

Incorporating Technology into Freshman Seminars at UNCW

A Needs Assessment Report

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Executive Summary

Freshmen Seminar (UNI 101) is a graded, two-credit hour course designed for first-semester freshmen to aid in the transition into college life and the UNCW experience. Various topics are often addressed over the course of the ten-week course including: time management, learning skills, academic ethics, critical thinking, personal decision-making, diversity, career choice, and personal wellness. Currently the course is conducted in a seminar-type classroom setting, which requires small group projects and individual presentation of material. Traditionally seminar sessions were exclusively offered during the fall semester but with the university now offering spring admissions now offer this course in the spring. Amy Hathcock, Academic Advisor, Freshman Seminar Coordinator and primary contact source is concerned that UNCW freshmen are not being required to use technology while they are enrolled in the course. She would like to see students learn how to use Microsoft PowerPoint and Word at least on a basic level and perhaps also receive some experience in using a Learning Management System like WebCT Vista, but she doesn't know how to incorporate more technology into the course.

To determine the cause of this problem, a training needs assessment (TNA) was conducted on the freshmen seminar course. The stages of the TNA were: extant data analysis, electronic survey of freshmen seminar instructors, interview Career Services counselors, and interview Amy Hathcock. These stages were designed to find out the expected behaviors, actual behaviors, attitudes of freshmen seminar instructors, possible causes of the problem, and possible solutions to the problem.

When the data was analyzed, skills, attitudes and behaviors could be determined. The results showed that 81% agreed that technology skills are important for students to possess and that a majority of the instructors use technology such as Microsoft Word and Outlook on a daily basis. 62% of respondents that have a level of agreement bode positively for plans to increase technology utilization. The time that would be invested in convincing instructors of the need and importance should be minimal. However, there were a high number of responses that stated that they would not have time to attend a training session. If there is in fact a lack of time on the part of the instructors an assessment of whether this issue can be addressed directly or if other alternatives should be given consideration.

The recommended solution was for a standardized Vista/Blackboard course to be developed in order to administer the course content of freshmen seminar. Instructional materials would be developed to help assist the instructors when they are ready to put their course online. Since freshmen seminar takes place in the fall and spring semesters, the optimal time for the instructors to transfer their course would be during the summer. Once the shell is created from the information transferred, copies of the shell would be made for each section of the course.

Introduction

Located in the southeastern part of North Carolina, the University of North Carolina at Wilmington offers 73 bachelor and 27 graduate learning opportunities. With an enrollment of close to 12,000 students the university, since its inception in 1947 has continued to gain prestige as a noteworthy institution of higher learning. Boasting an 18:1 student to faculty ratio, UNCW offers the same amenities as some of its larger contemporaries while retaining the alluring qualities of a smaller college.

A new student entering the university often needs help making a successful transition from living at home with their parents to living independently and becoming a contributing member of a college or university community. New students must deal not only with academic, but also with vast social and cultural changes in their first semester. In order to make this transition, the University of North Carolina Wilmington (UNCW) has implemented a program called “Freshman Seminars” within its required course curriculum. Freshman Seminar is a graded, two-credit hour course designed for first-semester freshmen to aid in the transition into college life and the UNCW experience.

UNCW promotes mentoring students through their first semester in college, introducing them to the university at large, and the unique resources available. Various topics are often addressed over the course of the ten-week course including: time management, learning skills, academic ethics, critical thinking, personal decision-making, diversity, career choice, and personal wellness.

Currently the Freshmen Seminar courses are conducted in a seminar-type classroom setting, which requires small group projects and individual presentation of material. Traditionally seminar sessions were exclusively offered during the fall semester but with the university now offering spring admissions, now offer this course in the spring.

All freshman seminar courses strive to achieve the following three objectives:

1. Apply academic and decision-making strategies to optimize learning
2. Make a successful transition to UNCW
3. Explore and research an appropriate major and career

University faculty and staff members act as course instructors and class enrollment is limited to 25 students to encourage a mentor/student relationship. Instructors are required to have received a Master’s degree or higher academic degree. Additional desired traits include prior experience in college teaching, student services, academic advising, or counseling, a personal style that encourages student trust and participation. Other valued traits include a willingness to deal with the sensitive issues often faced by first year students, completion of the instructor orientation, and approval from the instructor’s supervisor.

Needs Assessment Process

Problem Description

Amy Hathcock, Academic Advisor, Freshman Seminar Coordinator and primary contact source is concerned that UNCW freshmen are not being required to use technology while they are enrolled in the course. Hathcock would like to see students learn how to use Microsoft PowerPoint and Word at least on a basic level and perhaps also receive some experience in using a Learning Management System like WebCT Vista. The Freshman Seminar students and universities Academic Advising Office serve as clients.

Purpose of the Needs Assessment

The purpose of this needs assessment is to determine if and how much technology is being introduced and utilized, what technology is being utilized, and what types of technology would the instructors like to incorporate into the course but have not been able to. After determining the cause(s) of the problem, solutions will be recommended and a full report will be presented to the Freshman Seminar Lead Contact. A specific level of technology integration has not previously been defined. However a drafted Problem Statement states as follows:

Problem Statement

Among the fifty plus Freshman Seminar course sections offered at UNCW relatively little technology is integrated into the presentation or facilitation of the course. While the departmental emphasis on technology varies throughout the university, many of the general studies courses students are required to take require them to use various forms of technology. The lack of technology usage within this course is in contrast with courses aim to acclimate students to higher-level education which includes being technologically competent.

Description of Model

To systematically perform a needs assessment selecting an appropriate model is essential. For this project we have selected Allison Rossett's Training Needs Assessment Model to facilitate the process of analyzing and resolving the problem along with collecting data. This model stresses the need to obtain data regarding five purposes: feelings, optimal, causes, actuals, and solutions.

Seeking Feelings

Freshman Seminar instructors, all of whom come from various areas of the university will be allowed to give their opinions and ideas about the current status of the course. Knowing how individuals key to the processes ultimate success feel will be a great indicator of how the change agent(s) may need to go about introducing the initiative.

Seeking Optimal

Clearly defining the level of technology integration desired offers several benefits. One of them is it would allow for proper planning of how to achieve erasing the disparity between this area

and current status. Considering that the courses content is standardized, knowing that a change must be made, at least in presentation, will assist with proper planning on how this optimal state can be best reached.

Seeking Causes

Identification of the cause of insufficient technology usage should be obtained so that these barriers can be either eliminated or factored into how the solution will be achieved.

Seeking Actuals

Understanding the level and extent of technology being used will allow for proper assessment of the severity of the problem. Knowing the current status will also allow for proper analysis of the resources that may be required and might be resolve this issue.

Seeking Solutions

Finding a solution that is beneficial to the groups involved necessitates that a myriad of solutions be generated and the one(s) that best fit the context of the problem be selected. Enabled by exploring possible remedies a clearer understanding of how increased technology usage will affect instructors, students and stakeholders will be revealed.

Rossett suggests a step-by-step approach which includes six steps:

Step	Project Benefit(s)
Assessing the Context	Offers a understanding of the class structure, individuals involved with the course, current class conditions etc.,
Determining Purposes	Generates a detailed mission for the initiative. Also produces the groundwork for establishing objectives.
Selecting Appropriate Techniques and Tools	Selecting proper tools will help to assess variables mainly attitudes, feelings, and actuals concerning technology by instructors.
Developing a TNA Plan	A training needs assessment plan will allow for a clear plan of action on how to gather information and systematically make sense of it so that a solution (technology implementation) can be achieved with minimal risks and maximum benefits.
Developing Stage Planners	By properly divining up the activities in this process the planners will be able to strategically plan how to implement technology into the classes. Assessing survey responses may not be as time consuming as reformulation curriculum so that it necessitates the use of technology.
Communicating Results	Allowing stakeholders to know how the results of the training needs assessment plan will expectedly bolster the

For more information about the TNA planner (Appendix A), stage planners (Appendix B), timeline of events (Appendix C), and Freshmen Seminar Course Syllabus (Appendix D), please go to the appendices starting on page 12.

Data Collection

Data Collection Process and Description of Instruments

The purpose of this needs assessment project was to determine if and how much technology is being introduced and utilized in Freshman Seminar courses at UNCW, what technology is being utilized, and what types of technology would the instructors like to incorporate into their course but have been unable to. Four definitive stages were utilized to collect the necessary data for this project.

The initial stage was an extent data analysis to determine the goals, priorities, and objectives of the Freshman Seminar program. Anecdotal data was also sought regarding student feelings towards the program. This data was gathered through the review of the Freshman Seminar web site (<http://www.uncw.edu/uc/UNI101-intro.htm>) and a sample course syllabus.

After a brief meeting with the Freshman Seminar Lead Contact, Amy Hathcock, an anonymous, online survey was designed, developed and delivered to all Freshman Seminar instructors. A link to the survey was included as part of an electronic cover letter that was distributed via e-mail to the instructors from Amy Hathcock. The purpose of the survey was four-fold: (1) to determine the instructor's computer/technology competencies, (2) to determine the instructor's attitudes towards incorporating technology into their Freshman Seminar courses, (3) to determine the instructor's preferred method of delivering instruction and (4) to determine the instructor's interest in attending technology workshops. Sample survey questions included: Based on Likert scale (Strongly Agree->Strongly Disagree) rate your agreement with the following statement: "Technology skills should be taught in Freshman Seminar courses." "Rate your computer skills on a scale from 'Very High' to 'Low.'" Data was also gathered in open-ended form and on the best time for them to attend training. The survey was administered using the Select Survey software and the resulting data was analyzed using the Statistical Program for the Social Sciences (SPSS) (See Appendix E-G for Survey Pilot test, Cover Letter, and Questions).

A detailed interview with Amy Hathcock was then conducted to gather more information about her goals for the Freshman Seminar Program and her suggestions for implementing the results of the needs assessment plan into the Freshman Seminar and university organizational structure. A sample question was: "What type of technological tools do you think when implemented within the context of the Freshman Seminar would be the most beneficial?" (See Appendix H for interview questions).

Finally an interview was conducted with Thom Rakes, the director of Career Services at UNCW. The purpose of this interview was to determine the technology skills current employers are looking for when hiring UNCW graduates. This information was information was used to help determine what, if any, technology skills should be taught in Freshman Seminar courses. A sample question was "What technology skills should freshmen learn now that will help them in their future major at UNCW or career path?" (See Appendix H for interview questions).

Description of data analysis methods and process

Once the time constraints had been reached for survey submissions data for each individual survey's submissions were entered into SPSS, a statistical data analysis software package. Once all values were entered the process of analyzing the results of the survey commenced. Variables that received a "yes" rating were ones that were marked by the respondents and those that were marked "no" indicate an absence of response.

Preliminary and initial data analysis began with obtaining descriptive statistics. The derivatives of this process, due to the lack of variance among variable responses these figures do not reveal a wealth of critically relevant data. The frequency of responses did prove to be valuable as several variables did not receive any responses. Therefore a simple statistic such as a quantitative count of how many respondents answered affirmatively to a specific item revealed preferences and dislikes adequately. The reason this simple statistic is valuable is because it demonstrates which tools may be most likely to be viable options for further development if technology is adopted within the course further. By adhering to these trends it is more likely that instructors would feel more comfortable using a familiar tool in a new way as opposed to learning to use a new piece of technology. Other relevant data obtained through initial analysis efforts also included percentages.

Due to the number of variables that were included in the survey it is necessary to present the most important findings. These findings represent avenues for further investigation and options for recommendations. Alone or in conjunction with other variables the data analysis has revealed trends and tendencies that ultimately can be presented as encouraging signs for the implementation of technology into Freshman Seminar classes. Discovering the strength of the relationship between two variables gives a strong indication of how manipulation of one may affect the other.

Results

Among the most notable cumulative statistical findings are: **(Survey Item Key – (Appendix I Item Key) (Appendix J - Frequencies) (Appendix K – Graphs)**

- 81% of respondents agree or strongly agree that technology skills are important for students to possess (Survey Item 1.1, variable name - view)
- 62% of respondents agree or strongly agree that technology skills should be taught in Freshman Seminar (Survey Item 1.2 variable name - skills)
- 65% would like to incorporate more technology in their Freshman Seminar classes (Survey Item 1.4 variable name- more)
- 96% use Microsoft Outlook once or more a day (Survey Item 2.1 variable name- outlook)
- 89% use Microsoft Word once or more a day (Survey Item 2.2 variable name - word)
- 66% of Freshman Seminar instructors do not teach other university courses (Survey Item 4 variable name - other)
- 13 respondents stated that they did not have time to attend incorporate technology into their course (Survey Item 7 variable name - time)
- 68% agree or strongly agree with utilizing technology to present class information (Survey Item 8.1 variable name - believe)

- 80% felt that their level of technology within Freshman Seminar was comparable to that of other university classes (Survey Item 8.6 variable name - usage)
- Microsoft Word and email were the most used pieces of technology for both teachers and students (Survey Items 9.1 variable name - mword & 10.1 variable name- mword1)

Given the number of variables and the relatively small variance of numerical responses the needs assessment team felt that investigating how the variables correlational attributes should be examined. By using a Pearson's r correlation the variables in the survey were compared to see if strength of their relation to one another and if the relationship that exists is significant or not.

Among the most notable positive and statistically significant correlations are:
see (**Appendix I Item Key**) (**Appendix L - Correlations**)

Correlation #	Variable Name (Item Number)	Correlation Coefficient, Level of Significance
1.	View (1.1) Think (8.3)	$r = .64, p < .000$
2.	View (1.1) Attending (11.11)	$r = .57, p < .002$
3	Skills (1.2) Use (1.5)	$r = .63, p < .001$
4.	Power (2.4) Attending (11.11)	$r = .60, p < .001$
5.	Word (2.2) Attending (11.11)	$r = .68, p < .001$
6.	Believe (8.1) Within (8.4)	$r = .87, p < .000$

Descriptive Data Analysis Interpretations

Given that the idea of increasing the level of technology it is essential to have agreement among the instructors about the importance this matter holds. While individuals can be asked, coerced or even forced to cooperate with changes in curriculum administration. Yet having an overwhelming majority of the instructors already in agreement can feasibly have a profound impact on the success of the initiative. The 62% of respondents that have a level of agreement bodes positively for plans to increase technology utilization. The time that may have been invested in convincing instructors of the need and importance should be minimal.

Correlation Analysis Interpretations

- Correlations 1 and 2 signify that the instructors that feel strongly about technology's place in the classroom also feel that students should take part in using it but they are not willing to attend training to bring this change about.
- Examining Correlation 3 suggest that a WebCT shell may be a method of enabling students to be taught and practice their technology skills
- Both correlations 4 and 5 concern types of technology and the disinterest in attending training. This finding suggest that these instructors are content with using a lower level of technology and may not be open to using other more advanced technological tools
- Correlation 6 conveys the importance instructors place on using technology within the classroom because they believe that it can increase the learning experience of the student

Prioritization of Findings

One of the most disturbing findings however is the number of respondents (N = 14) that did not think that they had time to attend training (see MIT 530 Frequencies.spo, Variable Name

“Time”). The reason that this variable protrudes in comparison to others is because in order for learning to occur some form of transfer of knowledge must occur. This personal assessment of availability may be skewed by the desire to keep any time that is not currently being devoted to job related duties free from further commitments. The reason this must be addressed first is because the commitment of time must be present in order to move along further with any reformation of the Freshman Seminar course. If there is in fact a lack of time on the part of the instructors an assessment of whether this issue can be addressed directly or if other alternatives should be given consideration.

Recommendations

Heeding the trend of the statistics the needs assessment team has several recommendations for the Freshman Seminar coordinator, Amy Hathcock and other key personnel. The primary issues are what should be done, how it should be done, and when it should be done. The following recommendations are proposed to resolve all of these issues.

What should be done?

- Develop a standardized Vista/Blackboard course to administer course content

Since the content taught within the Freshman Seminar courses is standardized it could very easily be transferred to a course shell. Many of the tools that are currently being used by both faculty and students (e.g., Microsoft Outlook, Microsoft Word, and World Wide Web) are adaptable or analogous to those that are within Vista/blackboard. It is critical to blend familiar technology with new technology. This mesh will give instructors and students an anticipated level of ease of comfort when accessing content. Exposing students to online course content will also acclimate them to a mode of learning that they will likely experience during their time at UNCW.

How it should be done?

- Develop instructional materials to assist faculty with facilitating the course and place this content online

Concerns about time can be addressed by providing an option that is convenient for the instructors. Using the World Wide Web to demonstrate how to use the tools within Vista/Blackboard is one method that would meet the needs of a faculty member that may find it difficult to attend face-to-face training sessions. Having this content in such an accessible environment will allow them to review it when deemed necessary as well as decrease any apprehension they may have concerning an internal need to grasp all presented material during a training session. The high self-reported belief in having technology skills taught in Freshman Seminar suggests that the instructors are willing to take on this responsibility. It is however up to the course coordinator Amy Hathcock to offer the instructors a way to achieve this in a manner that shows an awareness of their personal and professional time constraints.

When it should be done?

- Take advantage of the summer sessions to initiate plan

Since Freshman Seminar classes are taught during the Fall and Spring semester it would be wise to take advantage of the summer period to make this plan happen. This period of time would give instructors time to review the material in its new format and get assistance if they need it. Also transferring the information to a Vista/Blackboard shell could be done during this time and once this was completed copies of the shell can be made for each section of the course.

Appendices

Appendix A: TNA Planner

Table 1: Data Collection Techniques

Data Collection Techniques	Methods of Data Collection
Extant Data Analysis (EDA)	<ol style="list-style-type: none">1. Student response to existing course evaluation survey2. Instructor response to existing course evaluation survey3. College students tech K & S requirement4. Available equipment & facilities
Needs Assessment	Survey orientation instructors on: <ol style="list-style-type: none">1. Computer competencies2. Attitude toward using technology in Freshman Seminar curriculum3. Preferred method of delivering instruction.
Needs Assessment	Interview Career Counselors on: <ol style="list-style-type: none">1. Importance of technology for freshmen2. Skills freshmen should have3. Available technology on campus
Needs Assessment	Interview Amy Hathcock concerning the needs assessment results

Table 2: Context

Resources	Constraints
Freshman Seminar Lead Contact	Not all freshmen take Freshman Seminar
Extant Data <ul style="list-style-type: none">• Student survey response• Instructor survey response	Contact limited to e-mail and telephone for many participants
Freshman Seminar Instructors who have technical skills/knowledge	Time limit for data collection
Equipment	Freshman Seminar Instructors who don't have technical skills/knowledge
Tech Support	Budget

Table 3: Purposes

Description	Status	Sources
Optimals	Have some Need: Skills they need to have to succeed in college and get a job	Freshman Seminar Lead Contact UNCW Career Counselors
Actuals	Have some Need: Skills they possess already	Extant data Freshman Seminar Lead Contact Freshman Seminar Instructors Student prior knowledge of technology
Feelings	Need	Freshman Seminar Lead Contact Freshman Seminar Instructors
Causes	Need	Freshman Seminar Lead Contact Freshman Seminar Instructors
Solutions	Need	Freshman Seminar Lead Contact Freshman Seminar Instructors

Appendix B: Stage Planners

Subject: Stage 1 Part I- Extant Data Analysis

What is known:

The Freshman Seminar Lead Contact would like to see technology taught and utilized in the Freshman Seminar courses. The goal (optimal) according to the Lead Contact is to ensure Freshman Seminar students receive an introduction to the technology skills they will need for their four years of college. After a preliminary interview with the Freshman Seminar Lead Contact, the needs assessment team has gathered Freshman Seminar course requirements and the typical background and full-time jobs of instructors.

Information being sought:

Information is being sought in Stage 1 to identify existing instructor and student's knowledge, attitude, and skills when it comes to technology and the course in general.

Sources of Information:

Student and instructor course evaluations will be analyzed.

TNA Tools:

Not applicable.

Questions/Agenda:

Not applicable

Subject: Stage 2 – Needs Assessment

What is known: The feelings of Freshman Seminar Instructors and Students regarding the course as a whole.

Information being sought: Information is being sought in Stage 1 Part II to identify existing instructor attitudes towards technology and the extent to which they are currently utilizing and requiring technology in their Freshman Seminar courses.

Sources of Information:

Various Freshman Seminar instructors in different university departments.

TNA Tools: Electronic Survey

Questions/Agenda:

To be determined.

Subject: Stage 3 - Needs Assessment

What is known:

Instructor's initial feelings towards technology and any reasons they don't teach or utilize technology in their courses will be known from previous stages. Data regarding student's overall feeling towards the course will already be analyzed.

Information being sought:

Further information is being sought in the form of interviews from instructors and the Freshman Seminar Contact Lead in order to triangulate previous data collected in the survey. Interview data will also be sought from UNCW career services counselors regarding what technology skills students need to have before entering the work force.

Sources of Information:

UNCW Career Counselors
Freshman Seminar Lead Contact (Amy Hathcock)

TNA Tools: Interview

Questions/Agenda:

To be determined.

Appendix C: Timeline

February 6, 2007	Preliminary interview with Freshman Seminar Lead Contact
February 7-16	Gather Extant Data
February 17-22	Create Survey Instrument
March 8-March 15	Refine Survey Instrument
March 16	Release e-mail notice to participants announcing upcoming survey
March 19	Release Survey to participants
March 19-23	Conduct interviews with Freshman Seminar Lead contact, and UNCW Career Counselor
March 21	Begin tallying results of Survey; Calculate percentage of Surveys returned
March 23	Contact via e-mail and/or telephone all participants who have not yet returned a Survey
March 25	Final Date to Accept Surveys
March 26-27	Analyze Data
March 27	Interpret Data
March 28	Cost/Benefit Analysis
March 29	Submit Report

Appendix D: Freshman Seminar Course Syllabus

(SAMPLE) **FRESHMAN SEMINAR: UNI 101-001**

T/R 2:00 – 3:15

Instructor:

Dr. Hawk Sea

Leutze Hall 500, 962-1000

seah@uncw.edu

Office Hours: Please contact me to arrange appointments.

Academic Advisor: Seahawk Link:

Academic Advisor Sammy Seahawk

Westside Hall, 962-3245 962-1001

advisora@uncw.edu ss9999@uncw.edu

Purpose of the class:

UNI 101 is both an academic and personal enhancement course. The purpose of the course is to help you make a successful transition into college by:

- Acquainting you with UNCW's campus facilities, resources, and services.
- Creating a forum for discussion to share ideas, opinions, concerns, and advice.
- Helping you master the study skills needed for academic success.
- Introducing the process of selecting a major and exploring potential careers.
- Elevating your appreciation of diversity.
- Expanding your self and social awareness: focusing on issues such as alcohol & drugs, values, wellness, and sexuality.

Class Expectations:

- Respect, respect, respect!!!! Respect for yourself and all others in the class!
- Attend and be on time to all class sessions and outside events.
- Participate in all class discussions and activities.
- Read all assignments prior to the start of class.
- Turn all assignments in complete and on time. NO LATE WORK WILL BE ACCEPTED!
- Comply with the standards of the UNCW Academic Honor Code.
- Turn cell phone off before entering class.
- Allow yourself to learn from others and others to learn from you.

Required Texts:

Investing in Your College Education: Hartman and Stewart (Purchase at UNCW bookstore).

Calendar/Planner (Free)

Talons 2006-2007 (Free)

Course Requirements:

Attendance/Participation 15%

Exams/Quizzes/Class Activities 15%

Journals 20%

College & Career Portfolio 30%
Communication 10%
Events 10

Attendance & Participation Policy

You are expected to be in class and on time every day. All scheduled outside events are mandatory. Because of the seminar format, the success of our class depends on the participation of each of you; therefore, each absence will affect your participation grade. If you are out for any reason, you are fully responsible for all material covered in class and any assignments or announcements you missed.

- Missing more than 3 classes will result in your final grade being lowered one letter grade for each additional class missed.
- Two tardies will equal one class absence. Don't be late!

Exams/Quizzes/Class Activities

Both exams and quizzes will cover in-class material, out-of-class assignments/events, textbook information, and knowledge. You will also be graded on activities completed in class. If you are absent, this work may NOT be made up later, with the exception of medical or family emergencies.

Journals

You will be required to keep a journal during this first semester of college. This journal is intended to be an avenue for reflection on your new experiences here at UNCW and in this class. It is your opportunity to analyze and share your reactions, innermost thoughts and feelings about being here, and what you are doing. They are completely confidential; what you write is only between you and your instructor unless you choose or give permission to share.

You will write at least 2 journal entries per week. They should be a page or more in length and kept in a loose-leaf paper folder. (No Spiral notebooks!!) Journals will be collected every week. They will be graded with respect to the seriousness and honesty with which you approach the exercise. This journal is not simply a diary – you must think deeply about the issues that are affecting your life. I do not grade for spelling, grammar, punctuation, or handwriting, but they do need to be legible.

College & Career Portfolio

The College & Career Portfolio is a major portion of your grade. It is intended to be a course-long project that includes several small assignments and a cumulative final portfolio. (Specific detail will be given separately.) Since the portfolio is about you – your interests, passions, goals, and dreams for your life, it is an enjoyable project – as long as you don't wait until the last minute! NO LATE PORTFOLIOS WILL BE ACCEPTED!!

Library Competency- it is important for every student at UNCW to understand how to use Randall Library and how to access the services they provide. As a class we will attend a library session where a library faculty member will cover: using Randall Library for your research, citing sources in MLA style, and determining if a source is reliable.

- During this visit you will be given an assignment using the resources introduced. This assignment will be required in your final portfolio.

Communication Skills

UNI 101 is an ideal atmosphere for practicing effective communication skills. Each student will learn how to appropriately communicate using e-mail (and possibly other forms of technology) and will have the opportunity to speak and/or present to the class.

Campus & Community Events

Much of the learning in college comes from experiences outside of the classroom; therefore, you will participate in 5 approved outside events. There is one required event and four student choice events.

Required Event: Involvement Carnival on University Commons

Wednesday, August 30th, 10-2pm

Rain date: Wednesday, September 9th

You are required to provide verification of attendance; instructions for this will be outlined during class. Acceptable event categories are listed below. (Must be sponsored by UNCW or the Wilmington community)

- Performing Arts (ex. symphony, live theatre, ballet, or other dance performances.)
- Community Service (ex. Big Sweep events, Blood Drives etc.)
- Diversity/Cultural Enrichment Event
- Learning Services Workshop
- Career Services Workshops.
- Lecture
- UNCW Club or Organization Meeting.
- Athletics
- Misc. (will need prior approval from instructor)

Academic Expectations

In choosing UNCW, you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The university expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

Federal Americans with Disabilities Act

If you have a disability and need reasonable accommodations in order to participate fully in this course, you must be registered with the Office of Disability Services in Westside Hall (x3746). You need to provide a copy of your Accommodations Letter within the first week of class or as soon as possible. You should then meet with your instructor to make mutually agreeable arrangements based on the recommendations of the Accommodations Letter.

Appendix E: Survey Pilot Test Results

Questions	Person A Response	Person B Response	Person C Response
Were there any survey questions that were unclear?	No	No, but some of them seem like loaded questions. I could tell what you wanted me to answer. For example, if it was easy. I hope this statement is clear.	No
Did you have any technical problems accessing or completing the survey?	No	No	No
Do you think the length of the survey was appropriate?	If possible make it shorter. I thought some of the questions were repetitive. You asked me how often I used applications, and what applications I used several times in different ways.	Yes	All surveys are too long as far as I'm concerned.
Are there any questions or portions of the survey that seems redundant?	See Above	No	I detected the same question asked twice
Do you have any general survey comments?	*See Below	No	No

*Do they know what WebCT and Skillport are? You refer to them in the survey, I am not sure that all of them would know what those two are, and that might skew your results for those questions. One of the questions asked how I wanted to receive tech tips. A workshop or training was not listed as an option. But then on the final screen you wanted to know if I would attend such a training. This seems like a very quantitative survey. All these choices. Seems to me what you really want to know could be done in a few qualitative questions.

1. Do you currently use Technology in your Freshman Seminar? Yes or No

If yes – How do you use technology?

If no – why not?

2. Do you require your students to use technology in Freshman Seminar? Yes or No

If yes – What do you make them do?

If no – why not?

3. Would you attend a training on the use of technology during Fresh Seminar?

4. Do you think it is a good idea to incorporate technology to the Fresh Seminar course? Why or Why Not?

Maybe there is a fifth question that you would need to ask but I can't think of it right now.

Appendix F: Survey Cover Letter

Hello:

You are receiving this e-mail because you are a Freshman Seminar instructor. We are three graduate students in the Masters of Instructional Technology program here at the university working with Amy Hathcock to determine the current level of technology that is being used in Freshman Seminar courses. We also would like to know about your feelings towards and comfort level with technology.

Please follow the link below to take an anonymous, online survey. It should take no more than 5 minutes to complete.

<http://appserv01.uncw.edu/DASAPPS/SelectSurveyASPAdvanced/TakeSurvey.asp?SurveyID=7LH7n54M988KG>

Should you have any survey related technical issues please e-mail us at nas7330@uncw.edu and we will help you right away.

We truly appreciate the time that you will spend filling out this survey. Thank you in advance for your participation.

Sincerely,

Kristine Rose
Nik Smith-Hunnicut
Duane Thomas

Appendix G: Freshmen Seminar Technology Survey

1. Please respond to the following statements by selecting the response which best represents your feelings.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I view technology skills as important for students to be successful at this university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Technology skills should be taught in Freshman Seminar courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I teach technology skills in my Freshman Seminar courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I would like to incorporate more technology into my course, but do not have the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I would use WebCT in my Freshman Seminar if it came pre-loaded with useful content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If there was a high quality, pre-made technology primer in Skillport and all I had to do was tell the students where to access it, I would assign it in my Freshman Seminar courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. As part of my job...

	Multiple times a day	Once a day	Once a week	Occasionally	Never
1. I use Microsoft Outlook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I use Microsoft Word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I use Microsoft Excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I use Microsoft PowerPoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I use Microsoft Publisher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2

3. Please rate your computer skills

	Very High	High	Medium	Low
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3

4. Do you teach other college courses besides Freshman Seminar?
☐ Yes ☐ No
5. Select your preferred communication method for receiving tips about incorporating technology into your Freshman Seminar course?
☐ In my UNCW e-mail
☐ During Freshman Seminar orientation
☐ On the Freshman Seminar web site
☐ In a technology workshop offered at convenient time for me.
☐ I am not interested in incorporating technology into my course.
6. List three methods that you have used for incorporating technology into your Freshman Seminar courses.
7. If you are currently not incorporating technology into your course which scenario best explains why this is the case?
☐ I do not have time to incorporate technology into my course
☐ I do not see the value in adding a technology component to my course
☐ I would like to add a technology component to my course but do not know where to start

Section 4

8. Answer the following questions to the best of your ability

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I believe utilizing technology when presenting information to students taking Freshman Seminar is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel comfortable using technology to present information in Freshman Seminar classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I think it is important for students to be able to use technology for assignments like class presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I think that utilizing technology within Freshman Seminar can enhance the student's experience within this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am encouraged to use technology during Freshman Seminar classes by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I see the use of technology within Freshman Seminar is comparable to the usage in most classes at the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I see Freshman Seminar as an appropriate venue to teach students about technology and its uses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5

9. Select the technology tools you use while teaching Freshman Seminar

- ☐ Microsoft Word
- ☐ Microsoft Frontpage
- ☐ Microsoft Excel
- ☐ Microsoft PowerPoint
- ☐ Microsoft Publisher
- ☐ E-mail
- ☐ Instant Messaging
- ☐ MySpace
- ☐ Digital Camera
- ☐ DVD Player
- ☐ CD
- ☐ VHS
- ☐ WebCT Campus Edition (online course management system)
- ☐ Blackboard Vista (online course management system)
- ☐ World Wide Web
- ☐ Others, please specify

10. Select the technology tools you require your students to use in your Freshman Seminar class

- ☐ Microsoft Word
- ☐ Microsoft Frontpage
- ☐ Microsoft Excel
- ☐ Microsoft PowerPoint
- ☐ Microsoft Publisher
- ☐ E-mail
- ☐ Instant Messaging
- ☐ MySpace
- ☐ Digital Camera
- ☐ DVD Player
- ☐ CD
- ☐ VHS
- ☐ WebCT Campus Edition (online course management system)
- ☐ Blackboard Vista (online course management system)
- ☐ World Wide Web
- ☐ Others, please specify

11. Select the days and times that would be good for you to attend training.

- ☐ Monday morning
- ☐ Monday afternoon
- ☐ Tuesday morning
- ☐ Tuesday afternoon
- ☐ Wednesday morning
- ☐ Wednesday afternoon
- ☐ Thursday morning
- ☐ Thursday afternoon
- ☐ Friday morning
- ☐ Friday afternoon
- ☐ I'm not interested in attending training

12. Please add any additional comments you have regarding the incorporation of technology into Freshman Seminar courses.

Back

Done

Cancel

Appendix H: Interview Questions

Questions for Amy Hathcock:

1. What are the most challenging issues currently facing the Freshman Seminar?
2. How are these issues being addressed?
3. Does the university support or receive any outside assistance in the facilitation of the course (e.g., guest speakers, alumni, etc.)?
4. How often does the curriculum for Freshman Seminar go under review?
5. Do faculty/department members have any input or a chance to influence the courses curriculum?
6. How much of a role do SPOTS and other data collected items play in the way courses are taught?
7. What type of technological tools do you think when implemented within the context of the Freshman Seminar would be the most beneficial?
8. Do faculty members receive any form of training before they begin teaching a section of Freshman Seminar?
9. What are your current views concerning how technology is or is not used within Freshman Seminar classes?

Questions for Career Counselor:

1. Why is technology important, especially to freshmen?
2. What technology skills should freshmen learn now that will help them in their future major at UNCW or career path?
3. What technology is available on campus that can help freshmen hone their skills?

4. Are there any employment opportunities on campus or in town that focus on technology?

Appendix I: Variable Key

The following is a replica of the survey utilized during this exercise.

-Survey items are numbered according to their appearance within the instrument.

-The variable names in parentheses indicate the names of variables in the SPSS database and are referred to throughout the document.

1. Please respond to the following statements by selecting the response which best represents your feelings. (view)

1.1 I view technology skills as important for students to be successful at this university (view) (skills)

1.2 Technology skills should be taught in Freshman Seminar courses (skills)

1.3 I teach technology skills in my Freshman Seminar courses (teach)

1.4 I would like to incorporate more technology into my course, but do not have the time (more)

1.5 I would use WebCT in my Freshman Seminar if it came pre-loaded with useful content (use)

1.6. If there was a high quality, pre-made technology primer in Skillport and all I had to do was tell the students where to access it, I would assign it in my Freshman Seminar courses (quality)

2. As part of my job...

2.1 I use Microsoft Outlook (outlook)

2.2 I use Microsoft Word (word)

2.3 I use Microsoft Excel (excel)

2.4 I use Microsoft PowerPoint (powerpoint)

2.5 I use Microsoft Publisher (publisher)

3. Please rate your computer skills (rate)

4. Do you teach other college courses besides Freshman Seminar? (other)

5. Select your preferred communication method for receiving tips about incorporating technology into your Freshman Seminar course?

5.1 In my UNCW e-mail (uncw)

5.2 During Freshman Seminar orientation (during)

5.3 On the Freshman Seminar web site (technology)

5.4 In a technology workshop offered at convenient time for me (technology)

5.5 I am not interested in incorporating technology into my course (interested)

6. List three methods that you have used for incorporating technology into your Freshman Seminar courses.

7. If you are currently not incorporating technology into your course which scenario best explains why this is the case?

7.1 I do not have time to incorporate technology into my course (time)

7.2 I do not see the value in adding a technology component to my course (value)

7.3 I would like to add a technology component to my course but do not know where to start (course)

8. Answer the following questions to the best of your ability

8.1 I believe utilizing technology when presenting information to students taking Freshman Seminar is important (believe)

8.2 I feel comfortable using technology to present information in Freshman Seminar classes (feel)

8.3 I think it is important for students to be able to use technology for assignments like class presentations (think)

8.4 I think that utilizing technology within Freshman Seminar can enhance the student's experience within this class (within)

8.5 I am encouraged to use technology during Freshman Seminar classes by administrators (encouraged)

8.6. I see the use of technology within Freshman Seminar is comparable to the usage in most classes at the university (usage)

8.7 I see Freshman Seminar as an appropriate venue to teach students about technology and its uses (venue)

9. Select the technology tools you use while teaching Freshman Seminar

9.1 Microsoft Word (mword)

9.2 Microsoft Frontpage (mfront)

9.3 Microsoft Excel (mexcel)

9.4 Microsoft Publisher (mpublisher)

9.5 E-mail (email)

9.6 Instant Messaging (im)

9.7 MySpace (myspace)

9.8 Digital Camera (digital)

9.9 DVD Player (dvd)

9.10 CD (cd)

9.11 VHS (vhs)

9.12 WebCT Campus Edition (webct)

9.13 Blackboard Vista (blackboard)

9.14 World Wide Web (www)

9.15 Others, please specify (other)

10. Select the technology tools you require your students to use in your Freshman Seminar class

- 10.1 Microsoft Word (mword1)
- 10.2 Microsoft Frontpage (mfront1)
- 10.3 Microsoft Excel (mexcel)
- 10.4 Microsoft Publisher (mpublisher1)
- 10.5 E-mail (email1)
- 10.6 Instant Messaging (im1)

- 10.7 MySpace (myspace1)
- 10.8 Digital Camera (digital1)
- 10.9 DVD Player (dvd1)
- 10.10 CD (cd1)
- 10.11 VHS (vhs1)
- 10.12 WebCT Campus Edition (webct1)
- 10.13 Blackboard Vista (blackboard1)
- 10.14 World Wide Web (www1)
- 10.15 Others, please specify (other1)

11. Select the days and times that would be good for you to attend training.

- 11.1 Monday morning (mmorning)
- 11.2 Monday afternoon (mafternoon)
- 11.3 Tuesday morning (tmorning)
- 11.4 Tuesday afternoon (tafternoon)
- 11.5 Wednesday morning (wmorning)
- 11.6 Wednesday afternoon (wafternoon)
- 11.7 Thursday morning (thursmorning)
- 11.8 Thursday afternoon (thursafternoon)
- 11.9 Friday morning (fmorning)
- 11.10 Friday afternoon (fafternoon)
- 11.11 I'm not interested in attending training (attending)

12. Please add any additional comments you have regarding the incorporation of technology into Freshman Seminar courses.

Appendix J: Frequencies

[*Please See Appendix J.pdf](#)

Appendix K: Graphs

[*Please See Appendix K.pdf](#)

Appendix L: Correlations

[*Please See Appendix L.htm](#)