unnecessary. Midterm "grades" put an unnecessary student emphasis on the GRADE at a time when it should be on learning. I have never had a midterm where, afterwards, I did not have students coming to seek advice about how to improve their grade. Their grades are always available, but a midterm grade gets them thinking about it, and I generally get students coming in who are concerned about their grade or how it was derived--it's a waste of my time. Generally, these inquiries are from students who have not read the syllabus or are otherwise doing poorly, some of these end up dropping the class, so I have spent time counseling students most likely to drop the class instead of preparing to teach students who will stay in the class.
• Require all faculty to record scores available to the student so they can calculate themselves.
• Posting for "at risk" is even more tedious than posting grades for everyone. You have to figure all, then separate the low ones. No good. I'd say any class which uses iLearn should be able to use the current grade as the MT grade. Other classes should be able to find a suitable solution too. The real question is whether to continue with MTs. Since I post grades on-going throughout the entire term MTs are of no use to me. Why spend the time and money to produce them? Students know where they stand.

• "At risk" posting has no advantage to the faculty who have to calculate all grades to find out who is at risk. I think posting mid-terms does jar some of the students into reality.

• I try to keep the I-learn grades up to date, so mid-term grades are redundant and unnecessary in my classes.

• I could use either Micrograde or I-Learn for posting mid-term grades, but how is that different than entering them through the records office if I choose to use neither program for my cumulative grade book?

• All students need to know that the university cares.

• I strongly support discontinuing mid-term grades but that is only if the faculty will provide near real-time feedback to the students on their progress.

• This is a poor way of asking this question? It's confusing, what does no preference mean?

• I won't post them at all if you make me use I-Learn.

• Whatever is best for the students and the university.

• If we keep I-learn current there is no need to post mid-term grades

• I have no other preference but to discontinue them.

• students need frequent and up-to-date feedback; posting midterms helps them know exactly where they are

• Do not use I-learn....only Micrograde