

Evaluating the Experience of UNI 100 Facilitators

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Abstract

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This paper evaluates the experience of facilitators in the UNI 100 Freshman First Class freshman transition course at Marshall University. The transition course was originally implemented in fall 2010 with a Week of Welcome (WOW) event and several online learning modules. In fall 2012, the course delivery method still included WOW sessions but removed the online content and replaced it with seven weekly seminar sessions facilitated by staff and faculty volunteers. The volunteer facilitators were not expected to be instructors nor were they expected to create course content. In order to promote consistent content across the fifty-seven sections of the course, WOW and weekly seminar content was provided in a video format recorded by university experts. Videos included typical freshman seminar topics. Facilitators were expected to provide a human element within the classroom and, if needed by the students, serve as a mentor. The survey and the interviews conducted found that improvements are needed in the course, specifically in relation to the length and content of the videos. While some facilitators were pleased with their experience, others desired more autonomy in the seminars and recommended that the course be designed to accommodate options for the facilitators who are capable of exercising their autonomy and those facilitators who need a greater level of classroom support.

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Introduction

Marshall University implemented a new freshman transition course called UNI 100 Freshman First Class in the fall of 2010. In the original version, the course included a freshman transition program called Week of Welcome (WOW) which was a three-day event held on Wednesday, Thursday and Friday prior to the first day of the fall semester. In addition to the social and informational sessions held during WOW, the course included several informational modules within an online course structure. Evaluations in the first two years suggested that the online portion of the course was impersonal and not effective in delivering the course content to the incoming freshmen. The students found ways to pass quizzes on the content but retained little information as was evident in their lack of knowledge about campus resources. As a result, the WOW/UNI 100 committee decided to reconfigure the online portion of the course to address the problem. The committee was comprised of seven members: the Associate Vice President for Academic Affairs and Dean of Undergraduate Students, the Director of University College, the Association Director of Housing and Residence Life, the Dean of Student Affairs, a Student Success Specialist Senior, an Academic Counselor and the Director of Student Advocacy and Parent Programs.

The informational and social programs offered in WOW were continued in a schedule similar to previous years, but the online portion of the course was eliminated and replaced with seven weekly seminar sessions. The university asked for staff and faculty volunteers to serve as classroom facilitators. Each week, these facilitators and an

assigned peer mentor met with their students in technology enhanced classrooms to view content delivered in video format. Provided activities included written reflections, quizzes and exploration worksheets (Stepp, in press).

The call for volunteer facilitators began in early spring prior to the implementation of the restructured course. In early May, a training session was held to provide an overview of the course and the facilitator expectations. In early August, a second training session was scheduled to provide an in-depth review of course topics. A training guide was provided that included a course syllabus draft to personalize for their own use, a weekly overview of course topics and suggested activities for each week. The guide also included information on classroom locations, how to access the videos, contact information for questions and issues. If needed, facilitators had access to training on the use of the equipment in the technology enhanced classrooms.

Video content was recorded by campus experts in order to provide a consistent and accurate message about available resources and opportunities. Topics generally included in freshman transition courses such as academic wellness, university history and traditions, Title IX and personal responsibility and safety, health and wellness, student involvement, career planning, financial responsibility, registration methods and library resources.

During the WOW event, there were three classroom sessions. At each of these sessions, nearly 1700 students in 57 classrooms met simultaneously while video content was streamed to each classroom via Livestream. The “Livestream encoder transmits video from your camera into a live feed over the internet so people can see your event in real time” (Why Livestream, n. d.). A portion of each session was pre-recorded but

included an opportunity for questions to be answered by experts in the studio in real time. The questions were filtered through the classroom facilitators and submitted via the Livestream feed.

The seven weekly video sessions were stored on the university's YouTube channel. Facilitators had access to the password protected videos in advance of the weekly sessions. At the end of each week, videos were available to students on demand for later viewing.

Effective college transition programs are essential to retention, but "...retention should be the residual benefit of planning and implementing effective student learning and success initiatives rather than as the purpose of it" (Siegel, 2011, p. 1). Evaluating the effectiveness of the UNI 100 course will first be measured in first-year to second-year retention rates and will further be a long-term process over the course of four to six years when measuring retention and graduation rates for this freshman cohort. In the short-term, however, the immediate effectiveness of the course can be evaluated by assessing the student and facilitator experiences. Though students have been evaluated in a separate survey, I will address the classroom facilitator experience via an anonymous survey and four individual facilitator interviews.

Questions for Exploration

In this study, I conducted an anonymous survey of the UNI 100 facilitators and individually interviewed four of them. The question that I am exploring is whether or not the facilitators found the format of the UNI 100 experience to be effective in providing a mentoring experience for the students in the class. In the course of this exploration, I also questioned their opinions about course content and the video delivery method.

Literature Review

College Transition Courses

Research on college retention rates and academic performance has been influenced by the implementation of first-year experience programs and courses. Although this research has been a topic of debate in recent decades, researchers cannot generalize the results because there are too many variables. In the early 1970's, Tinto's research shifted the blame from the student to acknowledge that the educational institution and the environment were instrumental in determining student success (Tinto, 2006-2007). Alexander and Gardner argue that "...it remains the case that the dominant mind-set is to consider college students primarily responsible for their own educational outcomes rather than acknowledge our own responsibility as educators" (2009, p. 21).

Some institutions require that incoming freshmen students take the transition course, but other schools do not. The makeup of the student population and the transition courses themselves vary widely from one institution to another. Courses vary in content, pedagogy and length (Raymondo, 2003). When a transition program is successful at one institution, it is not guaranteed success at another. "Retention is no one's problem, but everyone's problem. It follows that it can be everyone's solution" (Siegel, 2011, p. 8). Each campus should take the initiative to establish an assessment program to evaluate the implementation and effectiveness of their freshman transition courses.

In the first year, there are a high percentage of students who fail to persist. For this reason, support programs and transitional courses are needed. College and universities are obligated to ensure that students are learning in all of their courses, not just the transition courses (Veenstra, 2009). "Despite the popularity of those experience

courses, it is not clear how effective they are in retaining students and influencing academic performance” (Clark and Cundiff, 2011, p. 617). Colleges and universities need to assess academic performance in addition to retention for these reasons.

Siegel (2011) advocates that first-year experience programs encourage students to become a part of their own college experience and result in increased academic performance. Jamelske (2008) also noted that participation also results in greater satisfaction with the college experience. Alexander and Gardner (2009) conclude that “...their potential impact would be far greater if they were more integrated, less competitive, and less duplicative” reinforcing the need for more research by individual institutions in regard to their own practices (p. 20). Goodman and Pascarella (2006) describe the elements commonly found in a first-year transition course:

The element that is most common to first-year seminars is a regularly scheduled meeting time with a specific instructor for new students. Elements that vary include the frequency and duration of class meeting times, content, pedagogy, and structure; credit hours and grading’ and whether to the course is required or an elective. The common goal of first-year seminars is to increase academic performance and persistence through academic and social integration. The long term goal is increased degree attainment. (p. 26)

Video Content Delivery in the Classroom

The cost to create video content has decreased significantly in recent years. Instructors easily have the capability to record their own lectures with minimal technical abilities and little or no expense. Orlando (2010) notes that “social media has allowed

anyone to become a video producer. The result is an explosion of high-quality teaching videos.”

Richardson and Glosenger (2006) encourage instructors to utilize “strategically planned viewing activities” along with the video content (p. 6). Such strategies include traditional viewing guides, graphic organizers and collaborative group viewing guides. Use of these strategies incorporate critical thinking by transforming “video viewing, a relatively passive activity, into a dynamic and interactive event” and “effectively focuses students on steps in a process, helps them organize large amounts of data and provides structure for analyzing relationships” (p. 6).

Class sessions should be divided into twenty-minute sections to be effective according to the Adjunct Assistance website (YouTube and the college instructor, n. d.). The use of video allows the instructor to break up long periods of lecture. The site also stresses that video can be used to introduce topics and reinforce lecture topics. The Suite 101 website asserts the virtues of video in the classroom. “Students...learn by seeing, hearing and doing” because students retain more knowledge when all three modes are utilized (The college instructor’s guide to YouTube, n. d.).

As is evident in this literature review, there is a significant amount of research available on freshman transition courses. There is also literature available to support the use of video content in college courses and the experience and expectations of the course instructor, but not specifically in college transition courses. I have investigated this particular experience at Marshall University through the eyes of the transition course facilitators and will describe the subjects, the setting, the process and the results in the remainder of this paper.

Process

Before beginning this study, I prepared the application for the Marshall University Institutional Review Board (IRB) and gained appropriate approval. (The IRB approval letter is available in Appendix A.) As part of the requirements for the approval, I gained permission from my supervisor to conduct this research which is related to one of my job responsibilities. (My supervisor's approval is included in Appendix B.) Although there is some overlap in my job responsibilities and this research study, I wanted to make sure that there was a clear-cut distinction between my job responsibilities and my course work that would take me away from my desk. Since interviews needed to be conducted during the regular work day, I submitted a leave request for the four hours of interview time. (My approved leave form is available in Appendix C.) The leave form was not required for the IRB approval.

In this study, I conducted two methods of research. Academic Affairs had scheduled a luncheon for the UNI 100 facilitators at the conclusion of the class. The purpose of the luncheon was to thank them for volunteering for the task and to also discuss their experiences in the classroom in a focus-group setting. The focus group was not included as part of this study as it was planned in advance of IRB approval; however, I requested and gained approval to present an anonymous survey to the facilitators during this luncheon.

The luncheon was held in the MSC BE5 Multipurpose Room in the Memorial Student Center on Wednesday, October 17, 2012, at 11:30 a. m. The WOW/UNI 100 committee and all 57 facilitators were invited to attend. All committee members and 38 facilitators attended.

A one-page survey with an attached copy of the Anonymous Consent Form (see Appendices D and E) was placed on the table in advance. As facilitators arrived, Dr. Corley Dennison, Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, directed them to their designated tables as noted on their nametags.

(O.C.: In preparing for the luncheon and focus group discussion, we had assigned seats and the table assignments were noted on the nametags. The reason for assigned seating was to allow a discussion facilitator for the focus group and to split individual officemates. We anticipated we would get more open, honest answers by separating those staff members who worked together on a daily basis; however, the focus group discussion was not a part of this study but occurred in the same setting.)

Once everyone was seated, Dr. Dennison greeted them and thanked them for their participation. At this time, I explained this research project. I asked them to take a few moments to complete the survey forms, remove the anonymous consent form for their own records and then deposit the completed surveys in a designated envelope near the exit. Thirty-three completed surveys were submitted.

(O.C.: I was hoping that facilitators would complete the individual survey prior to beginning the focus group discussion. I hoped that this would ensure they would provide their own individual responses and opinions before they had an opportunity to share their ideas and opinions in the focus groups thus transferring a “collective” opinion to the survey. I think most of them were completed before our discussions.)

I further explained that I wanted to conduct a minimum of four individual interviews. If they were willing to participate, I asked them to complete a pink Interview Volunteer Request Form (see Appendix F) that was also placed on their tables in advance. I instructed them to deposit the completed form in a designated envelope near the exit.

Twenty-six facilitators volunteered for an individual interview. I alphabetized them by the first letter of their last names and then numbered them from one to twenty-

six. I used a random number generator from Random.org (Random.org, n. d.) that I identified by a Google search to select four interviewees. (See Appendix G.) Subject A was number twenty-four; Subject B was number twenty-five; Subject C was number twelve; and Subject D was number two. I emailed all respondents and thanked them for their willingness to participate in an interview; however, I would be contacting only four facilitators individually by sending an Outlook meeting request.

All interviews were scheduled to be held in the interviewees' personal offices. With the exception of Subject A, all interviews were held as planned. Subject A's interview had to be diverted to a conference room. Each subject was presented with the Informed Consent Form and asked to review the terms of the interview, sign the document and initial both sides of the form. I also signed the document. I provided a copy of the consent form at the time of the interview but later followed up with a copy of the signed document via campus mail. I included the signed form inside a brief thank you note. (The Informed Consent Form is available in Appendix H and the interview questions are in Appendix I.)

(O.C.: The random numbers fell in my favor. Based on the focus group conversations held at the luncheon, I was aware of some of the concerns that might come up in the interviews. I knew of one person who was constructive, but still had a somewhat negative opinion. I had planned to purposively include this person as a deviant opinion if not selected in the random sample; however, that was not necessary. She was selected as one of the four random interviews.)

It was determined that there were no known risks for participation in the anonymous survey or the individual interviews. Facilitators had the opportunity to not complete the anonymous survey or to not volunteer for an interview. Selected subjects had the opportunity to withdraw from the interview at any time with no consequences.

Setting

There were multiple settings used in this research study. The first setting was the room utilized for our UNI 100 Facilitator Luncheon. The room is officially called MSC BE5 Multipurpose Room and it is located on the lower level of the Memorial Student Center. The room is rectangular shaped and large enough to seat 200 to 250 people in a lecture-style arrangement. The room has a low, stage-like area at the end of the room opposite the entry. A podium with a personal computer is located to the right of the stage. The podium is emblazoned with a Marshall University “M” logo in green, black and white. There is a microphone stand on the stage near the podium. The room has one large display screen at the front of the room and each long wall has two display screens. The walls are cream and carpet is a multi-colored floral pattern in muted green tones with some black mixed in.

Before entering the MSC BE5 room, there is a foyer. The foyer is furnished with chairs and couches, side tables, and artwork. In the foyer, a black skirted table was prepared for us to use for facilitators to pick up their nametags as they arrived.

For our luncheon, the regular lecture seating had been changed and replaced with six round tables with eight seats each. The chairs were of the standard lecture room variety and had beige upholstered seat cushions. The tables were arranged in a random pattern near the stage end of the room. The tables were covered with black table cloths and set glass goblets filled with ice water.

A single buffet table was lined down the center of the room. Two stacks of plates and sets of silverware wrapped in green napkins were on the buffet table nearest the entry. The food was placed on the table in catering-style warmers. The menu included

pulled pork barbeque, pulled chicken barbeque, white buns, coleslaw, baked beans and corn bread. Vegetarian burgers were also available. Brownies and a variety of cookies were provided for dessert. A side table included glass goblets, coffee cups, two coffee pots, sweeteners and creamers, sweet tea in decorative dispenser and ice water in another.

(O.C.: The room is generally bright and lively. I was disappointed in the choice of black tablecloths, though. They were selected by the food service. They literally darkened the atmosphere somewhat.)

I conducted four individual interviews for this project. The first interview was scheduled to be held in Subject A's office, CH 111-A, on the first floor of Corbly Hall at Marshall University. When I arrived, I recognized several members of the MU Safety staff and Subject A indicated that we could not meet in her office but we could meet in their Dean's Conference Room down a hallway from her office. The conference room was a rectangular shaped room with dark paneling. The room was large enough for an oblong conference table and approximately 10 or 12 seats around it. The table was dark and matched the wall paneling. The chairs were executive-style chairs. Subject A sat at the head of the table near the door. I sat to her right.

(O.C.: I would consider this room to be very impersonal and dreary. I don't recall any art on the wall or anything to create interest in the room. The table seemed almost too large for the room, particularly with the executive-style chairs. I think the carpeting was dark green, but I am not certain.)

I interviewed Subject B in her office on the first floor of Laidley Hall at Marshall University, Room LH 127A. The carpet was a commercial-grade in a blue-mauve mix. The plaster walls were an antique white. Her Masters diploma in a Marshall University frame was hanging on the wall to the left of the entry. There was a floral print hanging next to it and on the back wall was a single frame with three snapshots. There was a small window with white mini-blinds and a window-unit air conditioner. Her desk was

L-shaped and was made of the type of gray office furniture used in cubicles, but her office was an actual room. One side of the desk was against the wall to the right of the entry while the other portion formed a peninsula between her and the entry way. On her desk were the usual stapler, tape, notepads, pens but there was little personal decoration or knick-knacks. She sat in her desk chair behind her desk while I sat in a guest chair in the corner of the room opposite her desk.

(O.C.: Subject B's office was a former residence hall bedroom. She had very few personal items; therefore, it seemed cold and impersonal. This was accentuated by the peninsula being between the entry and her seating position.)

I interviewed Subject C in her office on the first floor of Holderby Hall at Marshall University, Room HH 110. Subject C's desk was a dark wooden desk that faced the wall to the left of the entry way. The carpet was a commercial-grade carpet with a blue-green mix. The walls were painted burgundy. A white, green and yellow striped flag hung in the window. Just inside the door was a small round table with seating on either side. This was located directly behind her desk chair if she were facing her desk. Photos, artwork, and knick-knacks were scattered throughout the office on every available surface including the floor. One piece of artwork was a corkboard with Subject C's initial created from several rows of clear push-pins on a pink background. She sat in her desk chair swiveled to face me as I was seated in a chair next to the small round table.

(O.C.: This office just exuded vibrancy. Subject C works in Housing & Residence Life. I assume that the majority of the artwork, knick-knacks and photos were from student activities in the residence halls. Although these items were "everywhere" and things were a bit cluttered, there seemed to be an odd kind of order to it. I was curious about the flag in the window, but did not ask. I am assuming the usual office supplies were on her desk, but they blended in with the other clutter.)

I interviewed Subject D in her office on the first floor of Prichard Hall at Marshall University, Room PH 119. The walls were cream and the carpeting was a commercial-grade brown. She sat behind a light wood desk facing the entry with a window to her back. There was a computer, a phone, a stapler, tape dispenser, notepads and pens on her desk. There were two small clip boards with large binder rings. In each, there were stacks of papers in the binders. The office did not have artwork or personal items except a photo of two small children next to her computer and a few small knick-knacks. There was a small side table next to the door and it was stacked with books and papers. During the interview, Subject D sat at her desk while I sat across the desk from her.

(O.C.: In this office, I had a sense of efficiency. It seemed that the clip boards with binder rings were some type of scheduling tool. At one point, a young man, whom I believe was a graduate assistant, interrupted us to ask a question about proctoring a test for a student. Subject D referred to the clipboards and replied with a date and time.)

Subjects

The facilitators who attended the luncheon came from a variety of campus areas. One facilitator was a softball coach. Facilitators also came from Counseling Services, the Student Resource Center, Student Affairs, Counseling Services, academic advisors, the Accounting Office, Purchasing Office, Student Activities, the Honors College, Upward Bound, our satellite campuses, Campus ID Office, Alumni Affairs, and the Office of Recruitment. One facilitator was a faculty member in the College of Education.

All interview subjects were female. Subject A is the Director of Student Services in the College of Business. During her interview, Subject A wore a black business-style pant suit with a green blouse. She wore dark-rimmed glasses and her hair-style was short with the ends flipped up slightly.

(O.C.: I did not ask the age of our interview subjects, but I would speculate that Subject A is in her mid-late forties. She was very cordial, yet business-like in the interview. Her voice has a bit of a southern twang. She was firm in her opinion about the course and her experience but noted that she intended her criticism to be constructive. She was also a little distracted. The reason we did not meet in her office is because the Director of Safety and others were in her office and the main office area trying to assess a gap from the ceiling to the top of the wall of approximately 2 inches, perhaps 3. They had recently removed cabinets that were falling off the wall but had not yet determined a reason for the apparent sinking of the floor. Subject A was concerned about the safety of remaining in the building as we discussed this at the end of the interview. Since the time of our interview, the Safety team has discovered the cause of the problem and they are working to resolve it and stabilize the building.)

Subject B is an Administrative Secretary Senior in Outreach and Continuing Studies. She wore navy dress pants and a light blue blouse. The cuffs of the blouse were leopard print. Her hair was cut in a bobbed cut just below her ears. She also wore dark-rimmed glasses.

(O.C.: Subject B was very proper in her interview. I would speculate that she is in her mid-to-late fifties, perhaps even early sixties. Her voice is a bit squeaky, yet she spoke very professionally. She seemed a little hesitant during the interview.)

Subject C is an Assistant Director of Residence Life. She wore a maroon dress with a black cardigan sweater. Her hair is light brown and shoulder length.

(O.C.: I would speculate that Subject C is in her late twenties, no more than early thirties. She was lively and exuberant and smiled a lot during the interview. While offering opportunities for improvement, she maintained an upbeat and positive attitude.)

Subject D is an Assistant Coordinator in the Office of Disability Services. She wore khaki-colored dress pants and a light blue blouse. Her hair was also cut in a bobbed cut, the length not quite to the shoulder.

(O.C.: Subject D is probably in her late thirties. At first, she seemed a bit hesitant and uncertain, but gained momentum as she became comfortable with answering the prescribed questions.)

Interview Summaries

Interview with Subject A

The interview with Subject A started at 11:00 a.m. on Monday, October 29, 2012, and ended at approximately 11:55 a. m. Subject A indicated that she volunteered to be a UNI 100 facilitator because she enjoyed teaching the old UNI 101 course. She said that there was some hardship due to being out of the office, primarily during WOW and the first week of school but other advisors handled the load. She was satisfied with all of the training sessions and found the training notebook to be helpful. She considered the Academic Wellness and Academic Policies sessions to be the most helpful. She considered Career Services and the Traditions session to be the least helpful. She said she would like to have seen more time spent on the IT/Libraries and Registrar segments.

She said her students attended well, but there was little or no contact outside the classroom. She found her peer mentor to be helpful, but he was timid and was not comfortable in speaking in front of the class but hoped to improve.

When asked about the most important opportunity that UNI 100 provides to students, she indicated that it provides them with a connection to someone at Marshall to whom they might be comfortable in bringing their problems. She indicated that she would not be willing to facilitate again, because she hated this format in relation to the old UNI 101 courses. She rated the experience a 1 out of 10. She indicated that she felt she did not have the opportunity to connect with the students like she wanted to. She believed the students were bored and did not think they paid attention to the videos. She also suggested that students be placed in course sections by college like the old UNI 101 courses.

Interview with Subject B

The interview with Subject B started at 10:00 a.m. on Wednesday, October 31, 2012, and ended at approximately 10:28 a. m. She indicated that her supervisor volunteered her to be a facilitator but she was flattered by that. She indicated that she had always wanted to teach and found this to be a good opportunity. She said that facilitating did not create any hardships for her daily tasks, but was glad her class section met first thing in the morning. She was satisfied with all of the training sessions and found the training notebook to be helpful. She considered the IT/Libraries/Registrar and Academic Policies sessions to be the most helpful. She considered the FYS 100 session and the financial aid session to be the least helpful. She said she would like to have seen more time spent on the IT/Libraries and Registrar segments, but the FYS 100 session was extremely confusing for the students.

She said her students attended well, but there was little or no contact outside the classroom. She found her peer mentor to be very helpful. He made class announcements and was helpful in answering student questions.

When asked about the most important opportunity that UNI 100 provides to students, she indicated that the information was helpful along with the support for the students. She indicated that she would be willing to facilitate again because practice makes perfect. She rated the experience a 7 out of 10 and said that she wished she would have done better. She also indicated that she felt she did not have the opportunity to connect with the students like she wanted to. She said the videos needed to be shorter and more engaging and would like the opportunity to start and stop the videos for interaction with the students between the segments.

Interview with Subject C

The interview with Subject C started at 9:30 a. m. on Thursday, November 1, 2012, and ended at approximately 10:25 a. m. She indicated that she was “volun-told” to by her supervisor, but she would have volunteered anyway because she wanted to get more involved in campus activities outside of her own responsibilities. She said that she was initially concerned about being away from her desk at such a busy time, but everything worked out okay. She begins work at 9:00 a. m. and her class section was scheduled for 8:00 a. m., so it worked out well. She was satisfied with all of the training sessions and found the training notebook to be helpful. She used the training book to help prepare lesson plans each week. She considered Academic Policies and the Academic Wellness sessions to be the most helpful. She considered the FYS 100 session and the financial aid session to be the least helpful. She said she was comfortable with the topics included but financial aid and FYS sessions were just a struggle to get through. She said she would have liked more time spent on the “nitty-gritty” of the personal safety session.

She said her students attended well, but there was little or no contact outside the classroom. She had a large class section and found that several students would stay after class with questions primarily about residence halls, roommate issues, student groups and the like. She found one of her peer mentors to be very helpful but the other was ineffective. One made announcements, took attendance and passed out papers. The other was often late to class and could not help.

When asked about the most important opportunity that UNI 100 provides to students, she indicated that getting the information to the students provides a level of comfort for them and she also noted the connections the students make whether they be with the facilitator, the peer mentor, or other classmates. She indicated that she would be willing to facilitate again but would like more autonomy in the classroom. She rated the experience an 8 out of 10 and said that overall the experience was positive. She also indicated that she felt she did not have the opportunity to connect with the students like she wanted to. She said the encountered problems were reflections of growing pains and are things we can fix. She said she was concerned with some facilitators not adequately fulfilling their responsibilities.

Interview with Subject D

The interview with Subject D started at 3:00 p. m. on Thursday, November 1, 2012, and ended at approximately 3:35 p. m. She indicated that her supervisor mandated that his entire staff participate. She said that facilitating did create hardships at some times but not at others. She was satisfied with all of the training sessions and found the training notebook to be helpful. She considered the IT/Libraries/Registrar and Financial Aid sessions to be the most helpful. She considered the Title IX and Personal Responsibility and the Academic Policies sessions to be the least helpful. She said she would like to have seen more time spent on the Registrar segment, but would like to remove the personal safety session.

She said her students attended well, but there was little or no contact outside the classroom. Sometimes, a few students would stay after class. She found her peer mentor

to be wonderful. She related well to the students and encouraged them to participate in activities off campus as well as on campus.

When asked about the most important opportunity that UNI 100 provides to students, she indicated that is most important to prepare students for things that had not yet thought about. She indicated that she would be willing to facilitate again because she enjoyed meeting and talking with the students. She rated the experience a 10 out of 10 and said that she had no issues at all. She also indicated that all the classes should be smaller. Her class was small and she had a very good experience.

Survey Summary

I received 33 survey responses. Of the 33 responses, 25 respondents indicated that they would be willing to serve as a facilitator if the program is offered again in the same or a similar format. Eight respondents said they would not. Thirty of the respondents found both training sessions to be very helpful or somewhat helpful and 31 respondents found the training notebook to be helpful. There were fewer positive responses in relation to the IT training for the technology enhance classrooms. Twenty-one respondents found those sessions helpful.

Facilitators indicated they had some student contact outside the classroom, but not much. The primary means was waiting to talk with the facilitator at the end of class. Most indicated student contact less than seven times. For those students who did seek assistance outside of class, the common topics included academic support, campus involvement, class related issues, technology and email, and general campus questions. The facilitators also responded that they had minimal contact with their assigned peer mentors outside of the classroom.

All facilitators responded that students attended well.

Overall, the general comments at the end of the survey were constructive. To summarize, they wanted more time to “connect” with their students. One facilitator wanted to make a bigger impact with the students and felt this was not possible in the current format. The format was too formal to lend to a mentoring connection. One response indicated that he or she felt detached from the students.

One facilitator commented that the students were bored with the videos. Another suggested that students present the content in the videos. Others suggested that the order of the videos be changed to meet more timely needs of the students. Facilitators requested that class sizes be smaller.

Interview and Survey Findings

The question being asked in this study was to determine whether or not the UNI 100 facilitators found the class format effective in providing a mentoring experience for the students. Most facilitators responded that they do not believe this occurred. There were a few themes that emerged from the surveys and the interviews to illustrate why they believe this to be true.

Video Length

The most common discussion point was the length of the videos. The video content delivery occupied most of the class time leaving little time for facilitator and student interaction. Survey results and facilitator interviews reflected a need to shorten the videos. Videos ranged from 21 to 27 minutes in a 50 minute class period. With classroom sizes ranging from 14 to 50 (*O.C: as determined by available classroom size*),

there was little time making mentoring connections after taking attendance and administering the prescribed activities.

They suggested that the videos be broken down into smaller sections with intermediate breaks to allow discussion on one topic at a time and further suggested that video be continued for some sessions, but not for others. By delivering all of the content in a video format, particularly with the length of the videos, some facilitators felt that this created a detached environment thus limiting the opportunity to provide mentoring opportunities.

Order and Content of the Videos

The facilitators suggested that the order of the video content be rearranged to address student needs in a more timely fashion. Most agreed that the provided topics were essential in meeting student needs in their first semester. While the less experienced facilitators (*O.C.: based on prior classroom experience*) were comfortable with the prescribed videos and activities, other more experienced facilitators desired more autonomy to create their own content to compliment the videos.

Delivery of the Content

The survey results suggested that we reconsider who was delivering the content in the videos. They believed that the students would be more receptive to content delivered by peer students rather than the university “experts.”

(O.C.: The bulk of the content was delivered by university “experts,” but there were several video clips of students in multiple university settings discussing how those topics related to their experience as a student. The facilitators were encouraging even more student content delivery. The WOW/UNI 100 committee is hesitant to allow students to present on some topics, such as academic policies.)

Conclusion

Incorporating video in the classroom allows student to utilize multiple senses to enhance learning, yet facilitators felt they needed more time to interact with the students. Veenstra (2009) supports this belief that colleges and universities are obligated to provide this type of interaction with students. Goodman and Pascarella (2006) further argue that this social interaction is one of the key factors in college success.

Some facilitators suggested that students would be more engaged in the videos if more content was presented by students rather than university experts. While this is a common request among the facilitators, the WOW/UNI 100 committee recognizes that while this might work for some topics, some topics, such as academic policies, still need to be presented by experts.

Richardson and Glosenger (2006) expound the use of graphic organizers and viewing guides to enhance the video content. Making the videos more interactive with such activities eliminates the need for peripheral activities and provides time for more social interaction within the classroom.

Final Reflection

O.C.: As a member of the WOW/UNI 100 committee, I did not have a lot of interaction with the facilitators during the actual course time-frame, but as we neared the end of the course, I began to hear a few comments that things were going well, but there was plenty of room for improvement. This was the first year of the course with this format and we knew it had room for improvement, so I was not discouraged. As we discussed the course with facilitators in the focus groups and I later began reviewing this project's survey results and conducting interviews, I generally did not find anything that I did not expect. The data collection confirmed what I had anticipated. There was no need to change to research method. I would have liked to have included the focus group discussions in this research study and I would have also liked to include the student survey that was conducted separately but not a part of this study. Although the anonymous survey and individual interviews corroborated the findings, the results would be further triangulated by including those student responses.

I am somewhat confounded by Subject A's failure to connect with the students in her class. She had one of the smaller sections with 26 students. Subject B and Subject D had 20 and 14 students, respectively, and found their classroom experiences to be positive even knowing that there was room for improvement. On the other hand, Subject C had 47 registrants and she enjoyed her experience though, like the others, she expressed room for improvement, too. I also find it interesting that Subject A had the worst experience considering that she volunteered to facilitate. The other three subjects were volunteered by their supervisors, but would all agree to facilitate again. Perhaps Subject A's opinion was tainted by her former experience in the prior transition course.

In the course of this study, I was surprised to find that courses were attended as well as they were. Classroom availability stymied attempts to offer the course sections at more reasonable times; therefore, nearly all sections were offered at either 8:00 a.m. or 8:30 a. m. There were many reports that students even arrived early for these classes.

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Appendix A: IRB Approval



Office of Research Integrity
Institutional Review Board
401 11th St., Suite 1300
Huntington, WV 25701

FWA 00002704

IRB1 #00002205
IRB2 #00003206

October 15, 2012

Nega Debela, Ph.D.
GSEPD

RE: IRBNet ID# 380661-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Debela:

Protocol Title: [380661-1] Evaluating the Classroom Experience of UNI 100 Facilitators

Expiration Date: October 15, 2013

Site Location: MU

Submission Type: New Project APPROVED

Review Type: Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire October 15, 2013. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Sherri Stepp.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral/Educational) Coordinator Michelle Woomer, B.A., M.S at (304) 696-4308 or woomer3@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Appendix B: Supervisor Approval

Stepp, Sherri

From: Dennison, Corley
Sent: Tuesday, October 09, 2012 4:51 PM
To: Stepp, Sherri
Subject: Re: Second Request for Permission for Research

Approved

From: <Stepp>, Sherri <goodall@marshall.edu>
Date: Tuesday, October 9, 2012 4:49 PM
To: Marshall University <dennisoc@marshall.edu>
Subject: Second Request for Permission for Research

Corley,

I apologize for coming back to you with a second request for permission to conduct research. I was notified today by Michelle Woomer at the IRB office that my request to interview the tutors could be perceived as coercion (since they indirectly report to me) and the request was denied. I have reconsidered my project and I would like to interview a few (less than 10) UNI 100 facilitators about their experience. I would also like to request that facilitators attending our scheduled luncheon next Wednesday complete an anonymous survey regarding their experience. I have talked with Michelle and we believe that the interviews and anonymous surveys would be appropriate as long as I do not interview anyone on the University College staff.

The survey questions and interview questions must be submitted to the IRB along with my revised application.

May I have your permission to conduct this research? I am hopeful that information gleaned from this project can be used for further development and improvement of UNI 100 and/or a conference presentation.

Thank you,

Sherri L. Stepp
Director of University College
Marshall University
One John Marshall Drive
Huntington, WV 25755
304-696-7038 or goodall@marshall.edu

"Nothing so conclusively proves a man's ability to lead others as what he does from day to day to lead himself." --Thomas J. Watson

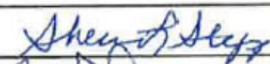
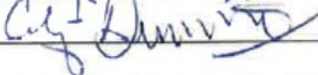
Appendix C: Approved Leave Form

Human Resource Services
 Marshall University, 207 Old Main, One John Marshall Drive, Huntington, WV 25755
 Phone 304.696.6455, FAX 304.696.6844, E-mail human-resources@marshall.edu

LEAVE REQUEST FORM

RECEIVED
 2012 NOV -6 AM 1:17

Use this form to request leave. Leave is recorded in quarter hour units. One whole day for a full-time employee equals 7.5 hours. Fifteen minutes equals .25 hour. For requests for a whole day or multiple whole days, enter the "From" date and the "To" date. For less than whole-day requests, enter the time and date leave is to begin and end. **IMPORTANT NOTE LEAVE CANNOT BE TAKEN UNTIL ACCRUED. AFTER THE LEAVE HEREIN REQUESTED IS TAKEN, YOU CANNOT HAVE LESS THAN A ZERO BALANCE FOR THIS TYPE OF LEAVE. EMPLOYEES KNOWINGLY TAKING LEAVE THAT IS NOT SUPPORTED BY A SUFFICIENT ACCRUAL OF THAT TYPE OF LEAVE MAY BE SUBJECT TO DISCIPLINARY ACTION. IF YOU HAVE QUESTIONS ABOUT YOUR LEAVE BALANCE, YOU MAY CONTACT HUMAN RESOURCE SERVICES AT THE ABOVE PHONE NUMBER OR E-MAIL ADDRESS. YOU ARE ENCOURAGED TO KEEP YOUR QUARTERLY LEAVE BALANCE REPORT AS A RESOURCE FOR CALCULATING YOUR LEAVE BALANCE**

Name	Sherri Stepp		
Date	11/1/12	I request leave of the type checked below for the period indicated	
From	Various, see below.	To	
Total hours requested	4 hours		
Remarks	I interviewed UNI 100 facilitators during these times: 10/29 (11:00am - 12:00pm); 10/31 (10:00am - 11:00am); 11/1 (9:30am - 10:30am) and (3:00pm - 4:00pm)		
Check type of leave requested			
<input checked="" type="checkbox"/>	Annual Leave	Compensatory Time	
<input type="checkbox"/>	Sick Leave	Military Leave (copy of orders attached)	
<input type="checkbox"/>	RESERVED FOR FUTURE USE	Witness/Jury leave (copy of summons or certificate of attendance attached)	
I hereby certify that to the best of my belief and knowledge I have sufficient leave accrued of the type herein requested to cover the absence requested above.			
Employee's Signature			
Authorized Approver's Signature			
Date Approved			
RECONCILIATION - For use by employing department if amount of leave taken does not match amount requested above.			
Leave actually taken exactly matches amount and type requested above	<input type="checkbox"/>	YES	<input type="checkbox"/>
	<input type="checkbox"/>	NO	<input type="checkbox"/>
If NO, what is amount and type of leave actually taken per this request? Complete appropriate blocks below.			
Type of leave		Amount of leave	
Reason for change			
Signature/Initials of authorized departmental representative			

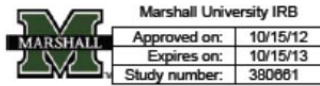
NOTES

1. Elective leave such as annual leave should be requested in advance whenever possible.
2. This form may be completed upon return to work for unplanned sick leave usage. The employing department may require a physician's certificate for absence due to sick leave.
3. Compensatory leave is available only to Fair Labor Standards Act (FLSA) non-exempt employees. However, an exempt employee required to work on any designated University holiday is eligible for compensatory time off on an hour-for-hour basis.
4. Military leave must be requested in advance and must be accompanied by a copy of orders. A copy of requests for military leave with orders attached must be sent to Human Resource Services.
5. Witness/jury leave must be requested in advance and must include a copy of the jury or witness summons. Alternatively jury leave may be vouched for after the fact by copy of a certificate of service from the court clerk. Witness leave is not available when the employee is a plaintiff and voluntarily appears in court.

DISTRIBUTION: Original – Employing Department, Copy – Employee
 Original is to be maintained in employing department for five calendar years beginning with the calendar year to which leave requested in this form is charged.

FormatLeaveRequestForm01.pdf

Appendix D: Anonymous Survey Consent



Anonymous Survey Consent

As a UNI 100 Facilitator, you are invited to participate in a research project entitled “Evaluating the Classroom Experience of UNI 100 Facilitators” designed to assess whether or not the format of the UNI 100 experience was effective in providing a mentoring experience for the students in the class. The study is being conducted by Dr. Nega Debela and Sherri Stepp from Marshall University. This research is being conducted as part of class requirements for Sherri Stepp.

This survey is comprised of a single page written survey. Your replies will be anonymous, so do not put your name anywhere on the form. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you choose to not participate in this research study or to withdraw. If you choose not to participate you may either return the blank survey or you may discard it. You may choose to not answer any question by simply leaving it blank. Returning the survey by inserting it in the designated envelope near the exit of this room indicates your consent for use of the answers you supply. If you have any questions about the study you may contact Dr. Nega Debela at 304-746-1942 or Sherri Stepp at 304-696-7038).

If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By completing this survey and returning it you are also confirming that you are 18 years of age or older.

Please keep this page for your records.

Thank you.

Appendix E: Anonymous Survey Questions

UNI 100 Facilitator Anonymous Survey

Please detach the survey consent and keep it for your own records. Please answer the survey questions below and insert the survey in the designated envelope near the exit of this room.

A UNI 100 overview/training session was provided in May. How helpful did you find that session?

Very Helpful Somewhat Helpful Not Helpful

A second training session in August provided detailed instructions and a content overview? How helpful did you find that session?

Very Helpful Somewhat Helpful Not Helpful

At the August training session, a notebook was provided with instructions and course materials. How helpful did you find the notebook?

Very Helpful Somewhat Helpful Not Helpful

How many times has a UNI 100 student from your class reached out to you for support?

0 Times 1 – 3 Time 4 – 6 Time 7 – 10 Times 11 or more

For what reasons have they reached out to you? Please check all that apply.

Academic Support Campus Involvement Career Planning
 General Campus Questions Personal Guidance Financial Aid
 Technology/Email, etc. Health Concerns Absences
 Other: _____

On average, did you find that students attended well?

Yes No

How many times did your peer mentor(s) interact with you via email, phone, or conversation outside of class?

0 Times 1 – 3 Time 4 – 6 Time 7 – 10 Times 11 or more

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again?

Yes No

Please provide any comments in the space below or on the back of this survey.

Appendix F: Interview Volunteer Request Form

Attention UNI 100 Facilitators!

Sherrri Stepp would like to interview a few UNI 100 facilitators for additional in-depth research. If you would be willing to participate in a private interview, please provide your name, phone number and email address on this sheet of paper. Please place this paper in the envelope located near the exit to this room. Sherrri will randomly select a specified number of respondents for interviews.

Name: _____ **Phone:** _____ **Email:** _____

Thank you!

Appendix G: Random Numbers Generated

[Home](#) [Games](#) [Numbers](#) [Lists & More](#) [Drawings](#) [Web Tools](#) [Statistics](#) [Testimonials](#) [Learn More](#) [Login](#)

Search RANDOM.ORG

True Random Number Service

Random Integer Generator

Here are your random numbers:

12
24
1
25

Timestamp: 2012-10-26 12:23:34 UTC

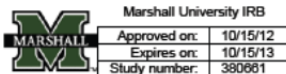
3.3k

Like 88k

© 1998-2012 Mads Haahr
Valid XHTML 1.0 Transitional | Valid CSS
Terms and Conditions

<http://www.random.org/integers/?num=4&min=1&max=26&col=1&base=10&format=ht...> 10/26/2012

Appendix H: Informed Consent for Interviews



Page 1 of 2

Informed Consent to Participate in a Research Study

Evaluating the Classroom Experience of UNI 100 Facilitators

Nega Debela, Ph.D., M.Sc., M.Ed., B.Ed., B.A., Principal Investigator
Sherri L. Stepp, B.A, M.S., Co-Investigator

Introduction

You are invited to be in a research study. Research studies are designed to gain scientific knowledge that may help other people in the future. You may or may not receive any benefit from being part of the study. Your participation is voluntary. Please take your time to make your decision, and ask your research investigator or research staff to explain any words or information that you do not understand.

Why Is This Study Being Done?

The purpose of this study is to individually interview approximately four Marshall University UNI 100 facilitators and anonymously survey all 57 facilitators for the purpose of assessing whether or not they believe the format of the UNI 100 experience was effective in providing a mentoring experience for the students in the class.

How Many People Will Take Part In The Study?

Approximately 57 facilitators will be asked to complete an anonymous survey. At least four personal interviews will be conducted with randomly selected facilitators who volunteered for an interview.

What Is Involved In This Research Study?

UNI 100 facilitators will be asked demographic information and information about the reasons they chose to volunteer to be a facilitator. They will also be asked questions about provided classroom materials, class attendance, student contact outside the classroom, etc. Notes will be transcribed but not recorded.

How Long Will You Be In The Study?

You will be in the study for about two months.

You can decide to stop participating at any time. If you decide to stop participating in the study we encourage you to talk to the study investigator or study staff as soon as possible.

The study investigator may stop you from taking part in this study at any time if he/she believes it is in your best interest; if you do not follow the study rules; or if the study is stopped.

What Are The Risks Of The Study?

There are no known risks to those who take part in this study.

Are There Benefits To Taking Part In The Study?

If you agree to take part in this study, there may or may not be direct benefit to you. We hope the information learned from this study will benefit other people in the future. The benefits of participating in this study may be contributions to the improvement of the UNI 100 format in future years.

Subject's Initials _____

What About Confidentiality?

We will do our best to make sure that your personal information is kept confidential. However, we cannot guarantee absolute confidentiality. Federal law says we must keep your study records private. Nevertheless, under unforeseen and rare circumstances, we may be required by law to allow certain agencies to view your records. Those agencies would include the Marshall University IRB, Office of Research Integrity (ORI) and the federal Office of Human Research Protection (OHRP). This is to make sure that we are protecting your rights and your safety. If we publish the information we learn from this study, you will not be identified by name or in any other way.

What Are The Costs Of Taking Part In This Study?

There are no costs to you for taking part in this study. All the study costs, including any study tests, supplies and procedures related directly to the study, will be paid for by the study.

Will You Be Paid For Participating?

You will receive no payment or other compensation for taking part in this study.

What Are Your Rights As A Research Study Participant?

Taking part in this study is voluntary. You may choose not to take part or you may leave the study at any time. Refusing to participate or leaving the study will not result in any penalty or loss of benefits to which you are entitled. If you decide to stop participating in the study we encourage you to talk to the investigators or study staff first.

Whom Do You Call If You Have Questions Or Problems?

For questions about the study or in the event of a research-related injury, contact the study co-investigator, Sherri Stepp at 304-638-4985, or the principal investigator Dr. Nega Debela at 304-746-1942. You should also call the principal investigator or the co-investigator if you have a concern or complaint about the research.

For questions about your rights as a research participant, contact the Marshall University IRB#2 Chairman Dr. Stephen Cooper or ORI at (304) 696-4303. You may also call this number if:

- o You have concerns or complaints about the research.
- o The research staff cannot be reached.
- o You want to talk to someone other than the research staff.

You will be given a signed and dated copy of this consent form.

SIGNATURES

You agree to take part in this study and confirm that you are 18 years of age or older. You have had a chance to ask questions about being in this study and have had those questions answered. By signing this consent form you are not giving up any legal rights to which you are entitled.

Subject Name (Printed)	Subject Signature	Date
------------------------	-------------------	------

Person Obtaining Consent (Printed)	Person Obtaining Consent Signature	Date
------------------------------------	------------------------------------	------

Subject's Initials _____

Appendix I: Interview Questions

UNI 100 Facilitator Interview Questions Interview Conducted by: _____

Facilitator Name: _____ Interview Date: _____

Facilitator Title: _____ Sex: _____ Time: _____

Interview Setting: _____

Why did you volunteer to be a UNI 100 Facilitator?

As part of the volunteer process, you had to obtain your supervisor's permission to be away from your daily job tasks. Did this provide any hardship in relation to your primary job responsibilities?

If yes, please briefly describe the hardships:

The UNI 100 committee provided two training sessions. The first was a general overview of the expectations for facilitators. Was the timing of this training (May) appropriate? _____ Why or Why Not?

Did the overview meet your expectations? _____ Why or Why Not?

The second training session offered by the UNI 100 committee was an in-depth review of the course content. Was the timing of this training (August) appropriate? _____ Why or Why Not?

Did this in-depth training meet your needs and expectations? _____ Why or Why Not?

The in-depth training session provided a notebook with instructions and course materials. Did this material meet your needs and expectations? _____ Why or Why Not?

An additional training session was provided by IT/Libraries to introduce you to the technology in your classroom. Did this training meet your needs and expectations? _____ Why or Why Not?

In your opinion, were the content videos helpful to the students in your class? _____ Why or Why Not?

There were a total of ten content videos. I am going to remind you of the content and I would like you to rank the videos in order of their helpfulness (in your opinion) to the students in your class. One would be the most helpful, two would be the second most helpful, etc.

FYS 100 Student Panel
 Academic Policies
 Academic Wellness
 IT/Libraries/Registrar
 Student Involvement

Title IX and Personal Responsibility
 Marshall University Traditions and Transitions
 Financial Aid and Financial Responsibility
 Career Services
 Health & Wellness

On what criteria did you make your selection of the most helpful video?

On what criteria did you make your selection of the least helpful video?

If you had to remove one or more content subjects, what would you remove?

If you had to add an additional course topic(s), what would you add?

What time did your class meet? _____ Did you find that students, on average, attended well? _____

Do you have any comments regarding attendance?

Please provide an estimate of the number of times a student from your class has reached out to you for support via email, a phone call, staying after class to ask a question, etc.?

Can you summarize the reasons they reached out to you?

Did you find it helpful to have a peer mentor (or more than one peer mentor) in your class? _____ Why or Why Not?

Did your peer mentor(s) provide support to your students in your class?

If yes, what kind of support?

What kind of activities or tasks did the peer mentor perform for you?

What would you consider the most important opportunity that UNI 100 provides to the students?

On a scale of 1 to 10, with 10 being the most positive, how would you rate your overall experience as a UNI 100 facilitator? _____

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again? _____ Why or Why Not?

What other comments would you like to share about your experience as a facilitator?

Appendix J: Transcribed Interview with Subject A

UNI 100 Facilitator Interview Questions

Interview Conducted by: Sherri Stepp

Facilitator Name: Subject A

Interview Date: Monday, October 29, 2012

Time: 11:00am

Facilitator Title: Director of Student Services, College of Business

Sex: F

Interview Setting: College of Business Conference Room, First Floor Corbly Hall

Why did you volunteer to be a UNI 100 Facilitator? Always enjoyed teaching UNI 101, being with students and their first contact with the university, the information we are trying to give is important, still see former students progressing.

As part of the volunteer process, you had to obtain your supervisor's permission to be away from your daily job tasks. Did this provide any hardship in relation to your primary job responsibilities? It did during WOW and the first week of school.

If yes, please briefly describe the hardships: It was difficult. I typically stay late and come early. My being away from the office left other advisors to handle tasks.

The UNI 100 committee provided two training sessions. The first was a general overview of the expectations for facilitators. Was the timing of this training (May) appropriate? Yes Why or Why Not? It gave a nice overview of what to expect.

Did the overview meet your expectations? Yes. Why or Why Not? It provided the format of the class and what to expect.

The second training session offered by the UNI 100 committee was an in-depth review of the course content. Was the timing of this training (August) appropriate? Yes. Why or Why Not? It was close to the start of class and the information needed to be fresh on your mind.

Did this in-depth training meet your needs and expectations? Yes. Why or Why Not? The provided binder was a huge asset to have it all there and be able to see it.

The in-depth training session provided a notebook with instructions and course materials. Did this material meet your needs and expectations? Yes. Why or Why Not? It covered everything we needed. Everything was provided and prepared for each week's class.

An additional training session was provided by IT/Libraries to introduce you to the technology in your classroom. Did this training meet your needs and expectations? Yes. Why or Why Not? Some of the rooms have new stations. It helped to see how to get the computer to project. Some of the rooms have new equipment.

In your opinion, were the content videos helpful to the students in your class? Content was very helpful. **Why or Why Not?** We took the really important information that students need to know and put it in the videos.

There were a total of ten content videos. I am going to remind you of the content and I would like you to rank the videos in order of their helpfulness (in your opinion) to the students in your class. One would be the most helpful; two would be the second most helpful, etc.

<u>7</u> FYS 100 Student Panel	<u>8</u> Title IX and Personal Responsibility
<u>2</u> Academic Policies	<u>10</u> MU Traditions and Transitions
<u>1</u> Academic Wellness	<u>3</u> Financial Aid and Financial Responsibility
<u>4</u> IT/Libraries/Registrar	<u>9</u> Career Services
<u>6</u> Student Involvement	<u>5</u> Health & Wellness

On what criteria did you make your selection of the most helpful video? What freshman need from the “get go.” Students in my class said they would have liked Health & Wellness to be earlier in the semester.

On what criteria did you make your selection of the least helpful video? Traditions and Transitions is not critical. Career Services is not needed as early.

If you had to remove one or more content subjects, what would you remove? Traditions & Transitions.

If you had to add an additional course topic(s), what would you add? Would like to have more time on IT/Libraries and Registrar.

What time did your class meet? 10:00am **Did you find that students, on average, attended well?** Yes.

Do you have any comments regarding attendance? There were two students who did not attend class sessions during WOW. Was it explained well that they needed to attend? I had them watch the videos and report back to me.

Please provide an estimate of the number of times a student from your class has reached out to you for support via email, a phone call, staying after class to ask a question, etc.? I had three or four students stay maybe once after class. I had no phone or email contact and no contact since class ended.

Can you summarize the reasons they reached out to you? One guy said he suffered from narcolepsy, but he always came to class. He said he was watching the videos outside of class. I cannot remember other specific needs.

Did you find it helpful to have a peer mentor (or more than one peer mentor) in your class? Yes. **Why or Why Not?** During WOW, it was extremely helpful. When the videos messed up, it was great to have someone available to go get help. It was good to have someone more the age of the students.

Did your peer mentor(s) provide support to your students in your class? That is questionable.

If yes, what kind of support? He was timid but he wanted to be better able to speak in public.

What kind of activities or tasks did the peer mentor perform for you? He shared announcements sent by Vanessa (the peer mentor coordinator) and he tried to get a friend (an ROTC nurse) to come speak to the class, but there was a miscommunication and someone else was already scheduled to speak the day she came.

What would you consider the most important opportunity that UNI 100 provides to the students? It gives the students a connection to someone at Marshall that they might be comfortable in bringing their problems to.

On a scale of 1 to 10, with 10 being the most positive, how would you rate your overall experience as a UNI 100 facilitator? 1. I hated it in comparison to previous years in UNI 101.

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again? No. **Why or Why Not?** UNI 101 was a better way to do this. You had the opportunity to actually connect with the students. Videos provided good information, but I am not sure how well the students paid attention. They got bored. I would have liked to have had a “back-up” plan for when the videos didn’t work. I would have liked to watch the videos in advance, take notes, etc., so I knew what was going on when technology failed.

What other comments would you like to share about your experience as a facilitator? There is not much contact. By coming each week and pressing play on the video, there was no opportunity to build connections with the students. In the students’ eyes, they may not recognize the facilitator as knowledgeable and someone they want to come back to when they need help. I felt disconnected to the class. If I had to do it again in the same format, I would not do it.

In regard to the old UNI 101, it would be good for students to be placed by college. This was a definite advantage for College of Business students. They got to know other COB students. They would also be exposed to COB specific information and the advisors.

Appendix K: Transcribed Interview with Subject B

UNI 100 Facilitator Interview Questions

Interview Conducted by: Sherri Stepp

Facilitator Name: Subject B **Interview Date:** Wednesday, October 31, 2012

Time: 10:00am **Sex:** F

Facilitator Title: Administrative Secretary Senior, Outreach and Continuing Studies

Interview Setting: Laidley Hall 127A, First Floor of Laidley Hall

Why did you volunteer to be a UNI 100 Facilitator? My supervisor volunteered me, but I was flattered. It gave me an opportunity to do something in my field. My typical previous experience was in business and I had never worked with college students. I always wanted to teach. It was a good opportunity to enrich my job.

As part of the volunteer process, you had to obtain your supervisor's permission to be away from your daily job tasks. Did this provide any hardship in relation to your primary job responsibilities? No.

If yes, please briefly describe the hardships: There was no hardship. It helped by having the class first thing in the morning.

The UNI 100 committee provided two training sessions. The first was a general overview of the expectations for facilitators. Was the timing of this training (May) appropriate? Yes Why or Why Not? It gave me enough time to prepare.

Did the overview meet your expectations? Yes. Why or Why Not? I didn't know what to expect. I was still confused and had questions. I was comfortable in asking questions as we went along.

The second training session offered by the UNI 100 committee was an in-depth review of the course content. Was the timing of this training (August) appropriate? Yes. Why or Why Not? It provided even more information.

Did this in-depth training meet your needs and expectations? Yes. Why or Why Not? It provided even more information.

The in-depth training session provided a notebook with instructions and course materials. Did this material meet your needs and expectations? Yes. Why or Why Not? It was something to look at. To me, it was a little confusing. I found it confusing that there was information for UNI 100 and UNI 201 in the book. (*O.C.: UNI 201 was*

the peer mentor class information.) I did not know what to do with the UNI 201 stuff at the time.

An additional training session was provided by IT/Libraries to introduce you to the technology in your classroom. Did this training meet your needs and expectations? Yes. **Why or Why Not?** It was nice to review the procedures. It was simple, but it gave you the opportunity to see it before hand and then we had the opportunity to see the equipment in our actual classroom to try it out.

In your opinion, were the content videos helpful to the students in your class? For the most part. **Why or Why Not?** Students were attentive. They got something out of it. They did have some questions. I did have them write additional writings about the content. They were a quiet group that seemed to like writing better than talking.

There were a total of ten content videos. I am going to remind you of the content and I would like you to rank the videos in order of their helpfulness (in your opinion) to the students in your class. One would be the most helpful; two would be the second most helpful, etc.

<u>10</u> FYS 100 Student Panel	<u>7</u> Title IX and Personal Responsibility
<u>2</u> Academic Policies	<u>6</u> MU Traditions and Transitions
<u>5</u> Academic Wellness	<u>9</u> Financial Aid and Financial Responsibility
<u>1</u> IT/Libraries/Registrar	<u>3</u> Career Services
<u>4</u> Student Involvement	<u>8</u> Health & Wellness

On what criteria did you make your selection of the most helpful video? I had the students write about the three most important things they learned and that's how I made my selections.

On what criteria did you make your selection of the least helpful video? The FYS video was confusing. Financial Aid was okay for students starting out on their own, but not as much for others.

If you had to remove one or more content subjects, what would you remove? The FYS video should be removed because the students couldn't figure out why it was included. It should have been about UNI 100.

If you had to add an additional course topic(s), what would you add? Rather than another video, perhaps it would be good to plan an activity outside the classroom. Perhaps it would be good to show more on how the students can apply the information provided.

What time did your class meet? 8:00am **Did you find that students, on average, attended well?** Yes.

Do you have any comments regarding attendance? They arrived earlier to class than I did! There were some stragglers and one often fell asleep in class.

Please provide an estimate of the number of times a student from your class has reached out to you for support via email, a phone call, staying after class to ask a question, etc.? A few would stay after class and ask questions. I had some need to have athletic progress reports completed.

Can you summarize the reasons they reached out to you? After class one day, I walked a student over to tutoring. One student wanted to know where to get a t-shirt. I had questions about making up something for class.

Did you find it helpful to have a peer mentor (or more than one peer mentor) in your class? Yes. Why or Why Not? I felt he was there if I needed help and he would be someone to lean on if I needed backup.

Did your peer mentor(s) provide support to your students in your class? Yes.

If yes, what kind of support? He would make announcements, many of them different from the ones I knew about. If the students had questions, he was very helpful with answering the general ones particularly at the beginning of the semester.

What kind of activities or tasks did the peer mentor perform for you? He did the announcements but he let me know up front that he was not very creative to make up activities. When he did one ice breaker, it was a repeat of one that I had already done. I did have a problem with him having side conversations with the students. I had to go sit with him to keep him quiet.

What would you consider the most important opportunity that UNI 100 provides to the students? The most important thing is the information and the support. Students make an individual decision to choose to use it, but they know it's there. They appreciated the tech information, the help desk and other services.

On a scale of 1 to 10, with 10 being the most positive, how would you rate your overall experience as a UNI 100 facilitator? 7. I wish I could have done better.

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again? Yes. Why or Why Not? Practice makes perfect.

What other comments would you like to share about your experience as a facilitator? I would like more time for interaction and mentoring. The videos should not be quite as long. They need to be more engaging. We should be able to start and stop the videos and have activities within the videos.

Appendix L: Transcribed Interview with Subject C

UNI 100 Facilitator Interview Questions

Interview Conducted by: Sherri Stepp

Facilitator Name: Subject C **Interview Date:** Thursday, November 1, 2012

Time: 9:30am **Sex:** F **Facilitator Title:** Assistant Director of Residence Life

Interview Setting: Holderby Hall 110

Why did you volunteer to be a UNI 100 Facilitator? I was “volun-told” but I would have done it anyway. I want to get more involved in campus activities outside of HRL. I want more student interaction aside from the hall leaders and those students who get in trouble.

As part of the volunteer process, you had to obtain your supervisor’s permission to be away from your daily job tasks. Did this provide any hardship in relation to your primary job responsibilities? It did not.

If yes, please briefly describe the hardships: It was not a problem because I typically begin work at 9:00am. I came in early before work. I was concerned about the time needed during WOW, but that worked out okay.

The UNI 100 committee provided two training sessions. The first was a general overview of the expectations for facilitators. Was the timing of this training (May) appropriate? Yes Why or Why Not? If you would have waited, I would have had questions. I am a planner and I wanted to know what it would look like. May was appropriate.

Did the overview meet your expectations? Yes. Why or Why Not? I don’t remember leaving the meeting with any questions.

The second training session offered by the UNI 100 committee was an in-depth review of the course content. Was the timing of this training (August) appropriate? Yes. Why or Why Not? It might be nice if were sooner, but July might be a challenge. It would give more time. For the residence halls, special interest groups begin moving in on August 1. After that, there is little time.

Did this in-depth training meet your needs and expectations? Yes. Why or Why Not? I felt like I had a good concept of what I would be doing and what would be expected. I did not feel that I needed the classroom management portion of the training, but I see the need for others who might. I might suggest that this training be held separately in the future.

The in-depth training session provided a notebook with instructions and course materials. Did this material meet your needs and expectations? Yes. Why or Why Not? I used it every week for lesson planning. I used the peer mentor syllabus to make sure my peer mentors were on track. A synopsis of each video would be helpful, but it might keep some from actually watching the videos.

An additional training session was provided by IT/Libraries to introduce you to the technology in your classroom. Did this training meet your needs and expectations? I did not attend. Why or Why Not? I feel comfortable with the technology and the training was scheduled at a time that I could not get away to attend. It would be better if it had been held earlier but then there would have been a lag time between practice and use.

In your opinion, were the content videos helpful to the students in your class? Yes. Why or Why Not? The material was good and I appreciated the variety of presenters and the variety of bouncing around from one video clip to another. I think the students retained the information.

There were a total of ten content videos. I am going to remind you of the content and I would like you to rank the videos in order of their helpfulness (in your opinion) to the students in your class. One would be the most helpful; two would be the second most helpful, etc.

10 FYS 100 Student Panel

1 Academic Policies

2 Academic Wellness

3 IT/Libraries/Registrar

6 Student Involvement

7 Title IX and Personal Responsibility

8 MU Traditions and Transitions

9 Financial Aid and Financial Responsibility

5 Career Services

4 Health & Wellness

On what criteria did you make your selection of the most helpful video? I considered the videos where the students were most engaged and they could apply the material in the video. They were very interested in policies. For some others, the timing was not relevant at that immediate time.

On what criteria did you make your selection of the least helpful video? FYS 100 was confusing and should not have been included. It made them feel ignorant about being in college.

If you had to remove one or more content subjects, what would you remove? FYS or push to a different time. I would suggest changing it to “what to expect in a classroom” and use FYS as an example. Financial Aid was also a struggle. It needs to focus more on the money management part of it.

If you had to add an additional course topic(s), what would you add? I think it’s okay as it is. I would have liked to get into more of the nitty-gritty with personal safety and make it more applicable to them.

What time did your class meet? 8:00am **Did you find that students, on average, attended well?** Yes.

Do you have any comments regarding attendance? I will be giving two or three no-credits for not attending. We had a couple conversations about being tardy and that fixed it. One of the problems was one of my peer mentors.

Please provide an estimate of the number of times a student from your class has reached out to you for support via email, a phone call, staying after class to ask a question, etc.? I would guess that 15 – 20 stayed after each class but it was usually the same group. I had some individual contact and 2 or 3 emails or calls.

Can you summarize the reasons they reached out to you? Mostly about student affairs related things, not about academic issues. Several of them had housing questions or questions about the class itself. They wanted to know about becoming an RA, roommate issues, student groups, how to start a group, where to go and who to see.

Did you find it helpful to have a peer mentor (or more than one peer mentor) in your class? Yes. **Why or Why Not?** I had two. One was very helpful—took attendance, passed out papers, worked with students before and after class. The other peer mentor was ineffective—absence twice without advance notice, arrived too late to help with taking attendance. I could not rely on him. He took off too quickly after class and was unavailable after class for any follow-up.

Did your peer mentor(s) provide support to your students in your class? Same as previous question.

If yes, what kind of support? Same as previous question.

What kind of activities or tasks did the peer mentor perform for you? Previous response. One peer mentor did not attend the training session. We did not have the opportunity to meet beforehand. I met him the same time I met the other students during WOW. I met with the other peer mentor at the training and we had time to talk first.

What would you consider the most important opportunity that UNI 100 provides to the students? Getting the information about being campus provides a level of comfort for new students. The connection, whether with the peer mentor or the facilitator or other classmates.

On a scale of 1 to 10, with 10 being the most positive, how would you rate your overall experience as a UNI 100 facilitator? 8. Overall, the experience was positive.

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again? Yes. **Why or Why Not?** More autonomy in the classroom would have allowed me to be more invested in the process.

What other comments would you like to share about your experience as a facilitator? Overall, the experience was positive and meaningful for students and staff. The hiccups were reflections of growing pains. These are things we can fix. There weren't any problems that can't be resolved. However, I did witness facilitators not holding up to their end of the bargain. Is there a way to control the facilitators or who facilitates?

Appendix M: Transcribed Interview with Subject D

UNI 100 Facilitator Interview Questions

Interview Conducted by: Sherri Stepp

Facilitator Name: Subject D **Interview Date:** Thursday, November 1, 2012

Time: 3:00pm **Sex:** F **Services:** **Interview Setting:** Holderby Hall 110

Facilitator Title: Assistant Coordinator, Office of Disability

Why did you volunteer to be a UNI 100 Facilitator? My supervisor mandated that his entire staff would participate.

As part of the volunteer process, you had to obtain your supervisor's permission to be away from your daily job tasks. Did this provide any hardship in relation to your primary job responsibilities? Yes, it did at times, but not at others.

If yes, please briefly describe the hardships: Sometimes, I had to have graduate assistants fill in to monitor tests.

The UNI 100 committee provided two training sessions. The first was a general overview of the expectations for facilitators. Was the timing of this training (May) appropriate? Yes Why or Why Not? We had just finished spring semester and things had not yet picked up for summer.

Did the overview meet your expectations? Yes. Why or Why Not? I had never taught a UNI class before and it was nice to see the format.

The second training session offered by the UNI 100 committee was an in-depth review of the course content. Was the timing of this training (August) appropriate? Yes. Why or Why Not? It gave enough time to get ready.

Did this in-depth training meet your needs and expectations? Yes. Why or Why Not? The book.

The in-depth training session provided a notebook with instructions and course materials. Did this material meet your needs and expectations? Yes. Why or Why Not? The book was great. I went through it and flagged items.

An additional training session was provided by IT/Libraries to introduce you to the technology in your classroom. Did this training meet your needs and expectations? Yes. Why or Why Not? The trainer showed me how to use the equipment.

In your opinion, were the content videos helpful to the students in your class? The majority of them, yes. **Why or Why Not?** The financial aid was good, the history was good. It's stuff they will utilize now and the next four years.

There were a total of ten content videos. I am going to remind you of the content and I would like you to rank the videos in order of their helpfulness (in your opinion) to the students in your class. One would be the most helpful; two would be the second most helpful, etc.

5 **FYS 100 Student Panel**

9 **Academic Policies**

7 **Academic Wellness**

1 **IT/Libraries/Registrar**

3 **Student Involvement**

10 **Title IX and Personal Responsibility**

8 **MU Traditions and Transitions**

2 **Financial Aid and Financial Responsibility**

4 **Career Services**

6 **Health & Wellness**

On what criteria did you make your selection of the most helpful video? What I thought the students would use the most.

On what criteria did you make your selection of the least helpful video? The students were confused and lost on the Title IX video.

If you had to remove one or more content subjects, what would you remove? Title IX.

If you had to add an additional course topic(s), what would you add? More detail about the registration process.

What time did your class meet? 8:30am **Did you find that students, on average, attended well?** Yes.

Do you have any comments regarding attendance? Two students missed once each and that was it.

Please provide an estimate of the number of times a student from your class has reached out to you for support via email, a phone call, staying after class to ask a question, etc.? There were several times that students stayed after class, but I have had no phone calls or emails.

Can you summarize the reasons they reached out to you? They would ask me about upcoming activities or tickets.

Did you find it helpful to have a peer mentor (or more than one peer mentor) in your class? Yes. **Why or Why Not?** Wonderful!

Did your peer mentor(s) provide support to your students in your class? She related to the students very well.

If yes, what kind of support? She would talk to the students about activities and she encouraged them to go off campus and do things other than just sports.

What kind of activities or tasks did the peer mentor perform for you?

Announcements.

What would you consider the most important opportunity that UNI 100 provides to the students? Preparing them for things they had not yet thought about, who I need to see and stuff like that.

On a scale of 1 to 10, with 10 being the most positive, how would you rate your overall experience as a UNI 100 facilitator? 10. No issues at all.

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again? Yes. Why or Why Not? I enjoyed meeting and talking with the students.

What other comments would you like to share about your experience as a facilitator? I would suggest that all classes be smaller. My class was small and they were all attentive and attended well. I had one student who worked for Paula Vega Cupcakes and she would often bring cupcakes to class. Maybe this encouraged others to attend.

Appendix N: Anonymous Survey Results

UNI 100 Facilitator Anonymous Survey Results

Please detach the survey consent and keep it for your own records. Please answer the survey questions below and insert the survey in the designated envelope near the exit of this room.

A UNI 100 overview/training session was provided in May. How helpful did you find that session?

14 Very Helpful 16 Somewhat Helpful 2 Not Helpful 1 No Response

Comments:

“I was a sub and didn’t attend the May session.”

A second training session in August provided detailed instructions and a content overview? How helpful did you find that session?

22 Very Helpful 8 Somewhat Helpful 2 Not Helpful 1 No Response

Comments: None

At the August training session, a notebook was provided with instructions and course materials. How helpful did you find the notebook?

28 Very Helpful 3 Somewhat Helpful 1 Not Helpful 1 No Response

Comments:

“I used it every class.”

IT/Libraries provided an additional training session to introduce you to the technology in your classroom. How helpful did you find that session?

13 Very Helpful 9 Somewhat Helpful 6 Not Helpful 5 No Response

Comments:

“My classroom was nothing like the training room but I sought it out & familiarized myself.”

“Did not attend.”

“He didn’t know how it worked.”

How many times has a UNI 100 student from your class reached out to you for support?

4 0 Times 17 1 – 3 Times 4 4 – 6 Time 6 7 – 10 Times 0 11 or more

2 No Response

For what reasons have they reached out to you? Please check all that apply.

15 Academic Support 10 Campus Involvement 3 Career Planning

16 General Campus Questions 4 Personal Guidance 1 Financial Aid

5 Technology/Email, etc. 4 Health Concerns 23 Absences

Other: Conduct Incident, Football Tickets, Voter Registration, Housing,

Employment

Comments:

“I don’t feel they got to know me well enough because of the lack of time in the course— videos took up most of class.”

On average, did you find that students attended well?

33 Yes 0 No

How many times did your peer mentor(s) interact with you via email, phone, or conversation outside of class?

3 0 Times 15 1 – 3 Times 6 4 – 6 Times 5 7 – 10 Times 3 11 or more
1 No Response

If UNI 100 is continued next year in the same or a similar format, would you be willing to facilitate again?

25 Yes 8 No

Please provide any comments in the space below or on the back of this survey.

(O.C.: The notation of “yes” or “no” after the comment relates to whether or not that comment was submitted by respondent who indicated they would or would not facilitate again.)

Comments:

“I would like to find way to better engage students in activities. Finding fun & challenging activities for the class during a 10 minute time span was difficult. Some students had concerns about getting “info after the fact,” i.e., video on financial aid.” (Yes)

“Probably better for me to focus on teaching courses like FYS 100 as I can make a bigger impact there. Course seems well designed for people who had not taught before but I could use more freedom.” (No)

“The notebook was wonderful, detailed instructions, easy to follow.” (Yes)

“Videos created a detached environment. Students did not interact with each other or the class well.” (No)

“No videos.” (No)

“I enjoyed the class. However, it was difficult to have time for office responsibilities and facilitating the class.” (Yes)

“This year was chaotic, being the first year in this format. I think it turned out to be very effective and efficient. I expect next UNI class will be even better. My peer mentor was very helpful to our class.” (Yes)

“Need to change the timing of the written reflections. Some videos were not as engaging as others. Students told me they wanted to see people in the class, wanted later times.” (Yes)

“UNI 101 was much better format. While videos were informative, I didn’t feel I connected with the students because it was all about the videos and we had to rush through the exercises.” (No)

“Please make sure videos are working properly.” (Yes)

“Good promo for SRC. Impersonal, vague, too much covered in limited time, poor performance of videos. Bring back UNI 101. Little interaction between students, peers and/or facilitator.” (No)

“The material was good, but neither I, nor my students, liked the delivery method (videos). I also think we needed more activities and less lecture.” (No)

“(1) Switch order of videos. (2) have class materials copied—had to have students print off materials that were scanned & emailed to them. (3) My class complained about having videos every time. (4) Mentors—some weren’t adequately prepared. (5) Tech class was useless. We had been told we’d be taught in our rooms. Mine was nothing like what was shown in training.” (Yes)

“Students found videos boring. Peer mentors were not as assertive as I had hoped.” (Yes)

“A break between subjects within the video session for interaction, question-answer time or other activities.” (Yes)

“If purpose is connection/retention, format was too formal to lend to that environment.” (Yes)

“Would love more freedom to interact. Less videos.” (Yes)

“Put more students in the videos.” (Yes)

“Smaller class size preferred; 50 students was large to encourage interaction; shorter videos; get out of classroom a little bit; involve peer mentors more.” (Yes)

“The videos were sometimes dated by the time my class began on Thursdays. Should do videos in a different order. Do exciting one first to get class interested. I wish the class was longer. I had a small class, but no time to bond with them. There was only enough time to watch the video and do the assignment. I feel if I had been able to have more time with them, they would have bonded more with their classmates as well as myself and the peer mentor. I really enjoyed the experience and teaching the class and felt the instructor binder was helpful. I would like to add my flare to the class if given the extra time.” (Yes)

“Suggestions: If possible, small class sizes. I had 50 students which made it difficult to connect with as many students as I would have liked. I would like to have a bit more control over content. I understand why the information is blanketed, but I felt that I would have better tailored it to my specific students. I love Corley, but perhaps use a more energetic speaker for the videos.” (Yes)