



Membership Satisfaction Survey Report October 2018

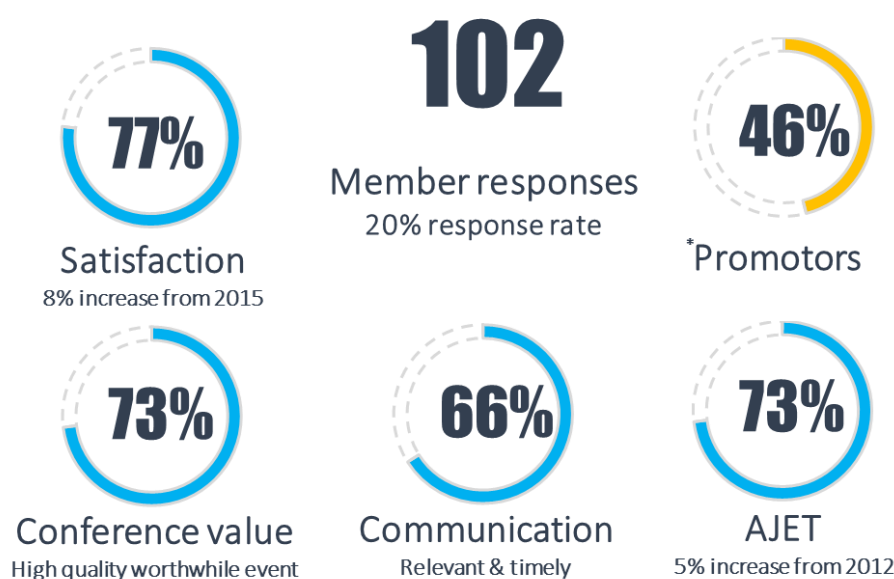
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Summary



Programs & Services



The Positives

Members value the networking opportunities and the potential to build connections and communities particularly at the ASCILITE conference. The AJET journal is also highly thought of as a quality research publication. ASCILITE promoters are engaged with the ASCILITE executive, services, information and conference and are likely to remain members for a long time.

Areas for Improvement

Members are less likely to take advantage of non-conference related information services and programs offered and find less value in these services. Some members note insufficient marketing and promotion as a potential reason. The cohort of detractors and passives are disengaged and likely to leave within one to three years. Loss of membership is particularly likely if institutions cease to pay for member registration. Understanding the gap in experience for these members is key to growing the member base and improving long term satisfaction for all members.

** Promoters are members that are loyal enthusiasts who will continue renewing membership and refer peers, fueling growth (see pg. 5).*

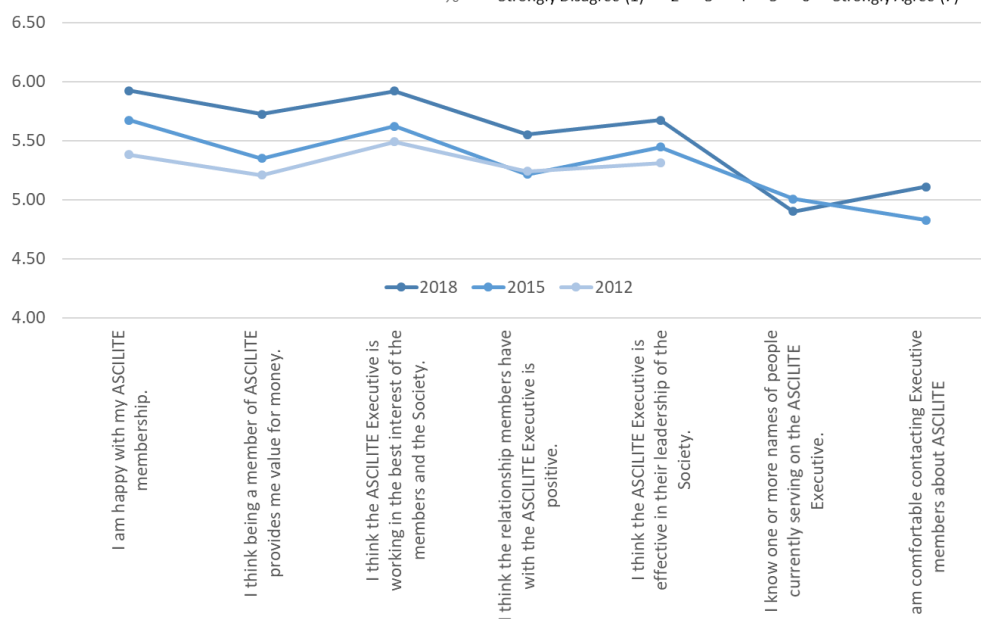
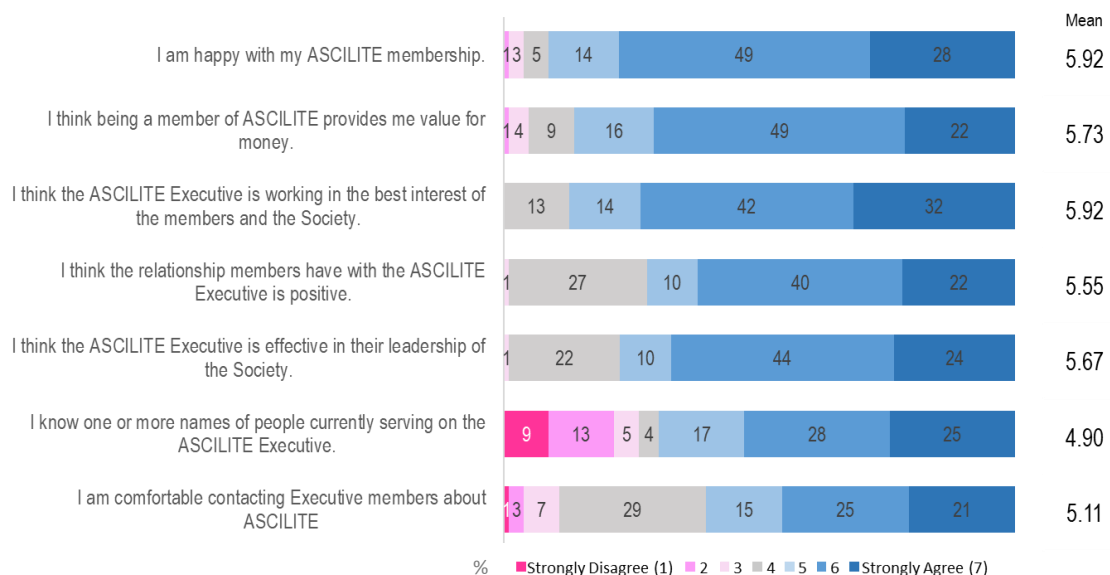
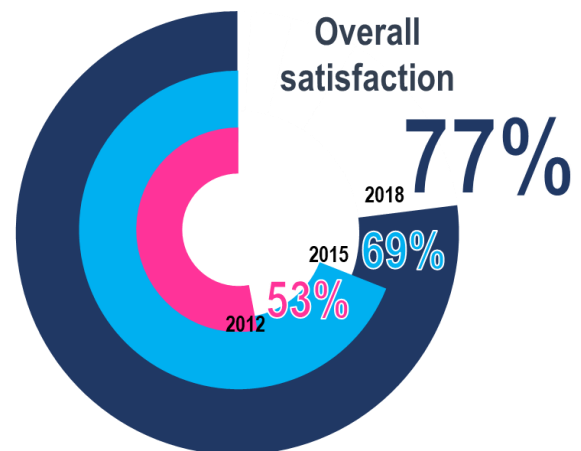


ASCILITE Engagement

Membership satisfaction

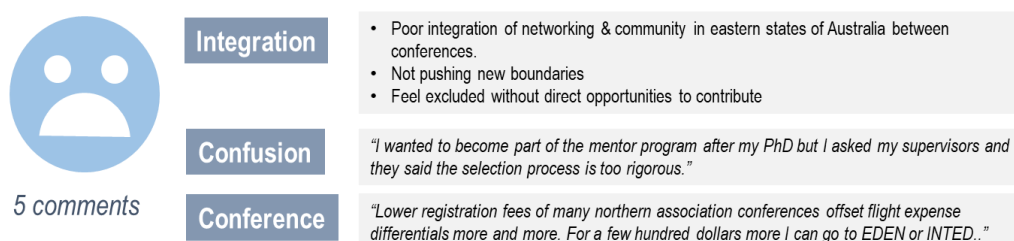
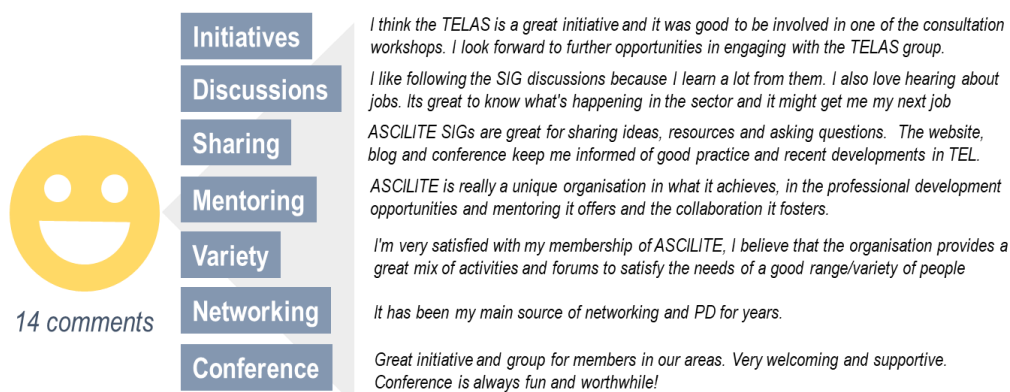
Changes to ASCILITE value offerings have reaped significant rewards with a majority of highly satisfied members in 2018, 77%, an increase from 69% in 2015 and a statistically significant increase from 53% in 2012.

Perceptions of value for money have improved significantly from 2012 and significantly more judge the ASCILITE executive to be working in the best interest of members and society. Slight declines are observed for familiarity with the names of the ASCILITE executive, but this is the only variable that has shown an average decline.



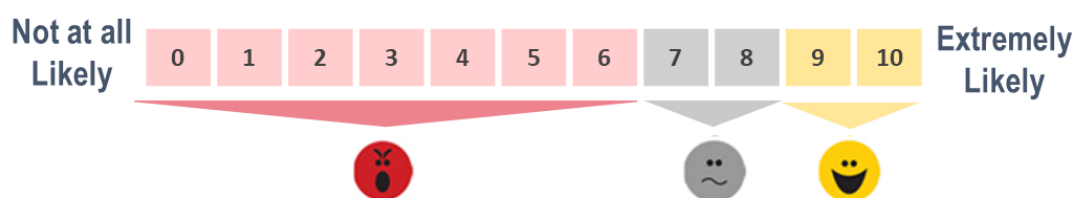
Comments about satisfaction

Twenty participants offered additional comments on overall satisfaction

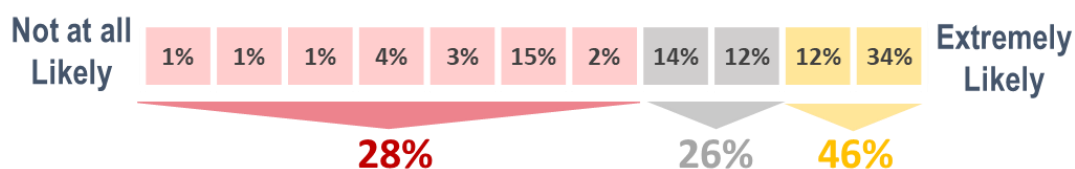


Likelihood of Recommending (Net Promoter)

How likely are you to encourage your colleagues to become a member of ASCILITE?



$$\text{Yellow face icon} \% - \text{Red face icon} \% = \text{Net Promoter score}$$



$$\text{Yellow face icon} \% - \text{Red face icon} \% = 18$$



The Net Promoter System is based on the fundamental perspective that every company's customers can be divided into three categories. "Promoters" are loyal enthusiasts who keep buying from a company and urge their friends to do the same. "Passives" are satisfied but unenthusiastic customers who can be easily wooed by the competition. And "detractors" are unhappy customers trapped in a bad relationship. The best way to gauge the efficiency of a company's growth engine is to take the percentage of customers who are promoters and subtract the percentage who are detractors. ASCILITE's net promoter score of 18 will enable future tracking of member loyalty.



Promoters (9 or 10)

ASCILITE promoters are significantly happier with their membership and more secure that their membership provides value for money than detractors. Promoters have a better perception of their relationship with the executive and consider them to be effective leaders. Promoters are also more comfortable contacting the executive compared to passives. Promoters are more inclined to be satisfied with all aspects of the conference and the information provided by ASCILITE except for the value of membership for informal networking which is considered favourably by all groups.

Promoters are more familiar with the community mentoring program, the ASCILITE conference, Special Interest Groups, ASCILITE awards and CMALT Australasia than detractors. Promoters more regularly attend the conference and contribute to AJET compared to other groups as well as more inclined to view AJET as a high quality source for research articles. Promoters prefer that the community mentoring program, awards and ASCILITE on Twitter are maintained.

Promoters are more likely to remain members for more than five years but there are no differences in initial length of membership.



Detractors (0 to 6) & Passives (7 to 8)

Detractors and passives are somewhat satisfied with their membership, with passives on the fence about their feelings towards, and relationship with the ASCILITE executive. Detractors are uncertain about their satisfaction with the ASCILITE conference and somewhat satisfied with the information provided by ASCILITE via the website and other sources. Detractors are less familiar with services and programs particularly the fortnightly bulletin, webinars, and the Spring into Excellence Research School (completely unfamiliar). Passives are more likely to be somewhat satisfied with AJET.

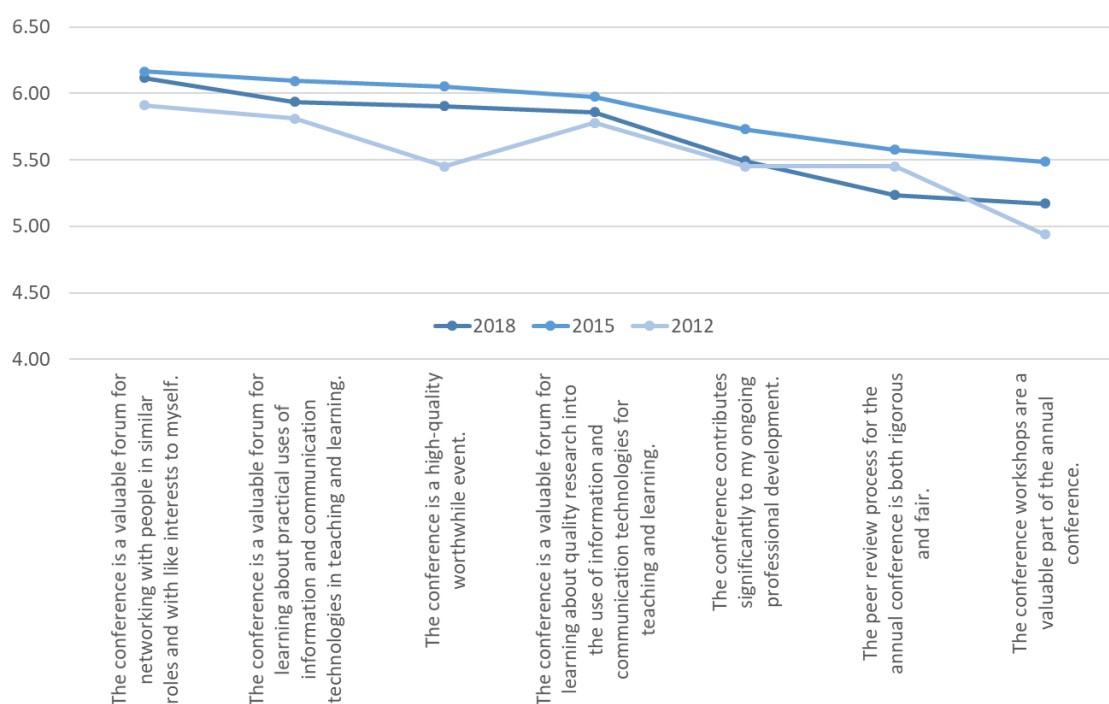
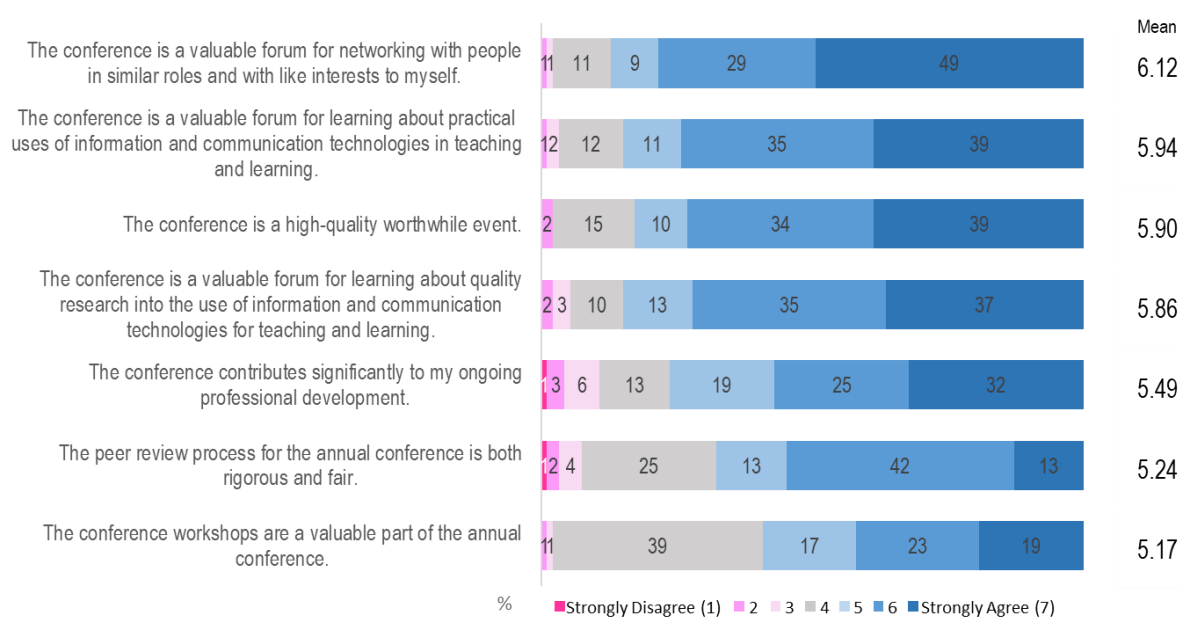


Detractors are more likely to remain members between one and three years and passives are more likely to be professional or general staff members. No further demographic differences are evident between groups.



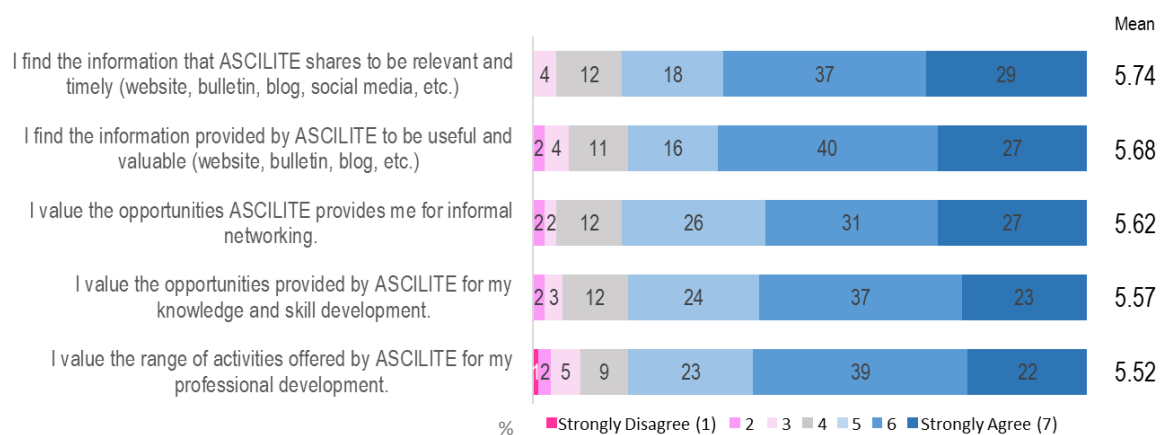
ASCILITE Conference

Satisfaction with ASCILITE conference attributes have declined slightly but not significantly from 2015 with greater ambiguity towards the value of the conference workshops and the review process as rigorous and fair. Despite minor declines, 78% of members are satisfied with the conferences as a valued networking event and over 74% consider it to be a valuable forum for practical learning and quality research about ICT in teaching and learning. Seven in ten members consider the conference to be a high quality, worthwhile event.



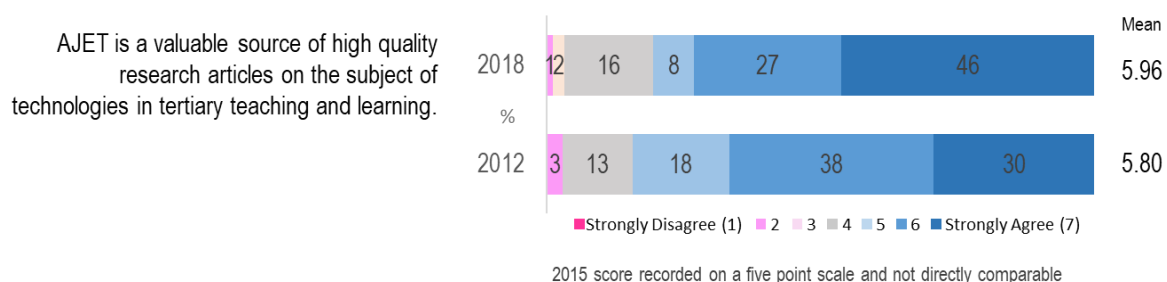
Professional Development, Networking and Communication

Most participants consider information shared by ASCILITE to be relevant and timely (67%), as well as useful and practical (66%). Over half (56%) are satisfied with informal networking areas, leaving 42% who may benefit from additional initiatives in this space. Two in ten members (20%) are uncertain or dissatisfied with the range of activities available for professional development. Participants in this category are significantly more likely to be professional or general staff members.



AJET

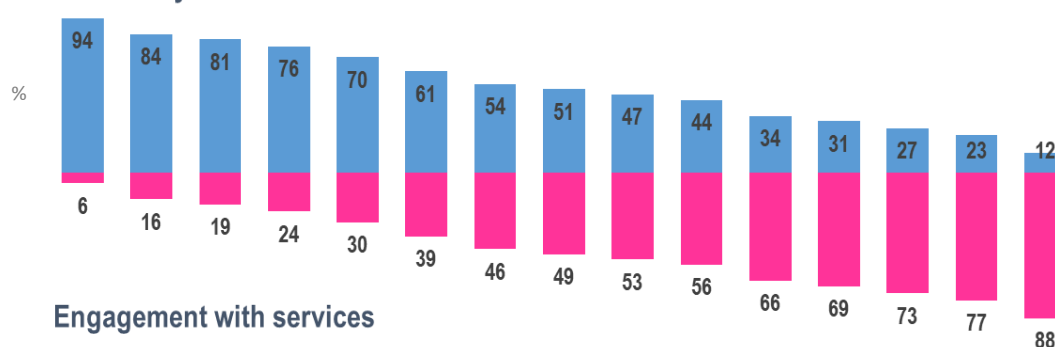
Seven in ten (73%) members consider AJET to be a high-quality source for research articles, a marginal improvement from 2012.



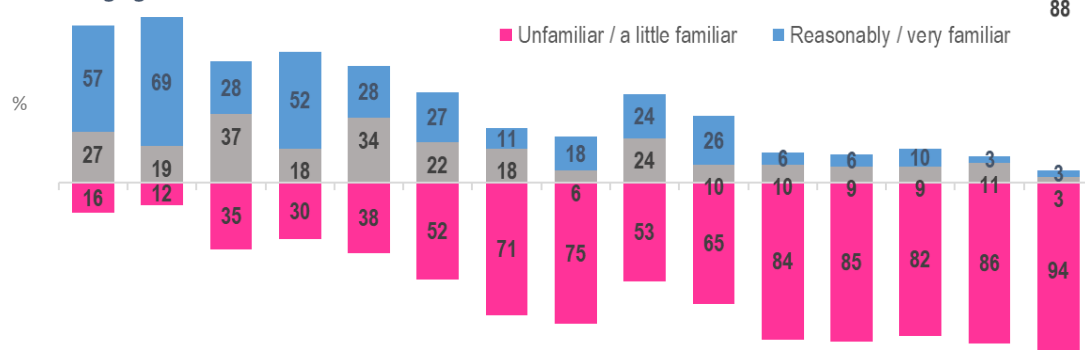
Programs and Services

The top five services valued most by participants are the annual conference, the fortnightly bulletin, AJET, the ASCILITE website and the webinars. Nearly all participants (94%) are familiar with the ASCILITE conference, with just over half (57%) engaging often or very often and most participants would like to see the conference enhanced (27%). The fortnightly bulletin is accessed most often with nearly 70% of participants engaging often or very often and most participants would like to see the conference enhanced (27%). The fortnightly bulletin is accessed most often with nearly 70% of participants engaging regularly. AJET is accessed regularly by half of participants (52%). Two in ten (19%) participants would like to see improvements made to AJET.

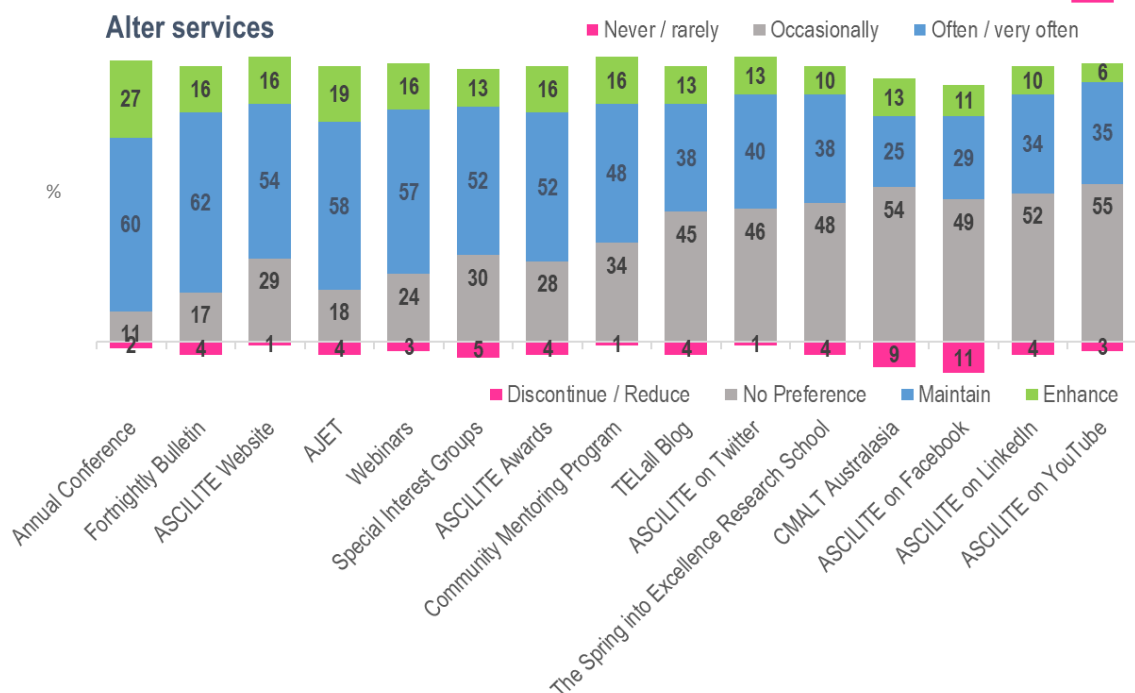
Familiarity with services



Engagement with services

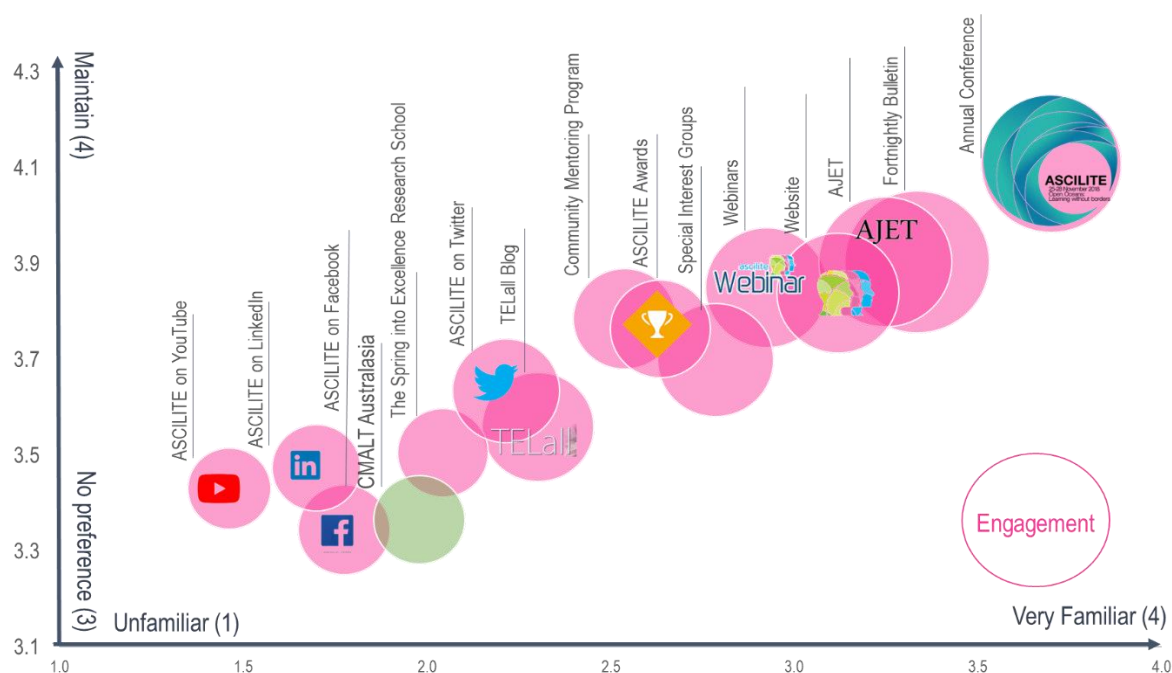


Alter services



Special interest groups, ASCILITE awards, the community mentoring program, the TELall blog and ASCILITE on Twitter are services or programs engaged with moderately by members. Between 44% and 61% of participants are familiar with these services but less than a third engage with them regularly.

The services that receive the least attention from members are ASCILITE on YouTube, LinkedIn and Facebook as well as CMALT Australia and The Spring into Excellence Research School. A third or fewer participants are familiar with these services and over 80% have rarely or never engaged. One in ten would like to see ASCILITE on Facebook and CMALT discontinued or reduced and disinterest is high.



Comments about services

Nine comments on member services were received. Five referred to general satisfaction with services whereas four offered specific concerns or suggestions for improvement:

Awareness: "Wasn't aware of the Facebook presence would be more inclined to seek out especially if regular updates were posted similarly to how EDUCAUSE promotes theirs. I use Twitter for prof development so would also be likely to check out and disseminate twitter posts/tweets. I'd love to see the CMP gain more traction and support members a bit more, it's still in early days and a bit informal so could use a bit more shaping/support but it's a great initiative. I'm really keen to be involved in the research school in future but don't know enough about it and the cost and travel are a bit out of my reach right now, if there were member discounts and more communications about the benefits I'd probably make more effort on this front. I love the SIGs and the TELall blog while I don't always read it I do scan the bulletin to see what's covered and value it as another source of knowledge and reflection."

Roles: "ASCILITE is suited to people in some roles, less so in others. Would highly recommend it to people focussed on Ed tech, especially early career who need a community of practice"

Collaboration: "Should just merge with ALT and share best practices".

Institutional membership: "I think more could be done to encourage institutional memberships. Perhaps having local advocates within institutions or states or help promote the benefits of membership"

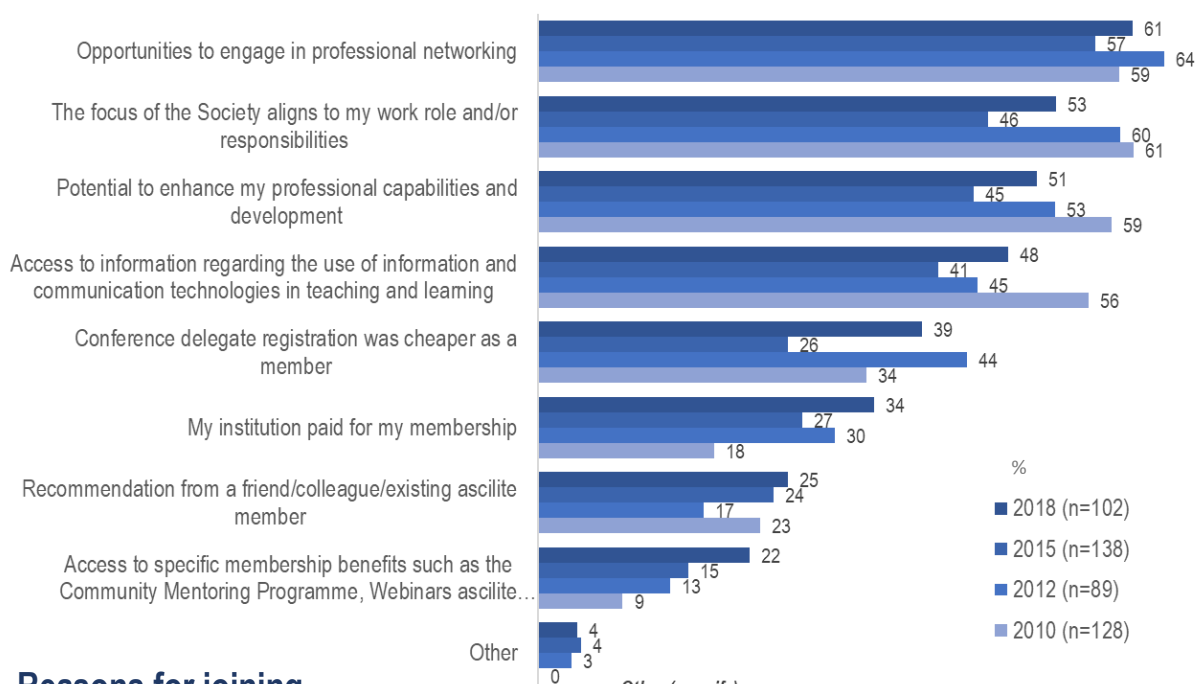
Communication: "I emailed to apply for the mentoring program one year but never received a reply."



Learning analytics, learning design and Technology Enabled Learning (TEL) are hot topics that were most asked for by participants. See appendix for a full list of suggested presenters or topics.



ASCILITE Membership

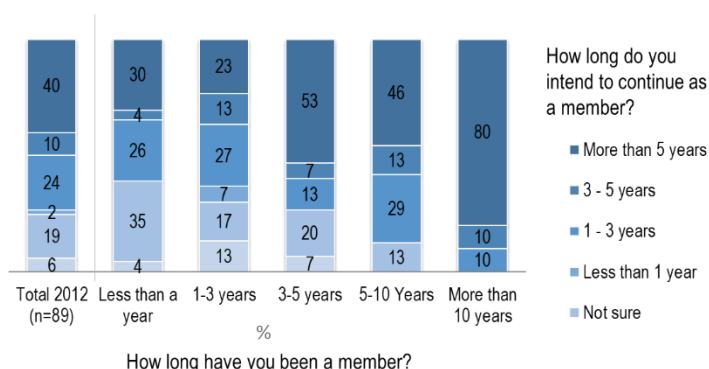
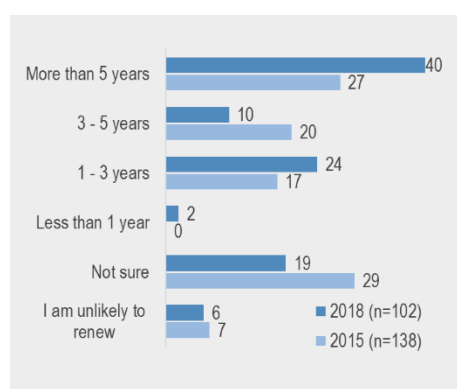


Reasons for joining

Reasons for joining ASCILITE remain mostly consistent year on year with the majority joining for professional networking opportunities and alignment with workplace responsibilities. Membership as a result of conference attendance increased from 2015.

Other (specify):

Was asked to be on the 2003 conference organising committee
Noticed a lot of the journal articles I was reading had the ASCILITE logo
I was excited to be part of an emerging field - and the potential to influence future directions
an interest in teaching and learning



Intended length of membership

Membership commitment has improved by 13% from 2015, with 40% of members intending to remain with ASCILITE for more than 5 years, yet nearly a quarter only intend to remain members between one and three years. As with previous years, the longer participants have been members of ASCILITE, the more loyal they become. Participants who have been members for ten years are significantly more likely to remain members over the long term. A third of participants who have been members for less than a year intend to remain for the long term, however a third intend to leave after a year suggesting this member pool joined specifically to attend the ASCILITE conference. Membership uncertainty is highest for those who have been members between one and three years.



Reasons for discontinuing membership in future

Eighteen participants offered reasons for potentially discontinuing membership in future. Institutional budget constraints were the most cited reason (5). Three participants were considering leaving the sector or their current positions which would mean losing institutional membership. Three participants were recent members who wanted to wait and see if they received sufficient value from membership prior to committing to a longer term. Two participants were concerned about costs, with one indicating the cost of the conference was too expensive. A third member only intended to renew membership if attending the conference. One member was dissatisfied with the review received for a conference submission and a final member indicated they felt discriminated against by peer members for being in a non-academic role.

"The conference is the main resource I use and I wasn't too impressed with it in 2017. Sessions were too short to really engage with what people were doing and why.."

"it depends on faculty budget.... prefer if it is incorporated in conference registration - easier to get institution to pay that way."

"Depends how this first year of membership goes and whether membership remains relevant to my job."

"My one annual opportunity to share a research paper and ideas was cut short by a vitriolic reviewer."

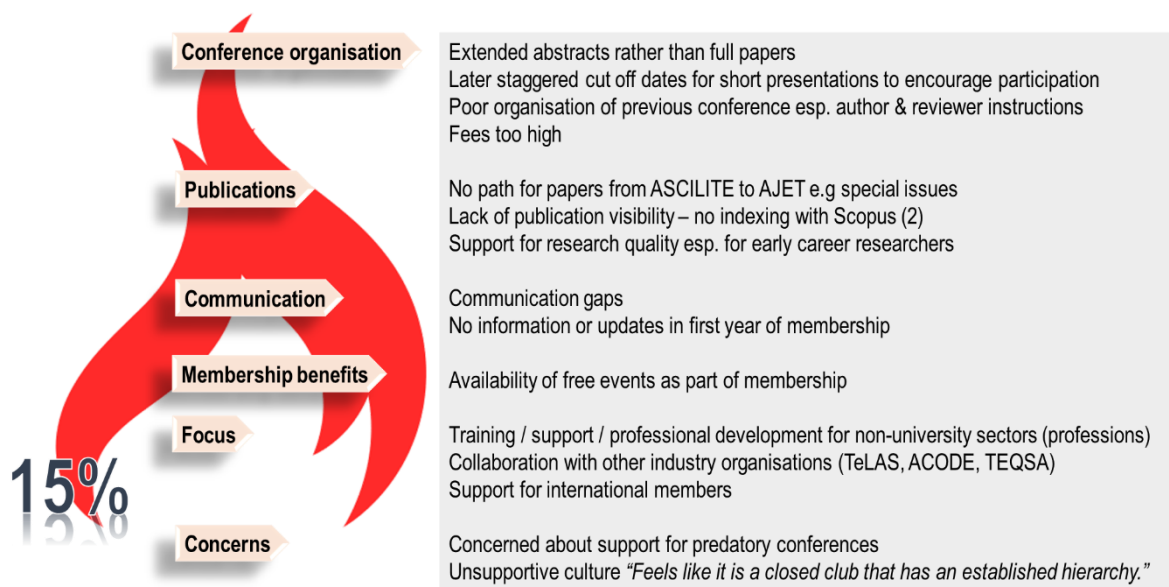


"At this time, my institution pays for my membership, but they might shift it to another person. If they do, then I have to seriously consider how much benefit the membership gives me compared with my other memberships as it will be coming from my money, not my institutes. I have enjoyed ASCILITE and went to the conference last year (thoroughly enjoyed it!), but if my research continues down its current path, there may be a better place to present."

"As a non-academic staff member of a university, you can never be sure of how you will be reacted to if you try to engage. I want access to information but am sick of being dismissed or looked down upon because I have chosen to be a practitioner and take a technical rather than an academic role. I have, more often than not, been made to feel unwelcome in academic forums once my employment type is 'outed' - I am currently getting value as a 'lurker' but find organizations where I feel I can engage to be more satisfying."

Burning issues

Thirteen noted burning issues. Organisation of the conference was the largest theme followed by suggestions for supporting member publications.



Components of membership most valued by participants.

Networking opportunities and the potential to build **connections**, raise **profiles** and engage with a **community** is most valued by ASCILITE members. ASCILITE members value the space created to share challenges, successes and insights into emerging work with peers that have a **common interest** and a **similar perspective** or background.

"The networking and camaraderie at the conference - hearing that we're all facing the same challenges"

"It's great to hear from and about people from across the region. I enjoy hearing about their solutions to common challenges. I also enjoy hearing at the conference about way out, medium to long term developments."

"ASCILITE keeps me inspired in my job! It is wonderful being connected through ASCILITE to like-minded colleagues at other universities and having access to very experienced staff in the industry who are so willing to encourage others and share best practice."

For many the ASCILITE **conference** is the space that supports their networking and community development aspirations, allowing participants to engage with **new and emerging** researchers, observe new **ideas** and connect with **innovations** in **other institutions**.



Suggestions for improvement

Nineteen participants offered suggestions for improvement.

Connections & Collaboration

- Encouraging international connections and collaborations / speakers
- Collaborations with TEQSA, ACODE
- Collaborate outside university sector

Research support

- More encouragement for PHD and early career researchers
- Promote research or scholarship opportunities
- More support for CMP

Leadership

- Proactively provide views on emerging trends
- Strong, visible leadership role in the sector

Publication

- Greater exposure for research internationally
- Improved indexing of conference proceedings, ISBN / ISSN
- Faster avenues to journal publications
- Connection with more conferences and journals
- Greater recognition for reviewers

Conference

- More technical, hands on presentations and workshops
- Improve conference quality / consistency
- Too many parallel streams
- Sponsor small regional conferences

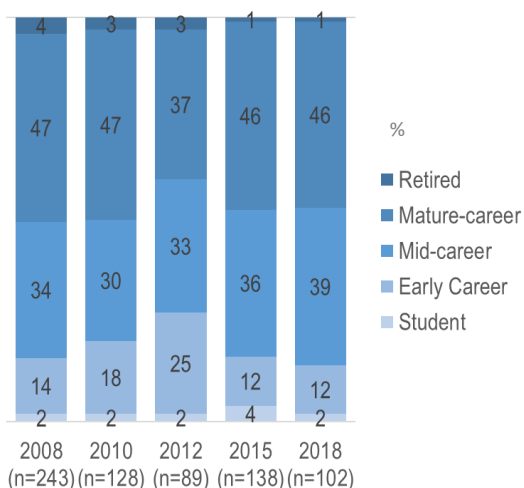
Other

- Improve member benefits

Promotion & communication

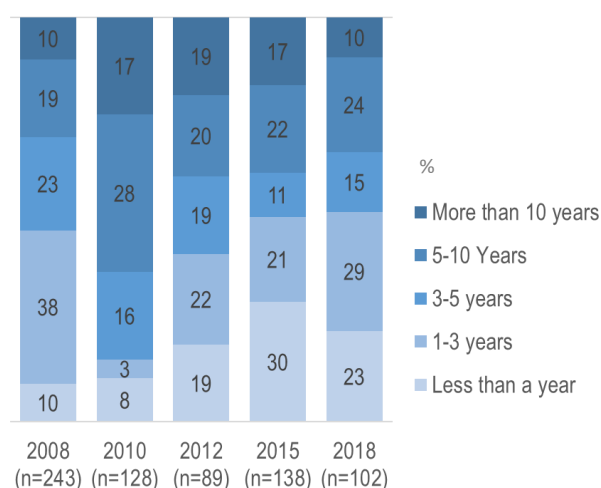
- Greater marketing and promotion of activities and ASCILITE in general
- Social media, including blogging and tweeting
- Links to TELall Blog in the weekly bulletin

Participant Profile



Length of membership

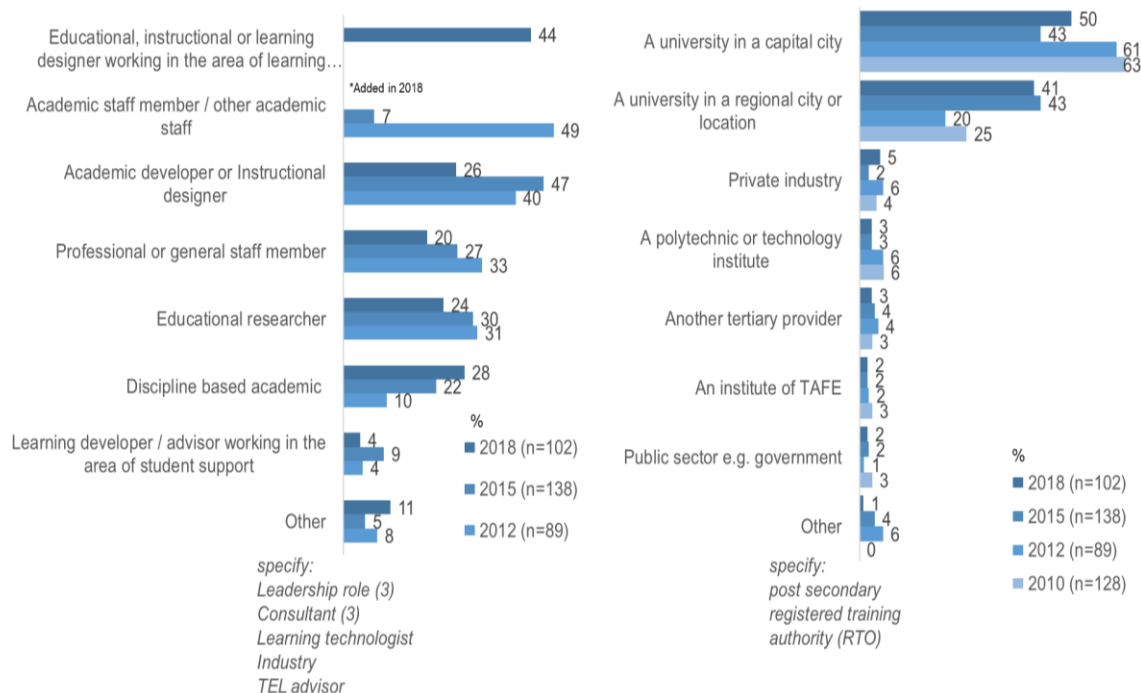
A declining completion rate for longer serving members is observable year on year. Completion rates have grown marginally for members serving between 1-3 years in the latest survey although the trend is not statistically significant.



Career stage

Participants are mostly in mature-career or mid-career stages with few early career or student voices, consistent with previous years.



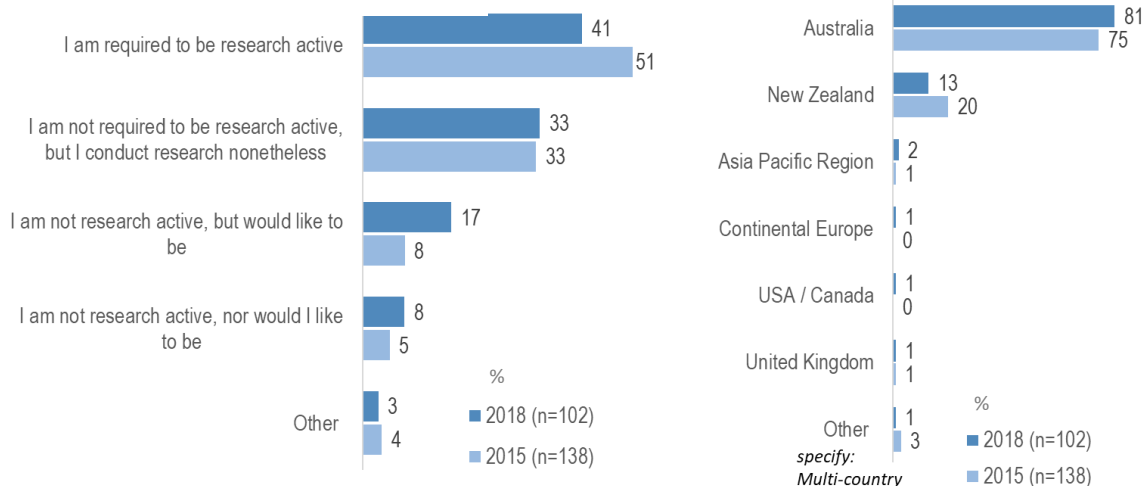


Profession

The majority of participants in 2018 identify with the new category of education, instructional or learning designer working in the area of learning design. A third are discipline-based academics, a third are academic developers or instructional designers (the largest category in 2015) and a quarter are educational researchers.

Workplace

Half of all members originate from a capital city, with 41% from a regional city or location. Less than ten percent originate from outside the university sector.



Research role

The number of participants required to be research active has declined by 10% but a 9% increase is observable in those who are not research active but would like to be.

Workplace location

Australian participants have increased nominally by 6% with a corresponding decline from New Zealand. 6% of participants are from other regions.



Methodology

Background & Research Objectives

ASCILITE conducts an online member satisfaction survey every two to three years. The survey was first conducted in 2008, with a subsequent wave in 2010, 2012, 2015 and 2018.

Identification of the drivers of member engagement informs the development of sustainable initiatives that encourage active member participation and clearly demonstrate the value of membership.

Research objectives:

1. Determine overall engagement and satisfaction with ASCILITE membership.
2. Identify satisfaction with ASCILITE member services and benefits.
3. Determine the importance and frequency of use of member services and benefits and identify which impact most on engagement.
4. Determine what members value most about their ASCILITE membership.
5. Identify the extent to which members champion membership with ASCILITE.
6. Identify member preferences for future topics and initiatives.
7. Identify reasons for strong satisfaction or dissatisfaction and any burning points.

Data Analysis Methods

This report presents the results from the 2018 survey as well as comparisons to previous years where possible. The survey was redesigned in 2012 and again in 2015 with significant changes into the methodology and survey questions. A total of 102 from a population of 508 participated in 2018, a response rate of 20%, consistent with previous years. In 2015, 138 completed the survey compared to 89 in 2012 and 128 in 2010.

When the results from Likert scales are discussed, the top two scores will be combined (score 6, 7) when referring to a positive result. Scores of 1 or 2 represent strong disagreement. Scores of 3, 4 or 5 would usually represent ambivalence, however within the context of perceptions or expectations these results are considered to be less than satisfactory and indicate areas for future improvement.

Differences between the groups on demographic characteristics or key measures were assessed using z-tests, t-tests and analysis of variance methods (ANOVA) where appropriate. Instances where meaningful significant differences at a 95% confidence interval were identified are noted in the report.

Net Promoter score

The question, “how likely are you to encourage your colleagues to become a member of ASCILITE?”, was measured on a scale from 0 to 20 in 2018 rather than the recommended 0 to 10. To allow the use of the Net Promotor methodology a frequency analysis was conducted which demonstrated a clear midpoint at point ten on the scale. The scale was recoded as follows 0&1 = 0, 2&3 = 1, 4&5 = 2, 6&7 = 3, 8&9 = 4, 10 = 5, 11&12 = 6, 13&14 = 7, 15&16 = 8, 17&18 = 9, 19&20 = 10. This will allow comparison to future years if the 0 to 10 net promoter scale is used, although comparability will not be exact.

Table 1. Original frequency analysis of likelihood to recommend question

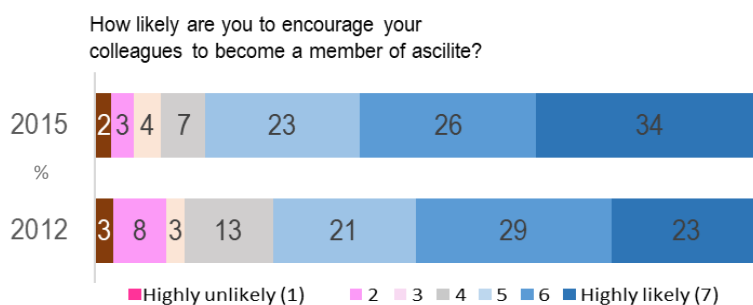
1	3	4	6	7	8	9	10	12	13	14	15	16	17	18	19	20
1%	1%	1%	3%	1%	1%	2%	15%	2%	5%	9%	4%	8%	9%	3%	11%	24%



Reporting of historical questions

Historical championship

Member championship improved somewhat between 2012 and 2015 with an 8% increase from 52% to 60% of participants that are highly likely to recommend colleagues become members. The improvement is not statistically significant. This question was replaced by the Net Promoter question in 2018.



Appendix

Suggested topics

- Work integrated Learning
- Learning design for short courses
- Ways to research educational technology implementation (including theories)
- Technology absorption at an institutional level.
- Tech-enhanced learning
- Project-based learning
- Workplace learning
- Informal learning
- Social media - pitfalls and advantages for HE, TEL for group/teamwork
- Authentic assessment using technology
- Simulations and their usefulness in teaching
- Review of learning management systems. Are they meeting needs and expectations? What criteria is being used to choose a LMS for higher ed.
- The TELAS Framework
- Open movement
- Online simulations (using branching scenarios to promote personalised learning)
- Blockchain in higher education
- Design thinking
- Learning Analytics
- Leading and managing universities in the 21st century
- Video pedagogy
- Micro credentialing



- Online Authentic Assessment practices and the pedagogy underpinning these approaches
- More on sharing or collaboratively developing to share
- Learning design templates or systemisation of learning designs
- Academic development/professional learning
- Design, practice and 3rd space-based topics
- Promoting TEL and working across teams and within institutions
- Disseminating research articles and informal posts around more scholarly topics - e.g. assessment, pedagogy, learning design
- Transparency over how to get articles into conference and AJET - could be a good series to encourage SoLT
- MOOCs - how effective are they and what purposes are they being used for
- How universities see the value of ASCILITE
- Machine learning /AI in education
- Augmented reality in education
- Research methods
- Learning design practices
- Professional development of teachers
- Impostor syndrome
- How to enhance the live streaming experience
- Use of H5P in teaching
- How to engage external (online only) students
- How to encourage the culture of resource sharing amongst academics
- Easy ways for academics to understand learning analytics (without all the jargon and to improve the student experience)
- Gender and technology
- Evolution of LD particularly in the TEL space
- Current TEL topics
- Blockchain, peer evaluation and feedback
- Back to basics of TEL
- Adult learning approaches in the digital age

Suggested presenters

- Peter Goodyear (2)
- Linda Corrin (2) (UniMelb) - Learning Analytics
- Shelley Kinash (2)
- David Boud
- Gregor Kennedy (UniMelb) - Blockchain
- Ian Solomonides - what's happening at VU
- James Arvinatakis
- Jason Lodge (QLD) - Design thinking / Video Pedagogy
- Joyce Seitzinger
- Kelly Matthews
- Kym Schutz - Educational Technologist, University of Adelaide
- Mark JW Lee
- Martin Weller - Open Scholarship and new metrics for tenure, beyond publishing in Journals
- Michael Burville (RMIT) - Creating branching scenarios
- Ruth Bridgstock
- Sakinah Alhadad - Analytics-enabled teaching as design
- Sally Kift
- Sandra Milligan (UniMelb) - Micro-credentialing
- International perspectives
- Directors of Teaching and learning at Universities

