

BEYOND JUST STUDYING. WHAT FIRST YEAR FRESHMEN NEED TO
SUCCEED.

by

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Dedication

I dedicate this work to my family. My mother Beverly, father Michael, and baby sister Sarah. You have supported me in every venture in life thus far and without your selfless love I would not be the person or professional I am today. Thank you.

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Abstract

This study conducted a training needs assessment on the administrative and organizational navigation tasks and knowledge, skills, and abilities (KSAs) required of Middle Tennessee State University (MTSU) first year freshmen to be able to function as an MTSU student. It also served as a program evaluation of the MTSU CUSTOMS freshmen orientation program, on the extent and quality it trained on the administrative and organizational navigation tasks and KSAs that were found. Utilizing focus groups and subsequent surveys with subject matter experts, a list of tasks and a list of KSAs were created. A test was created to test freshmen on these tasks and KSAs. Frequency distributions were run with comparison groups to assess the level of KSAs MTSU freshmen possess. Results indicate that there are skill gaps related to specific KSAs required of freshmen, and suggestions for further training are provided.

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CHAPTER I:

Introduction

A training needs assessment, in its most basic form, is a systematic diagnostic tool that is used to gather information that is utilized in creating or modifying a training and development program. It captures the information on the desired condition and outcome of what is to be trained, the current condition of what is to be trained, conducts a GAP analysis on the discrepancies between the desired and current state, and explains reasons for why these discrepancies exist (Hung & Altschuld, 2013; Lee, Altschuld & White, 2007; Moore & Dutton, 1978; Owen, 2006; Witkin & Altschuld, 1995). It is used, in conjunction with other tools, to develop various training programs to best reach the desired result outcome (Hung & Altschuld; Lee, et al.; Moore & Dutton, Witkin & Altschuld). A needs assessment can also be leveraged as a program evaluation tool (Owen).

The present study is a training needs assessment on the administrative and organizational navigation tasks and knowledge, skills, and abilities required of Middle Tennessee State University (MTSU) freshmen to be able to do and know. It is also a program evaluation on the extent and quality of the training provided on these tasks and KSAs provided by the MTSU CUSTOMS freshmen orientation program. There are a variety of methods on how to conduct and utilize a needs assessment, all of which vary upon the requirements of the situation. This research will follow a model provided by Goldstein and Ford (2002).

Developing any training, onboarding, or development program without fully understanding what is needed to be trained can lead to marginally effective if not ineffective programs. The assessment nomenclature with college orientation programs and services has typically focused on measures of satisfaction; feelings about coverage of material (often immediately following the program); and measures of the academic, social and transition effectiveness, accountability, and improvement (Daddona & Cooper, 2002; Hollins, 2009; Schuh, 2005). It is seemingly impossible to find any studies or published assessments looking at the underlying administrative and organizational navigation tasks and knowledge, skills, and abilities (KSAs) necessary for freshmen to operate as a college student. Examples of these administrative and organizational navigation tasks and KSAs include utilizing online student portals for class registration, paying bills, and accessing financial aid; and searching and finding university resources through catalogues and the university website.

Several studies have analyzed the impact of college orientation programs as they relate to student learning and perceived student needs before and after orientation (Mayhew, Vanderlinden & Kim, 2009; Robinson, 1996; Schuh, 2005), but none have successfully captured the concrete skills and tasks completed by students on a daily basis. If it is expected of a math student to use a scientific graphing calculator shouldn't they be trained on how to complete the various functions on the calculator? If it is expected for a freshmen student to be self-sufficient in finding resources they need to solve an issue, shouldn't they be trained on how to properly navigate and find these resources? This is the philosophy driving this study.

CHAPTER II:

Review of Literature

Goldstein and Fords Needs Assessment Model

The Goldstein and Ford (2002) model appears to be an expansion on Ostroff and Ford's Levels Perspective Model, which assesses training requirements according to three "content areas": organization, task, and person (Watkins, 2008). The Ostroff and Ford model (Watkins), however, has been criticized for being theoretically dense as well as being logistically difficult to implement (Watkins). The Goldstein and Ford model provides a comprehensive systematic process that captures the information needed to develop and evaluate a training program, without being as logistically complicated as the Ostroff and Ford model. Goldstein and Fords model is composed of five main stages. Goldstein and Ford state that the five main stages of a needs assessment are: (a) organizational support; (b) organizational analysis; (c) requirements analysis; (d) task and KSA (Knowledge, Skills, and Abilities) analysis; and (e) person analysis. 'KSA' stands for Knowledge, Skills, and Abilities; it consists of every piece of information, facts, and physical and cognitive skill and ability required to successfully complete a job.

Organizational support. Organizational support includes establishing relationships and two-way communication channels between top management, the organizational members who will be affected by the needs assessment, and the analyst involved in the assessment. Formal liaison teams are often formed between those members most affected by the assessment and the analyst(s) conducting it (Goldstein & Ford, 2002). Gaining the support, commitment, and motivation of both top management

and the key participants throughout the organization are absolutely critical for the success of the needs assessment (Altschuld, Yoon & Cullen, 1993). “A lack of trust in the analyst or the procedure being followed can have dire consequences” (Goldstein & Ford, p. 38). This lack of trust can cause inaccurate information that renders the needs assessment ineffective and useless for its desired purpose.

Goldstein and Ford (2002) discuss that the most important component of establishing a relationship with top-level management is agreeing on what the expected purpose and outcome of the needs assessment are, as well as the expectations of various members throughout the organization. Altschuld and colleagues (1993) conducted a study that found the more employees supported the needs assessment process the more involved they were through each step ($r = .49, p = .003$). The key to gaining both top management and organizational member support is to inform and involve the members throughout the entire process of the assessment. If key organizational members feel that important relevant information is being withheld from them, or that they are not being included in decisions that will ultimately affect them the most, they may participate in a malicious way that will result in inaccurate information for the job in question.

Organizational analysis. After support and commitment for the assessment are gained, an organizational analysis should be conducted to understand the context within which the training program will be in (Goldstein & Ford, 2002; Moore & Dutton, 1978; Tannenbaum & Yukl, 1992). An organizational analysis looks at the system wide components of the organization, while the task and KSA analysis and person analysis are more concerned with the specific individual components (Goldstein & Ford; Moore &

Dutton). The components of this analysis include specifying goals, determining the training climate, identifying external and legal constraints, and analyzing the resources that are available for the training program (Goldstein & Ford).

This stage of a needs assessment has only more recently been given more attention, and a failure to attend to it can cause many problems. Goldstein and Ford (2002) mention the example that if “your organizational goal is to pursue quality enhancement; training efforts need to be consistent with that objective” (p. 41). This intuitively should make sense; the whole purpose of training is to teach and/or develop employees to be able to complete a job and to contribute to the organizations success. Unless you understand what success to the organization is defined as, or how it measures that success, then you might be creating a program that is wasting time and money.

Requirements analysis. A requirements analysis is the stage where an analyst will gain the knowledge necessary to ensure that the assessment functions properly. The analyst will define the target job(s) of the assessment, choose the methods of the assessment itself, determine the participants in the assessment, determine the points of contact for various types of information, anticipate and prepare for potential problems, as well as develop a protocol for the rest of the assessment (Goldstein & Ford, 2002). A requirement analysis puts all of your ‘ducks in a row’, and is a critical logistical component of the assessment process. It is impossible to do a needs assessment if you do not have a target for the assessment, choose how you will be evaluating that target, and all of the other components that surround it; this gives structure to that process.

Task and KSA analysis. Every stage of the needs assessment up to this point has looked at the variables that will affect the needs assessment itself and what the training program will need in order to function. The task and KSA analysis is used to determine what the target job(s) actually does (the tasks), and what is required for someone to successfully function in the target job(s) (i.e. the knowledge, skills, and abilities) (Goldstein & Ford, 2002).

The components of this stage include: analyze tasks and KSAs, develop task statements, form task clusters, develop KSA analysis, determine relevant KSAs and tasks, and link relevant KSAs to tasks (Goldstein & Ford, 2002; Tannenbaum & Yukl, 1992). Analysts will examine the tasks and KSAs through the use of various techniques including interviews and focus groups with the employees who do the job and/or supervisors of the job, looking at previous job analysis data, and observing the employees complete the job (Goldstein & Ford; Moore & Dutton, 1978; Tannenbaum & Yukl).

Person analysis. The last stage in the needs assessment process is the person analysis, which is used to answer two fundamental questions: Who within the organization needs training? What kind of instruction do they need? (Goldstein & Ford, 2002; Moore & Dutton, 1978; Tannenbaum & Yukl, 1992). At this point the analyst knows what is done in the target job, and the KSAs required to successfully complete the job. The next step is to assess the current state of individuals and groups against the tasks and KSAs of the target job, and decide the best way to train them.

The two major components of this stage include developing performance indicators, and defining KSA gaps in the target population and determining an approach

to resolve these gaps (Goldstein & Ford, 2002; Moore & Dutton, 1978; Tannenbaum & Yukl, 1992). Performance indicators can be used before, during, and after training to gauge the effectiveness of the program through the level of improvement for the employees who are trained (Goldstein & Ford). The last step before developing the training program is determining the gaps between the KSAs the to-be-trained employees currently possess and the KSAs required by the job. The training program should be developed around resolving these gaps.

Needs Assessment as a Program Evaluation Tool

A needs assessment is viewed as a proactive evaluation tool; it has a synthesizing orientation where information is collected from a variety of different sources to see how a problem (need) is solved through a program (Owen, 2006). Owen states that “The American Evaluation Association has supported a strong Topical Interest Group on Needs Assessment, an indication that this approach is acknowledged as an important subset of evaluation practice” (p.172).

Owen (2006) states that there are five essential elements of a need assessment that is used in the evaluation process. The conceptual framework of this study follows these five main elements, which can be found in Table 1. The same information that is gathered in creating a new training program can be used to evaluate an existing one.

Why Do a Needs Assessment?

Although there are several variations of a needs assessment and the importance placed on each stage may vary, researchers agree that a needs assessment should be a

Table 1.

Current Study Within the Framework of a Needs Assessment as a Program Evaluation Practice

Five Elements of a Needs Assessment	The Research Questions
The desired or ideal condition or state of affairs, what ought to be	What are the administrative and organizational navigation tasks and knowledge, skills, and abilities required of Middle Tennessee State University Freshmen to adequately function as an MTSU student?
The current condition or state of affairs	To what extent can MTSU freshmen complete the administrative and organizational navigation tasks required of them? What are the actual levels of administrative and organizational navigation knowledge, skills, and abilities that MTSU freshmen have?
Any discrepancies between the desired and current state	Are there any major gaps that exist between what is required of MTSU freshmen, and their ability level to complete these requirements?
Reasons for the discrepancies	What is the extent and quality of training on the administrative and organizational navigation tasks required of MTSU freshmen in the MTSU CUSTOMS orientation program?
Deciding which needs should be given priority for action through a treatment or program	A potential proposed training component to be added to the CUSTOMS program

continuous source of data that is interrelated with every facet of the organization (Moore & Dutton, 1978). There can be little justification for training and development programs

that do not improve the efficiency or effectiveness of some aspect of what is being trained. A needs assessment is the tool that identifies what the desired performance is; what the actual performance is; the gaps between these two states and why these gaps exist; and is then used to develop or evaluate the training objectives and criteria (Goldstein & Ford, 2002; Hung & Altschuld, 2013; Moore & Dutton; Owen, 2006; Tannenbaum & Yukl, 1992).

Developing and evaluating a training program is not the only use of a needs assessment. Hung and Altschuld (2013) state that needs assessments should lead to plans to resolve need gaps, organizational change, development of programs, resource allocation, and to respond to accountability demands by government and federal agencies. Needs assessments can be used by private and public sector corporations, non-profit organizations, as well as educational institutions, for whatever type of training is being created (Goldstein & Ford, 2002; Hung & Altschuld; Lee, et al., 1978; Tannenbaum & Yukl, 1992).

College Orientation

Freshmen orientation programs at colleges and universities have been implemented in the United States for over 100 years (Daddona & Cooper, 2002). These orientation programs were created to help ease the transition of high school students into the college lifestyle; to set a foundation for academic and social skills to build upon later; to assist them in adjusting to the collegiate environment; and as an overarching goal of enhancing their success in college (Daddona & Cooper; Hollins, 2009; Mayhew, et al., 2009; McMillen, Miyagishima & Maughan, 2002; Robinson, 1996; Schuh, 2005; Schuh

& Upcraft, 2001). Research and literature on the topic of orienting students to college dates back to the 1960s, endorsing it as a historically critical component to the first year of college life. Orientation programs and weeks often include carnivals, involvement fairs, workshops, tours of the surrounding community, concerts, and many other social activities to help the freshmen have fun and feel comfortable in their new environment.

As orientation programs are developed to help fill the gaps between the perceived adjustment needs of incoming freshmen, it is equally important to assess and determine if orientation services and programs meet these perceived needs (Mullendore & Biller, 1993). Daddona and Cooper (2002) state that “without student needs assessment, decisions made on behalf of students may not accurately relate to students’ own needs” (p. 302). Schuh (2005) alludes to the fact that higher education institutions have had an increasing amount of pressure over the last several decades to provide data that clearly and convincingly demonstrate what they are doing is done as “good stewards of the public’s trust” (p.142). Schuh says the best way to do this is to conduct regular, rigorous assessment studies.

MTSU CUSTOMS Orientation Program

The formal freshmen orientation process at Middle Tennessee State University (MTSU) is referred to as CUSTOMS. It is a two-day program required for all new first year students. There are multiple sessions held throughout the entire CUSTOMS program, and a student will attend one of these two-day sessions. Sessions are held during December for freshmen starting their coursework in the spring semester, and sessions run from May through July for students who are starting their coursework in the

fall semester. Registration and fees are required for the program and parents are encouraged to attend. Appendix A shows the entire CUSTOMS flipchart training session that each participant attends. Appendix B shows the two day schedule of a session that was held in the summer of 2013. It includes activities such as trips around the community, various musical and comedy acts, and other activity and workshop based programs the students can participate in. The CUSTOMS-New Student Orientation website (2013) states that the program will:

- assist new students in understanding the purposes of higher education and the mission of the institution;
- assist new students in understanding their responsibilities within the educational setting;
- provide new students with information about academic policies, procedures, requirements, and programs sufficient to make well-reasoned and well-informed choices;
- inform new students about the availability of services and programs;
- assist new students in becoming familiar with the campus and local environment;
- provide intentional opportunities for new students to interact with faculty, staff, and continuing students;
- provide new students with information and opportunities for self-assessment; and
- provide relevant orientation information and activities to the new students' primary support group (e.g., parents, guardians, spouses, children).

A thorough review of the content for the summer 2013 CUSTOMS program reveals that the only hands-on applied training provided is on how to use the student's online university computer account called Pipeline. Appendix A has the schedule and content of

this workshop; it includes all major functions that a student at MTSU will need to complete through their Pipeline account.

Present Study

The present study is a hybrid between a needs assessment and program evaluation. The needs assessment focused on determining the underlying administrative and organizational navigation tasks and knowledge, skills, and abilities (KSAs) that are required of Middle Tennessee State University (MTSU) freshmen to be able to effectively function as an MTSU student. The needs assessment was also leveraged as a program evaluation method, to evaluate the extent that the MTSU CUSTOMS freshmen orientation program trains incoming freshmen on these underlying administrative and organizational navigation tasks and KSAs.

Utilizing a needs assessment as a program evaluation method is normally done before a training program is implemented. However, this study did not focus on the CUSTOMS program as a whole, or every need an incoming freshmen student has. It focused on the basic underlying subset of training needs to the much larger body of needs freshmen have, and focused on evaluating an individual component of the CUSTOMS orientation program rather than the program in its entirety.

It is important to reiterate the fact that there is very little published research on looking at the underlying administrative and organizational navigation tasks and KSAs necessary for students to operate as a college student. The following research questions were developed to identify the underlying tasks and KSAs required of freshmen students;

whether or not they are a part of the freshmen orientation training programs; as well as show the impact this lack of training could have.

Research Question 1. What are the administrative and organizational navigation tasks and knowledge, skills, and abilities required of Middle Tennessee State University Freshmen to adequately function as an MTSU student?

Research Question 2. To what extent can MTSU freshmen complete the administrative and organizational navigation tasks required of them? What are the actual levels of administrative and organizational navigation knowledge, skills, and abilities that MTSU freshmen have?

Research Question 3. Are there any major gaps that exist between what is required of MTSU freshmen, and their ability level to complete these requirements?

Research Question 4. What is the extent and quality of training on the administrative and organizational navigation tasks required of MTSU freshmen in the MTSU CUSTOMS orientation program?

CHAPTER III:

Methods

This study was completed over multiple stages, by following the training needs assessment model provided by Goldstein and Ford (2002). The following section describes the methods of each stage.

Organizational Support/ Organizational Analysis

Participants. The participants in the organizational support and organizational analysis consisted of the thesis committee for the study, and two staff members and Middle Tennessee State University (MTSU). The thesis committee consisted of two Industrial-Organizational Psychology professors, and one School Psychology professor. Of the two staff members, one was the Director of New Student and Family Programs, and one was the Director of University College Advising Center.

Procedures. Organizational support is required from all major parties that will have a direct effect on the functioning and outcome of the study or training program. The organizational analysis is conducted to understand the context within which the training program is in. Formal and informal communication, including scheduled meetings, e-mail communication, and ad-hoc conversations were held to gain support from the various needed members, as well as conduct the organizational analysis for the CUSTOMS program. Materials were gathered during the organizational analysis via a formal meeting with the Director of New Student and Family Programs. A summary of the information discussed during this meeting can be found in Appendix C.

Materials. Materials used during the organizational support stage included the literature review and methods proposal of this study, and all procedures, scripts, and recruiting e-mails to be used in the study. The procedures, scripts, and recruiting e-mails can be found in the appendices section.

The organizational analysis consisted of several various forms of materials that were used and distributed during the CUSTOMS program. These materials were provided by Gina Poff, head of the CUSTOMS program and Director of the New Student and Family Programs. Appendix D lists the various materials provided by Gina Poff, the information that can be found in each one. Appendix D also clarifies whether each material was a handout to the freshmen or training materials used by the Student Orientation Assistants who ran training sessions.

Requirements Analysis

Participants. The participants in the requirements analysis consisted of the three faculty members who were members of the thesis committee.

Procedures. The requirements analysis is conducted to gain the knowledge necessary to ensure that the assessment functions properly. In the requirements analysis the target job is defined, the methods and measures of the assessment are chosen, the participants and points of contact are determined, and potential problems are anticipated. This stage was completed through the creation of the literature review, as well as discussions with several faculty members about various aspects of the study.

Materials. There were no formal materials used during the requirements analysis.

Task and KSA Analysis

Participants. Academic advisors from the MTSU University College Advising Center (UCAC), and CUSTOMS student orientation assistants from the New Student and Family Programs office, participated in the study as subject matter experts (SMEs) in the task and KSA analysis. In this stage, lists of the administrative and organizational navigation tasks, and knowledge, skills, and abilities (KSA) required of MTSU freshmen were created. The lists were generated through focus groups with both sets of SMEs, as well as an online survey distributed to both groups. Their participation both in the focus groups and subsequent survey was elicited via e-mail through the MTSU Director of UCAC and the MTSU Director of New Student and Family Programs.

There were a total of six CUSTOMS student orientation assistants (SOAs) who participated in two separate focus groups; three in each one. Four of the SOAs had facilitated the CUSTOMS program for the summer 2013 sessions, and two of the SOAs were previous SOAs who were now student managers for the CUSTOMS program. All six of the SOAs had begun at MTSU as a first year freshmen. There were a total of 12 academic advisors from the UCAC who participated in two separate focus groups; six in each one. The academic advisors all either advised undeclared, pre-professional, education, nursing, or mass communication students. After the focus groups had concluded, a survey was sent to the SMEs to confirm and finalize the task and KSA lists. The survey was sent out to all CUSTOMS SOAs who are a part of the active list serve through the New Student and Family Programs office ($n = 35$), as well as all academic advisors who work in the University College Advising Center ($n = 13$).

Procedures. The task and KSA analysis is conducted to understand and define all of the possible required tasks, and knowledge, skills, and abilities (KSAs) needed to do the target job. As stated earlier the target job of this study was a Middle Tennessee State University first year freshmen, who has completed the CUSTOMS program.

There were four separate focus groups with a total of 18 participants that were conducted to complete the task and KSA analysis. Participants were either CUSTOMS Student Orientation Assistants (SOAs) or academic advisors from the University College Advising Center (UCAC). Participants were only placed in focus groups with other participants holding the same position (there was no SOA or advisor intermixing).

Participants were informed on the purpose of the study and focus group, and informed consent was obtained from all participants. One participant in each advisor focus group, a total of two participants, opted out in the beginning of the focus group.

After informed consent was obtained, participants were asked a series of questions from an IRB approved list. Once all questions were asked, and all discussion had ended, participants were debriefed and the focus group concluded. The procedures for the focus groups can be found in Appendix E. The script for the academic advisor focus groups can be found in Appendix F, and the script for the CUSTOMS SOAs can be found in Appendix G.

After the focus groups were complete, an aggregate task list and KSA list were put together using notes from each focus group. Duplicate tasks and KSAs were eliminated, and each task and KSA statement was formatted with proper structure as laid out by Brannick, Levine and Morgeson (2007). To ensure quality, these task and KSA

statements were reviewed and edited by two MTSU Industrial-Organizational Psychology graduate students.

Once a completed task list and KSA list was finalized, a Q-Sort analysis was run. A Q-Sort analysis is used to organize task and KSA clusters to more adequately organize each list. A task cluster is “the smallest collection of logically related tasks that are normally performed by a single person such that they form a whole or natural work process” (Brannick, Levine & Morgeson, 2007, p.210). Wording was clarified and changed as needed for tasks that may not have fit into a cluster. After the initial sorting, clusters were re-sorted, consolidated, and new clusters were created based upon the size and nature of each cluster; two clusters were approximately double the size of all other clusters and were split in half for consistency. Once both the task and KSA lists, with clusters, were finalized, they were sent to the thesis committee for final approval.

A survey was created to finalize the task and KSA lists, and to discover which tasks and KSAs are the most important and frequent for freshmen students to function as an MTSU student. The survey was sent out to all active CUSTOMS student orientation assistants and all academic advisors in the University College Advising Center. The survey contained demographic information and each task and KSA cluster that was created during the Q-Sort analysis. Each survey participant was asked to confirm whether or not each task and KSA statement is required of freshmen to adequately function as an MTSU student. They were then asked to rate, on a five point likert scale, how important it is for freshmen to be able to complete the task, or have the KSA, and how frequently

freshmen will complete the task, or employ the KSA. There was a series of three open ended questions at the end of the survey. The SME survey can be found in Appendix H.

Materials. The task and KSA analysis consisted of the subject matter experts (SMEs) focus groups and survey. Materials used during the focus groups were recruiting e-mails, informed consent forms, and a list of IRB approved questions. The online survey, referred to as the SME survey, was hosted on Qualtrics. The recruiting e-mails for both focus groups can be found in Appendix I, and the informed consent forms can be found in Appendix J, and the SME survey can be found in Appendix H.

Person Analysis

Participants. Middle Tennessee State University undergraduate students participated in the person analysis stage of the study. Students were recruited to participate through the university research website (SONA) and received course credit for their involvement in the study. Participants were also recruited from two spring semester sections of the University 1010 freshmen seminar; these students were provided extra credit for the seminar for participating. Participants volunteered for the study by signing up for the Qualtrics survey via the SONA website. The final undergraduate student sample size (N) was 104; 99 participants were recruited through SONA, and five participants were recruited through the two University 1010 sections. Of the 104, 75 were first year freshmen, while 29 were higher in class standing, including freshmen by credit (but had attended college before). Of the 75 freshmen, 65 participated in CUSTOMS, while 10 did not participate in CUSTOMS.

Procedures. The person analysis is the final stage of the needs assessment. It is where the current state of the KSAs of your participants are gathered and then compared to those KSAs that are required of the target job. This comparison is made through a gap analysis that is then used in developing the training program, once the reasons for the discrepancies are discovered. The participants in the person analysis were Middle Tennessee State University undergraduate students.

A survey using the task and KSA list created by the subject matter experts was created to test the actual abilities of the undergraduate students. This survey is referred to as the Freshmen Test. Students signed up via the university, and received automatic course credit for their participation, or through the two spring sections of the University 1010 seminar. University 1010 students received extra credit from their professors.

Materials. The person analysis consisted of an online survey hosted on Qualtrics, referred to as the Freshmen Test. This test was used to assess the task completing abilities, levels of the administrative and organizational navigation KSAs, as well as determine major skill gaps, of MTSU freshmen. The Freshmen Test consisted of 88 total questions. In order to elicit more responses, the 88 questions were split into two tests, so that it took less time for each participant to complete the study. The questions were split into Test A and Test B, which had 44 questions each. A full list of questions and items can be found in Appendix K. Both Test A and Test B were comprised of multiple choice, true/false, and multiple choice where it was possible to select more than one answer. Participants randomly received one of the two versions. Several questions were

determined to have poor question and/or response item construction. These items were eliminated.

Chapter IV:

Results

There were four major research questions for the current study: (a) What are the administrative and organizational navigation tasks and knowledge, skills, and abilities (KSAs) required of Middle Tennessee State University (MTSU) freshmen to adequately function as an MTSU student?; (b) To what extent can MTSU freshmen complete the administrative and organizational navigation tasks required of them? What are the actual levels of administrative and organizational navigation knowledge, skills, and abilities that MTSU freshmen have?; (c) Are there any major gaps that exist between what is required of MTSU freshmen, and their ability level to complete these requirements?; and (d) What is the extent and quality of training on the administrative and organizational navigation tasks required of MTSU freshmen in the MTSU CUSTOMS orientation program?

Research Question 1

The lists of administrative and organizational navigation tasks and KSAs were created based on the subject matter expert (SME) focus groups and survey results, as well as research into the CUSTOMS orientation program. There were five task dimensions, and 13 KSA dimensions created as a result of the Q-sort analysis; these can be found in Table 2. The finalized task list and KSA list can be found in Appendix L. The SMEs ($n = 18$) ranked each task and KSA item on an importance scale and a frequency scale. The SME rankings of these tasks and KSAs determined what went into the freshmen test. It is suggested that a larger pool of academic advisors and CUSTOMS student orientation assistants would have been more ideal in determining the ranking of each task and KSA

on the importance and frequency scales. A number of the tasks and KSAs were deemed situation specific and did not apply to the MTSU freshmen population as a whole. These questions either did not make it into the freshmen survey (i.e. questions on the college-level education program), or had results with too much variance to be useful in the assessment (i.e. questions regarding on-campus housing policies). A larger pool of SMEs may have yielded slightly different task and KSA lists, resulting in a more refined freshmen test.

Table 2.

Task and KSA Dimensions Resulting from Q-Sort Analysis

Task Dimensions	KSA Dimensions
<ul style="list-style-type: none"> • D2L (course management system) • Pipeline (online registration system) • Administrative/Clerical Tasks • E-mail • Physical and Electronic Navigation related tasks (navigation tasks done in person, or navigating online systems) 	<ul style="list-style-type: none"> • Collegiate Language • Deadline/Fees • University Processes • Financial Aid/Scholarships • Administrative Procedures • Electronic Navigation • Physical Navigation • Special Processes/Programs • Student Independence • Textbooks • Academic Calendar/Communication • Degree Requirements • University Resources

Research Question 2

The Freshmen Test yielded several overall dimensions that freshmen understood well. Table 3 lists the task and KSA dimensions on which freshmen did well; the dimensions

had at least a 70% correct response rate. It is important to note that each dimension listed did not have every item included in the Freshmen Test. For some dimensions it was difficult to come up with a way to test the items via an online survey (i.e. how to find a specific classroom in a building, how to compose an e-mail, etc.). Some dimensions are not included in Table 3 because they did not have enough items to determine whether or not freshmen were well trained in that dimension; a study that tests freshmen more directly on some of these items may yield different results.

Table 3.

Task and KSA Dimensions Freshmen Scored Well On

Task Dimensions	KSA Dimensions
<ul style="list-style-type: none"> • Pipeline • Physical and Electronic Navigation related tasks 	<ul style="list-style-type: none"> • Collegiate Language • University Processes • Electronic Navigation • Student Independence • Academic Calendar/Communication • Degree Requirements • University Resources

There were varying levels of correct item responses in each specific dimension. Specific dimension examples include the *Collegiate Language KSA* dimension, and the *University Resources* dimension. For example, if they are unable to register for classes, 96% of participants said they would log-on to Pipeline to see if they had a hold on their account; the proper first step necessary in understanding the registration error. Likewise the freshmen also are prepared for specific tasks necessary to get through day to day life

as an MTSU student: (a) 90% of participants were able to properly read a class schedule; (b) 90% have an understanding of how to navigate various on-campus building hours depending on the day; and (c) 88% have an awareness of the basic student resources such as free black and white printing, the availability of writing and math labs, and the ability to reserve meeting rooms in the library. Some of these tasks could be a result from experiencing a full (or at least partial) semester where the need to use these skills is necessary, rather than directly from the training provided by CUSTOMS. However, the reflection of these skills is still important to see regardless of their origin.

Another dimension freshmen did well on is the *Degree Requirements KSA* dimension. Freshmen have an understanding of the general academic requirements for getting a degree. This comes in the form of being able to distinguish the necessary credits to fulfill general education requirements (88%), the overall (not program specific) requirements of being able to graduate on time (71%), as well as how enrollment status affects their financial aid (88%). Further testing could be done on their understanding of creating graduation plans and understanding requirements to their specific program.

This study is limited in being able to test these abilities in full, and there are topics that scored well on the survey that had contrary results in the subject matter expert focus groups; these questions could use further testing. For example, the three D2L related questions yielded a 94%, 91%, and 98% correct response rate from freshmen who attended CUSTOMS. However, discussion during the focus groups yielded concern over the variance in ability of freshmen to adequately function on D2L in classes that require it.

Despite these limitations, the results nonetheless reflect a level of training effectiveness in parts of the CUSTOMS program.

There are several items within the dimensions that freshmen did well on, but did not do well on related items. For example, freshmen scored well on what happens if they add/drop a course before the course add/drop deadline passes (90% correct), and what happens if they withdraw from a course before the course withdraw deadline passes (70% correct). However, they did not score well on items related to options for after the course add/drop deadline passes (53% correct). Another example is that freshmen know how enrollment status can affect their financial aid (88% correct), while they do not know what happens to the adjustment to tuition/fees when they drop a course (55% correct). Further training in these areas may ensure they are knowledgeable in all aspects of the dimension.

Research Question 3

The Freshmen Test was used to assess the task completing abilities, levels of the administrative and organizational navigation KSAs, as well as determine major skill gaps; the test was created based on the finalized SME list.

Frequency distributions were run for three split files for each test to assess response variance in the questions: (a) freshmen versus upperclassmen; (b) freshmen who attended the CUSTOMS program versus freshmen who did not attend the CUSTOMS program; and (c) freshmen who participated in the study in the fall versus the spring. The response variance in each question indicated the levels of KSAs the freshmen possess. It also led to further analysis of whether questions with large response variance was due to a skill gap,

lack of training, or if it was caused by a poorly constructed question/response item.

Properly constructed questions that did not have any variance indicated that freshmen possessed that KSA.

In order for a question to be seen as answered correctly, at least 70% of respondents had to choose the correct answer. In order for a question to be seen as having enough variance to be answered incorrectly, 65% of respondents or less had to choose the correct answer; these questions were analyzed to assess the reasons for variance. Of the 88 total questions in the study, 24 had a correct response rate of 65% or less (13 items for Test A, and 11 items for Test B).

The structure of each question and response item was analyzed to make a determination on whether response variance was caused by an actual KSA deficiency or due to poor question/response item construction. If the question was clear, concise, and not leading in the response items, variance in the answers were determined to be due to actual deficiencies.

For Test A, variance in eight of the items is believed to show actual KSA gaps. The questions, and breakdown of frequencies of incorrect responses, can be found in Table 4 and Table 5; percentages represent the amount of participants who did not choose the correct response. For Test B, variance in six of the items is believed to show actual KSA gaps. The questions, and breakdown of frequencies of incorrect responses, can be found in Table 6 and Table 7; percentages represent the amount of participants who did not choose the correct response. Upon further examination, it was determined that some of the items variance may be due to poor item construction. For Test A, variance in five of

Table 4.

<i>Percentage of Wrong Answers Caused by Actual KSA Deficiencies in Test A Across Samples</i>				
Question	Freshmen <i>n</i> =38	Freshmen who attended CUSTOMS <i>n</i> =35	Freshmen who did not attend CUSTOMS <i>n</i> =3	Upperclassmen <i>n</i> =15
The following three names represent an MTSU student's 8-digit student ID number: M#, MTSU ID#, and Banner#.	50.0%	54.3%	⁺ N/A	6.7%
You will always be able to add a class to your schedule after the add/drop deadline passes as long as you have an override permission number from the professor.	47.4%	45.7%	⁺ N/A	20.0%
To request more financial aid once a semester has already begun:	71.1%*	68.6%*	⁺ N/A	73.3%**
What happens to the tuition and fee amounts that you owe if you drop a course?	44.7%	45.7%	⁺ N/A	53.3%
You must tell the bursars office if you are going to apply for external scholarships.	42.1%	57.1%	⁺ N/A	26.7%
What happens if you do not return a rental textbook to the bookstore by its due date?	81.6%	82.9%	⁺ N/A	73.3%
Please match each department with its appropriate description.	21.0%	20%	⁺ N/A	26.7%
Please match each department with its appropriate description.	28.9%	25%	⁺ N/A	20.0%

*50% of respondents selected "not applicable/not experienced"

**26% of respondents selected "not applicable/not experienced"

⁺ There are no percentages given for test a data for the freshmen who did not attend customs because the sample size (*n*=3) was too small to make any actual comparisons.

Table 5.

Percentage of Wrong Answers Caused by Actual KSA Deficiencies in Test A Across Samples

Question	Freshmen <i>n</i> =38	Freshmen Fall Semester <i>n</i> =13	Freshmen Spring Semester <i>n</i> =25	Upperclassmen <i>n</i> =15
The following three names represent an MTSU student's 8-digit student ID number: M#, MTSU ID#, and Banner#.	50.0%	38.5%	56.0%	6.7%
You will always be able to add a class to your schedule after the add/drop deadline passes as long as you have an override permission number from the professor.	47.4%	38.5%	56.0%	20.0%
To request more financial aid once a semester has already begun:	71.1%*	53.9%	80.0%	73.3%**
What happens to the tuition and fee amounts that you owe if you drop a course?	44.7%	46.2%	44.0%	53.3%
You must tell the bursars office if you are going to apply for external scholarships.	42.1%	53.8%	60.0%	26.7%
What happens if you do not return a rental textbook to the bookstore by its due date?	81.6%	84.6%	80.0%	73.3%
Please match each department with its appropriate description.	21.0%	15.4%	24.0%	26.7%
Please match each department with its appropriate description.	28.9%	30.8%	28.0%	20.0%

*50% of respondents selected "not applicable/not experienced"

**26% of respondents selected "not applicable/not experienced"

Table 6.

Percentage of Wrong Answers Caused by Actual Deficiencies in Test B Across Samples

Question	Freshmen <i>n=37</i>	Freshmen who attended CUSTOMS <i>n=30</i>	Freshmen who did not attend CUSTOMS <i>n=7</i>	Upperclassmen <i>n=14</i>
Any financial aid you receive, including scholarships or loans:	48.6%	46.7%	57.1%	42.9%
A student can park:	69.3%	66.7%	85.7%	42.9%
To register for a course, you can do the following:	48.6%	50.0%	42.9%	50.0%
If a class has a pre-requisite course it is ok to take the courses in the same semester.	39.5%	33.3%	71.4%	42.9%
Once you buy a textbook from the book store and you need to return it because you dropped or changed classes:	48.6%	46.7%	57.1%	71.4%
Which of the following statements is FALSE about checking out books from the library?	62.2%	60.0%	71.4%	71.4%

Table 7.

Percentage of Wrong Answers Caused by Actual Deficiencies in Test B Across Samples

Question	Total Freshmen <i>n=37</i>	Freshmen Fall Semester <i>n=11</i>	Freshmen Spring Semester <i>n=26</i>	Upperclassmen <i>n=14</i>
Any financial aid you receive, including scholarships or loans:	48.6%	45.5%	50.0%	42.9%
A student can park:	69.3%	90.9%	61.5%	42.9%
To register for a course, you can do the following:	48.6%	54.5%	46.0%	50.0%
If a class has a pre-requisite course it is ok to take the courses in the same semester.	39.5%	46.4%	42.3%	42.9%
Once you buy a textbook from the book store and you need to return it because you dropped or changed classes:	48.6%	63.6%	22.3%	71.4%
Which of the following statements is FALSE about checking out books from the library?	62.2%	72.7%	57.7%	71.4%

the items is believed to be caused by poor question/response item construction; these questions can be found in Table 8. For Test B, variance in five of the items is believed to be caused by poor question/response item construction; these questions can be found in Table 9.

The current study found several skill gaps whose underlying causes may be due to a lack of experience, or lack of emphasis in training. These skill gaps can have direct consequences on the students standing with the university, their progress through their degree program, as well as frustrating situations that could otherwise have been avoided.

Table 8.

Test A Poorly Constructed Questions/Response Items

 What are your options if the course-withdraw deadline passes?

 Missing an appointment with an advisor:

 Which of the following options is NOT a way you can obtain a course catalog?

 The Directory link on the MTSU homepage can be used to:

 It is mandatory to meet with an advisor to register for classes:

Table 9.

Test B Poorly Constructed Questions/Response Items

 An appropriate option to find the location of a course is to:

 Which of the following is NOT true when it comes to holds on your student account?

 Which of the following statements is true regarding repeating a course to get a better grade?

 If classes are delayed until 10am due to inclement weather:

 Which of the following statements is FALSE regarding the life-cycle of an academic year?

Specific dimensions where skill gaps were found include the *Deadline/Fees* dimension, the *Financial Aid/Scholarships* dimension, and the *Administrative Procedures* dimension.

The consequences of missing deadlines, including not adding/dropping or withdrawing from a course on time, is an area that found a large amount of variance; 46% of freshmen who participated in CUSTOMS did not understand the consequences of missing the add/drop deadline compared to only 20% of upperclassmen. Related to these

consequences, focus group results showed a knowledge gap in freshmen not ensuring an action such as adding or dropping a course was fully submitted. They begin the process, think that it is complete, but do not follow it all the way through to make sure it is finalized, thus not actually accomplishing the intended action. This can have ripple effects throughout their grades, financial aid, and university standing. A total of 46% of freshmen who participated in CUSTOMS did not know that financial aid packages are not automatically credited to their account; they must manually accept any offers through the Pipeline system to receive the aid. If financial aid is not accepted by a certain deadline, a student's course load may be dropped due to non-payment of tuition and fees, which can ultimately result in a loss of courses for a semester, and/or loss of certain financial aid for good.

Although strengths were found in understanding some general academic requirements, there was a gap found associated with the micro-level planning aspects of a student's degree plan. For example, 33% of freshmen who attended CUSTOMS believed it was possible to take a pre-requisite course in the same semester as higher-level courses. This is markedly better than the 71% of freshmen who did not attend CUSTOMS; however, without this basic understanding, a freshman may put themselves in a situation where they are not able to take several of their program courses because of a missing pre-requisite. This often results in taking a semester break from a full-time course load.

This has retention implications as current research has shown that the chances of a student finishing college significantly decrease when they take at least a semester break

from their coursework. Further research into degree planning and navigating program requirements is suggested.

The final skill gaps can possibly be explained by the lack of practice of a trained skill. Skills decompose over time if they are not used often or were not used shortly after the initial training. There were several tasks and KSAs that were deemed very important for freshmen to know, however the frequency of using it, if at all, varies based on each freshman's situation. A total of 69% of freshmen who attended CUSTOMS did not know how to request additional financial aid once a semester has already started; however, 50% of those respondents selected the *not applicable/not experienced* answer option. When a student drops a course and lower their course credit hour levels, they will only owe a percentage of the course that they completed and receive a refund for the rest; only 54% of freshmen who attended CUSTOMS correctly chose this option. Bookstore policies surrounding returning purchased textbooks for dropped courses, and penalties for not returning rented textbooks, also had deficiencies (47% and 82% of freshmen who attended CUSTOMS answered incorrectly, respectively). These skill gaps may not be able to be filled directly through CUSTOMS training, as it takes practice of the skill to ensure training transfer, but they are important to be aware of.

Research Question 4

The extent and quality of the training on the task and KSA lists provided by CUSTOMS was assessed via qualitative analysis. The skill gaps that were found in research question 3 were compared to all relevant training sessions, materials, and

handouts provided by the CUSTOMS program. Strengths and weaknesses for the training provided by CUSTOMS were found.

The CUSTOMS program has done a good job at adapting and changing with the university over the last 10-15 years. As the student population, physical campus, and program needs have changed over time, the New Student and Family Programs office has been very cognizant of adapting with this change; which is critical for a college orientation program aimed at properly transitioning incoming freshmen. The entire 2013 CUSTOMS program schedule can be found in appendix B. There are two main overall strengths stemming from the training provided: (a) students have a strong basis of understanding how to do necessary day-to-day tasks, and (b) students know the key requirements of them as a student.

Results from the survey show that freshmen are very capable when it comes to understanding the uses of the Pipeline system, the major department functions and who to go to for what; as well as navigating everyday tasks such as hours of various buildings, and what to use their MTSU ID card for. The CUSTOMS program includes all of this information and training during the flipchart training session (found in appendix A), in specific sessions throughout the day regarding each topic, as well as in the folders and handouts given to each freshman. A caveat to this is that the current study could not test the actual ability to complete these day-to-day tasks, just the declarative knowledge surrounding them. The results of the survey could also be caused by the students learning through experience rather than the CUSTOMS program itself, a limitation discussed later on.

The current study also found that freshmen have an adequate grasp of the main requirements of them as a student, including general education requirements, and what is needed to graduate. This information is given through the flipchart session, various folders and handouts given to each freshman, as well as the academic advising portion of the program. This does not touch on whether students are able to create plans on successfully completing their major and minor requirements, but does show that CUSTOMS does a good job of providing the students with a basic understanding overall of what they need to do to receive a degree.

CUSTOMS however is very limited in its ability to ensure enough time is given to various aspects of training, and in limiting information overload. The entire program is done in 1½ -2 days, with sessions and training packed into a short-time frame. There has been a conscious effort in limiting the amount of information given out via handouts and packets, and condensing what is given to the freshmen at once. However, there could be a more concentrated effort in providing concise information on the current freshmen skill gaps to decrease the amount of information overload.

Chapter V:

Discussion

Overall Findings

The results of this study provided adequate information to answer each of the four research questions. A comprehensive list of the administrative and organizational navigation tasks and knowledge skills and abilities (KSAs) required of freshmen was able to be used to find skills gaps, and strengths and weaknesses of the MTSU CUSTOMS orientation program.

The CUSTOMS program was found to have both strengths as well as shortcomings. The scale of the program limits its abilities in training freshmen through a wider variety of methods on some of the skill gaps found, and providing additional information pertinent to these gaps. The actual CUSTOMS program a freshmen will participate in is a little less than two days long, and has a tight schedule loaded with information and activities needed to be completed during those two days. Due to logistical limitations in planning and scheduling, CUSTOMS is limited to being held within these two days of programming. The catch-22 is that even the areas CUSTOMS does do well in training the freshmen (through flipchart sessions, information handouts, and discussions with student orientation assistants), the amount of information overload that happens in the two days and amount of handouts reduces the effectiveness of the training. For example, deadlines and related consequences, such as course add/drop and withdraw are discussed in the flipchart session, the advising session, as well as in the CUSTOMS folder handout, but for some reason the information is not retained. Adding additional hands on training

sessions, or altering sessions to focus on specific topic areas is near impossible without altering the length of the program or taking away important sessions currently provided; further adding to the information overload.

Implications

The current research addresses areas in need of increased focus during the CUSTOMS training program, and to close currently existing skill gaps. Some of these can be addressed through new techniques via job aids in providing the information, while some will require creative thinking in providing skill practice without expanding CUSTOMS to an additional day. It is important to note that some of the skill deficiencies are not a result of the depth and breadth of training provided by CUSTOMS but rather a limitation caused by the students own motivations to understand and know the material. If students simply do not care or attempt to learn what is being taught to them, besides potentially altering the focus on the consequences of not knowing the material, there is very little the New Student and Family programs office can do.

Recommendations

The MTSU CUSTOMS orientation program is a massive program that includes a little over 2,800 students and their families (G. Poff, personal communication, August 5, 2013), dozens of on-campus departments, with a timeline of only two days for the actual training program for each student. Any drastic redesign options would more than likely affect the entire landscape of the program, many of which would take large-scale logistical choices; the overall results of this study are too pre-mature to make any such recommendations. There are however three main recommendations regarding the

addition of components to the CUSTOMS program; they include: (a) a collegiate professionalism component; (b) an addition of a 'super important' handout in the materials; and (c) a brief run through of the D2L system added onto the Pipeline training.

The largest skill deficiency that was discussed during the subject matter expert focus groups was the lack of independence and professionalism often found during a student's first year. This included independence in making decisions and empowering themselves, accountability for their actions and inaction, self-regulation in professional settings, as well as communication skills (with appropriate language, properly addressing other people, etc.). It is suggested to add a 20-30 minute discussion/presentation on the major things that students should 'keep in mind' to ensure they are acting appropriately in professional situations. Providing examples of consequences that can and will happen as a result of acting in a particular way may help in the initial exposure of these concepts to the incoming freshmen. Examples include explaining how missing a meeting with an academic advisor may affect them being able to have a schedule the next semester; not giving a subject line, concise details of a question or problem, and on a signature in an e-mail to a professor may lead to a delayed response which could affect their grade; and how not keeping up with the various due dates in their courses may ultimately affect keeping a scholarship or not, may be a way to grab their attention. It needs to be less of a class lecture and more of a *truth* telling of what can happen if freshmen do not pay attention to these topics. Partnering with the various Library Success Series sessions on similar topics could help further this development post-CUSTOMS, and give the freshmen a solid foundation as they move through their collegiate careers.

Along with several sessions that are already compressed into a short-time frame during the CUSTOMS program, there is also an abundance of handouts and materials given to the incoming freshmen despite efforts to condense the amount of information. CUSTOMS SOAs discussed how a majority the materials may never be looked at by the freshmen due to overwhelming amount presented, and the time it would take to read through it all. Having a one-to-two sided, all-encompassing handout of the major points on the skill gaps may help alleviate problems that arise from the students not looking at what is already given to them.

This document, titled *Super Important Things to Know*, would be flashy yet concise in terms of wording and design in order to get the students attention to the information. The titles would be surrounding an important topic, such as deadlines, following-through on completing administrative actions, and professionalism, with the consequences listed beneath. For example, *you will lose your scholarship money if ...*, catches the attention for the reader to know what consequences they will be looking at. CUSTOMS currently does a strong job in ensuring this information is presented throughout the program, including in several of the handouts. The key to this form is its emphasis on the severe consequences of not knowing the information. It is important to note, however, that even if the new form is designed in a way to give the most critical information in a format aimed at helping emphasize this information, the biggest component will be the motivation of the student to actually search for and learn the information themselves.

The D2L system is not discussed or taught throughout the course of the CUSTOMS program; information on D2L is neither in the handouts nor the flipchart session.

However, the three D2L related questions yielded a 94.3%, 91.4%, and 98% correct response rate from freshmen who attended. Due to the fact that D2L is not a part of the CUSTOMS training, the study was limited in how to test on the applied skills in D2L, and the questions were basic and descriptive in nature. This does not mean that freshman genuinely do not know what D2L is or how to use it, but it is difficult to make a determination whether or not there is a need for additional training on the D2L system based on these two questions. Despite this fact, including a brief rundown of the D2L system as a part of the Pipeline training could prove beneficial in ensuring students are aware of its purpose and uses.

D2L is not required to be used in every class, and some students may not utilize the system until their junior year (as gathered from the CUSTOMS student orientation assistant (SOA) focus groups); however, not making the incoming freshmen aware of the system may lead to severe problems down the road. The tutorial would not need to be more than five to ten minutes long. It would include explaining what it is (can hold course materials, take online quizzes, check posted grades, submit assignments, etc.), how to get into the system. Including four to five bullet points on the ‘super important’ hand out would be enough to safeguard the freshmen from problems that could arise from alternately not learning about D2L at all.

Future Research

The present study was an initial assessment of whether there are training and skill gaps on the administrative and organizational navigations tasks and knowledge skills and abilities (KSAs) required of freshmen, and actual ability. Limitations of the study

affected the depth and ability to test the skill gaps more specifically, which is where future research is needed. One opportunity is testing the freshmen in a lab setting where participants are required to complete a variety of the administrative and organizational navigation tasks discovered in the SME focus groups. This may include looking up and ‘registering’ for courses, taking an online quiz, finding their advisors contact information and sending them an e-mail, as well as giving them a problem and having them figure out where to start from. The participants would be able to have full access to whatever materials they would use in everyday life to ensure high fidelity, and to minimize constraining external validity. This would give a much more in-depth and valid look into the applied task side of the CUSTOMS training on things such as Pipeline and the MTSU website.

Another avenue for future research is to hold several focus groups with freshmen surrounding the task and KSA lists created by the SMEs and what will be trained during CUSTOMS. These focus groups would be held at five separate times: (a) immediately before CUSTOMS; (b) immediately after Customs; (c) half way through their first fall semester; (d) at the end of their first fall semester; and (e) at the end of their freshmen spring semester. These focus groups would gather qualitative data and critical incidents on what the incoming freshmen may struggle with, as well as give insight into how general experience as they develop through their first year impacts their abilities, despite the CUSTOMS training.

Limitations

There were several functional limitations of the study due to it being an online survey that the participant took remotely (not in a lab setting). The options for testing methods on the various tasks and KSAs were limited. This created several issues including questions not testing the underlying knowledge of a topic; underlying task ability, and questions being too easy.

For example, testing on the ability of the participant to navigate their course catalog proved challenging. This skill is applied every semester that the student attends MTSU as it is necessary to create a schedule and ultimately ensure they are on track with their degree plan. However, it was difficult to come up with a question to effectively test the concept besides having the student navigate through the course catalog to find information, something that was not possible through Qualtrics. As such, a simple declarative statement, "I would be able to find the information I needed to register for a course in my course catalog", yielded 91.4% of freshmen who attended CUSTOMS stating they would be able too. Although high, this response rate does not give any insight into actual ability.

In order to better test on the actual knowledge and skills found from the focus groups, questions should have been constructed in a way to be more operationally based rather than focused on declarative knowledge. A study in a lab environment where participants complete a variety of tasks could remediate the current studies shortcomings.

In conjunction with questions being too declarative based, there were also operational questions that were too complex for the actual topic, and did not test actual ability. For

example, there were three multiple selection questions (one in Test A, and two in Test B) that asked which tabs in Pipeline were used for which tasks. The answers provided varying results as some of the functions, such as enrollment verification and checking for holds, are in multiple tabs in Pipeline. This resulted in variation on which tab the functions were used in, and did not test if the student could utilize Pipeline to complete the actual tasks. Other questions requiring knowledge of what could be done in Pipeline for various situations yielded high results (96% correct), reflecting an understanding on the uses of the system; which provides evidence that the CUSTOMS Pipeline training (shown in Appendix A) as being an effective foundation. Once again, a future study in a lab setting that had students complete a variety of tasks would be better suited to assess training needs in these topic areas beyond the declarative knowledge surrounding them.

There were several conflicting results between what was found while analyzing the survey data versus what was brought out as issues and areas of concern in the SME focus groups. The most prominent topic was the concern of student professionalism brought out in academic advisor focus groups. There was testimony, and near unanimous agreement, from the advisors stating incoming freshmen lack the professional and interpersonal skills needed to interact with advisors, faculty and other students. This included conducting a proper e-mail (subject line, formal greeting and signature), understanding and honoring meeting times, as well as holding responsibility for their actions and inactions (in missing deadlines, etc.). Questions related to this area all yielded high correct response rates. Some of these response rates may be attributed to poor construction of the question and

response items; however, that in itself demonstrates that it is a difficult construct to test via an online survey.

Some of the discrepancies that show a lack of the needed knowledge, skills, and abilities as reflected in the focus groups are hard to dispute due to the difficulty in testing the actual ability of the student via an online survey.

There was variance in question responses believed to be caused by poorly constructed questions/response item. These are questions or response choices that were worded in a manner that may have been confusing to the participant. The participant either could not understand what the question was asking, did not see certain components of the question (i.e. “choose the response that is NOT correct”), or did not understand what the item response was stating. These questions could have systematically led the participant into

Several questions were found to have no variance at all, which may be attributed to the answer being too obvious, the question not being difficult enough to actually test the participant’s knowledge and skills on the topic, or the knowledge not being effectively communicated.

Conclusion

There are areas of increased training needs, including: (a) the consequences surrounding actions and inaction on various administrative tasks; (b) professionalism required in a university setting; and (c) training on the D2L system. CUSTOMS does a good job preparing students for: (a) the requirements day-to-day activities; (b) administrative decision making; as well as (c) understanding general academic

requirements. Further research is needed regarding the completion of the actual tasks required of freshmen, rather than the declarative knowledge surrounding the tasks.

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APPENDICIES

**Appendix A: MTSU Customs Orientation Content- Flip Chart and Pipeline
Training**

WELCOME TO MTSU!



It is important that every freshman get “connected” to out-of-class activities on our campus. Students who are involved tend to perform better academically and are more likely to graduate than those that don’t.

At MTSU, we expect every freshman to connect to at least 6 of the following activities during the first 6 weeks of the fall semester.

Choose 6 and look for the Connection Point table to swipe your MTSU ID card so that we will know you attended. Once you swipe in 6 times, we’ll be confident that you are on your way to finding your own connecting points for the rest of your freshman year.

Remember—involvement with your campus community will make your college experience much more fun and will help make sure that you feel like you belong. These activities will get you started in the right direction.

- Week of Welcome: Commons Carnival
- University Convocation
- Week of Welcome: Fight Song Competition
- Week of Welcome: Nationally known Comedian
- Week of Welcome: Volunteer / Community Service Opportunities Fair
- Week of Welcome: Student Organization Fair
- Joining a Student Organization and Register as a member of MyMT
- Join an Intramural Sports team
- Intercultural Leadership Summit
- Crash the Commons: Field Day Funfest (Field Games, Food, Live Music)
- Freshman Day of Service
- MT After Dark- Bash the Rec Carnival
- Freshman Walk/ First home football game
- MT After Dark- GO USA Go- Cart Fun
- Meet with your Advisor
- Freshmen Homecoming Event

THINGS TO REMEMBER

- Your PipelineMT Username and Password
- Your MTSU E-mail Address
- Your M# - This is Your Student ID Number

ADVISING PROCESS

Meet With an Advisor

(and other students who share your major)

- Look for the courses you need to take
- Complete **trial schedule** – including several alternate courses

THINGS TO BRING TO REGISTRATION

- **Stamped Passport** (with all your **stamps**)
- Completed **trial schedule** with alternate classes
- Registration Guide
- Appropriate **Course Reference Numbers** (CRNs) for all selected courses

WHAT HAPPENS IN PRIORITY REGISTRATION?

You can't register until your designated time.

The computers determine your exact registration time if all orientation activities have been completed. You cannot register early. SOAs cannot register for their students.

PipelineMT/RaiderNet will not admit a student into a class if the class is full.

PipelineMT/RaiderNet will also not admit a student into a class if there is a time conflict with a class you've already signed up for. Go to your backup schedule and choose an alternate course, or use the course section search to find a new option.

Make sure you get a printout of your schedule from the back of the registration lab. Do not print your own schedule.

If there is a problem, talk to an SOA, advisor, or faculty member, and they will help you make corrections.

You will be held accountable for every class on your schedule.

Attend all classes on your schedule, or drop the classes you do not want to take by the deadline date. Unless you officially drop a course your name will stay on the roll and you will get an "F."

You can change your class schedule after CUSTOMS.

Remember once you register for your classes at CUSTOMS, you can make changes to your schedule as often as you like from home on PipelineMT/RaiderNet.

Parents are NOT allowed in the lab with their student during the registration process due to space limitations.

DROPPING & ADDING COURSES

Classes Begin	Last Day to Add Classes on RaiderNet	Last Day to Drop Classes without a Grade on RaiderNet	Last Day to Drop Classes with a Grade of "W" on RaiderNet
Aug. 24	Aug. 29	Sept. 6	Oct. 29

After October 29, individual courses cannot be dropped via RaiderNet. A complete withdrawal from all classes via RaiderNet may be accomplished by the student. If a complete withdrawal occurs, the instructor assigns the appropriate grade of "W" if the student is passing or "F" if the student is failing.

A student may not officially withdraw from the University after a date in the semester or term which is one week or less prior to the beginning of final examinations, except for documented extenuating reasons as shall be determined by the University College Advising Center.

ACADEMIC INFORMATION

REPEATING COURSES

If you receive an "F" in a course, it is recommended you repeat the course (usually the following semester) to cancel the effects of the "F" in your GPA. However, an "F" is never erased from your transcript. No course should be attempted more than twice (repeated once) except upon the advice of the faculty advisor.

ACADEMIC PROBATION

Any student who does not meet one of the following standards during a semester will be placed on academic probation for the following term:

- Obtain a 2.0 GPA for the semester
- Meet one of the following retention standards:
 - 1.50 for 0 – 29 hours
 - 1.80 for 30-49 hours
 - 2.00 for 50+ hours

ACADEMIC SUSPENSION

Students who fail to meet one of the above standards for two consecutive semesters will be suspended. The first time is for one semester; thereafter suspension is for one full year. The Academic Appeals Committee hears academic suspension appeals.

CLASS INFORMATION

LOWER DIVISION COURSES

Freshmen/Sophomore Level: 1000 & 2000

UPPER DIVISION COURSES

Junior/Senior Level: 3000 & 4000

GRADUATE COURSES

Courses numbered 5000 and above

CLASSIFICATIONS

Freshman	00 – 29 hours earned
Sophomore	30 – 59 hours earned
Junior	60 – 89 hours earned
Senior	90+ hours earned

- If you are taking at least 12 hours or more, you are considered a

FULL-TIME student. You are encouraged to take 15 hours.

- If you are taking 11 hours or less, you are considered a **PART-TIME student.**
- Most classes are worth 3 hours. They can be worth more or less, but generally are 3. For example, science classes are worth 4 hours because you take a lab class with it.
- The number of hours a class is worth does not necessarily dictate how many hours you will actually spend in class.
- The number of hours you take may affect your financial aid status, so be careful when adding or dropping courses and going above or below the 12 hour mark.

GRADES

Grades are:

- Plus/minus system: A/-, B+/-, C+/-, D+/- & F
- Some departments do not use +/- grades
 - Usually on a 10 point scale (A = 90-100, B = 89-80, etc)
 - Not mailed out each semester. If you need a copy of your grades, you must submit a written request for a transcript to the Records Office.
 - Usually posted within the week after finals on RaiderNet.
 - Not released if you owe money to MTSU or have any other hold on your account. This includes parking tickets and library fines that are unpaid.
 - Pass/Fail and Incompletes are also given.

To Finish an Incomplete Grade:

- Make up materials in the following semester.
- Incompletes are usually given for special circumstances worked out with the professor, simply not finishing the work for the class does not mean you will be given an incomplete.
- If work is not made up, the grade of “F” is given.
- Do not register for that course again.

GRADES

Why should you make good grades?

- GPA is very hard to bring up the more classes you take. It is MUCH easier to start with a high GPA.
- Financial Aid, Lottery Scholarships, and other scholarships usually have a minimum GPA requirement to keep them. Making low grades can cause you to lose money for school.
- In order to keep the lottery scholarship, you have to maintain a 2.75 GPA by your sophomore year. It is very difficult to get your scholarship back once you lose it.
- Bad grades can put you on academic probation and possibly get you suspended, which can mar your record.

CLEP TESTING

College Level Exam Program

- One 2 hour test = One 3 credit hour class
- No classroom time!
- Satisfy selected General Studies requirements
- Save time (possibly graduate early or on time.)
- Save money
- Each CLEP costs about \$110.
- A three hour course costs about \$750.

MONEY

RAIDER FUNDS: Similar to a debit account, but your BlueID card holds money that can be used all-over and only on campus

- Fees in Business Office
- Phillips Bookstore
- Any campus eatery/most vending machines
- Parking Tickets
- Library fines

ATM MACHINES: Located on the 1st & 2nd floors of the KUC & on the 1st floor of the SUB.

\$ PAYMENT OF FEES \$

Your Student Schedule and Bill will be available to view online by the end of July, which you can do by logging on to PipelineMT/RaiderNet.

IF YOUR FEES ARE PAID IN FULL BY FINANCIAL AID, SCHOLARSHIPS, VOCATIONAL REHABILITATION, OR A PRE-PAID TUITION PROGRAM, your account balance will read as a zero or a negative number. If so, and you are paying nothing out of pocket, you must

CONFIRM YOUR REGISTRATION IN PERSON BY AUGUST 20 AT 4:30 PM AT THE BUSINESS OFFICE WINDOWS

OR

ONLINE THROUGH PIPELINEMT/RAIDERNET BY AUGUST 20 at 6:00 PM!!!!

You will receive a confirmation number! Write it down and keep it!

If you are getting a refund, you have two options to receive it:

- **Sign up for Direct Deposit through PipelineMT/RaiderNet (under Account Summary)**
- **Sign up for a SunTrust Reloadable Visa Card at the Business Office. This card can be used at designated ATMs or anywhere else Visa is accepted.**

Checks are no longer being distributed for refunds; you must sign up for one of these two options!

\$ PAYMENT OF FEES \$
(CONTINUED)

IF YOU ARE PAYING ANYTHING OUT OF YOUR OWN POCKET then your payment is your confirmation. There are three ways to pay your fees:

- **By Mail, Postmarked by August 12**
- **In person at the Business Office Windows in Cope by August 20 at 4:30 PM**
- **By Credit or Debit Card via PipelineMT/RaiderNet by August 20 at 6:00 PM**

****You can give your parents access to pay the bill through PipelineMT/RaiderNet by selecting the Authorized User Option**

****You can also set-up a Deferred Payment Plan for Fall 2013 online through PipelineMT/RaiderNet**

IF YOU HAVE NOT CONFIRMED YOUR REGISTRATION ONLINE OR CONFIRMED BY PAYING YOUR FEES BY TUESDAY, AUGUST 20 EITHER:

- **IN PERSON AT THE BUSINESS OFFICE WINDOWS BY 4:30 PM**

OR

- **ONLINE THROUGH PIPELINEMT/RAIDERNET BY 6:00 PM**

THEN YOUR SCHEDULE WILL BE DELETED FROM THE SYSTEM!

FOOD SERVICES

Flex Bucks, Raider Funds, Cash, Credit:

The Grill (Keathley University Center):

Pizza Hut

Chick-Fil-A

Brewed Awakenin

gs

Asian Express

Sushi/Hot Bowls

Subway

Student Union Building:

Popeye's

Tortilla Fresca

Blue Raider Grill

Totally Baked (Potato Bar)

Panda Express

Dunkin' Donuts

Happy Tomato

POD

CyberCafe @ Woodmore

Subway and Convenience Store

P.O.D. (Provisions On Demand) @ Mass Comm

Snacks, Sandwiches, Drinks, and More

BAS Buy and Fly

Snacks, Sandwiches, Drinks, and More

P.O.D. (Provisions On Demand) @ Peck Hall

Snacks, Sandwiches, Drinks, and More

Walker Library Starbucks (Full Service)

Coffee, Hot Chocolate, Beverages, Baked Goods

MT DINING

- There are five Meal Plans (Freshmen living in Residence Halls are signed up for the 7 Day Open Access, but can choose the 5 Day Open Access. Freshmen living in Scarlett or Womack are signed up for the 90 Day Block, but can upgrade to any other plan) :
 - 7 Day Open Access
 - 5 Day Open Access
 - 150 Block Plan
 - 90 Block Plan
 - 50 Block Plan
- Meal Plans are a 1-year contract.
- Meal Equivalencies are the option to exchange a Residential Meal for \$5 to be used at participating restaurants during certain times.
- FlexBucks come with every meal plan. Additional FlexBucks may be added to any meal plan or purchased separately from a meal plan.
- See a dining representative at CUSTOMS for more information about MT Dining.

Meal Plans Accepted:

McCallie Dining Hall: Corlew Residence Hall

All-you-can-eat cafeteria
Open 7 Days a Week
Not just for campus residents!

The RaiderZone: James Union Building

All-you-can-eat cafeteria

Follow MT Dining

- Follow on Twitter @MTDining
- Like on Facebook, search “MT Dining”
- Text “MTFOOD” to 65374 for text deals to your phone.
- Visit our website at www.mtdining.com to subscribe to email updates.

HEALTH SERVICES & CAMPUS PHARMACY

- Student Health Services & the Campus Pharmacy are located in the Health, Wellness, and Recreation Center.
- There are two full-time physicians, two physician’s assistants, three nurse practitioners, and eight registered nurses who work full-time just for MTSU’s Health Services.
- Office visits and basic exams are free since you pay a health service fee with your tuition. There are additional charges for some services, such as lab work, x-rays, shots, suturing, and medication, but the costs are extremely low and have to be paid for by cash, check, credit card, or Raider Funds at that time.
- Appointments can be made online at www.mtsu.edu/healthservices.
- An afterhours telephone advice nurse is available by calling 615-898-2988 and following the prompts.
- Campus Pharmacy is a full service pharmacy with a selection of cough and cold remedies, first aid supplies, vitamins, and other health supplies.
- Campus Pharmacy can fill prescriptions from both Health Services and outside physicians.
- Bring your BlueID and all insurance cards (or photocopies of the front and back of insurance cards) with you.

- Cash, checks, Visa, MasterCard, and American Express are accepted, or your pharmacy purchases may be placed on your student account.

MMR & Varicella (Chicken Pox) IMMUNIZATION

All students entering MTSU must be able to show proof of having the Measles, Mumps, and Rubella (MMR) and Varicella (Chicken Pox) vaccines.

Both immunizations require two separate shots, and any student who has not had both shots before CUSTOMS will only be allowed to register for part-time hours, or less than 12 hours. If you have any questions, call Health Services at 615-898-2988

PARKING

COLORS OF PERMITS

Green:	General Parking
Gold:	Greek Row residents
Red:	Scarlett Commons residents
Purple:	Womack Lane residents
White:	Faculty/Staff members

FINES

- Given 24 hours a day
- Paid/Appealed within 7 days or receive a HOLD
- Appeal on SGA Website

DO NOT PARK IN...

- Blue Spaces
- Yellow Curbs
- Fire lanes
- Grass

You **MUST** have a parking permit properly displayed if you are going to park anywhere on campus.

RAIDER XPRESS

MTSU's free shuttle bus service

HOURS:	Monday – Thursday	7:00 a.m. – 10:00 p.m.
	Friday	7:00 a.m. – 6:00 p.m.

Red bus travels Rutherford Blvd. side of campus
(Greek Row, Scarlett Commons, Rec Center)

Green bus travels Greenland Drive side of campus
(Murphy Center, James Union Building, Middle Tennessee Blvd.)

Blue bus travels the core of campus

SAFETY ON CAMPUS

- Fully Accredited Police Force operating 24 hours a day only on MTSU's campus
- Officers patrol in cars and on bike, and there are even special investigators on staff
- "Raider Escort" will provide Student Patrol Escorts for students who wish to have someone walk them to their car, residence hall, class, etc. This is a free service!
- "Adopt-a-Cop" program assigns police officers to specific on-campus locations
- Call 615-898-2424 for any Public Safety Services
- Officers can issue campus or city citations! They are real police officers!

MTSU'S TEXT MESSAGING NETWORK

- Receive Safety Alerts on your Cell Phone
- Campus Safety Alerts range from a security breach to cancellation of classes due to severe weather or other emergencies
- It is highly recommended to register for this service. To do so, go to:
www.mtsu.edu/alert4u

- Click on the link "[Sign Up for MTSU's Text Messaging Service](#)"
- You will use your Pipeline/Email username
- A confirmation text message will be sent to you after you register that you must reply to
- Standard text messaging rates apply
- You can also add this service for your family members

ACADEMIC ADVISING

- Students should meet with an advisor concerning class selection, career direction, and graduation requirements before registering for the next semester.
- You are assigned a faculty advisor in your major, which can be found on PipelineMT/RaiderNet. There are also advisors for each academic college, including Honors and Undeclared that can assist you.
- If you have less than 30 hours, you are required to meet with an advisor before you register for your classes so they can remove the registration hold on your account. You cannot register until you do so!!
- If you are Undeclared, you are required to meet with an advisor in the University College Advising Center (the advisors for all Undeclared students) before you register for your classes so they can remove the registration hold on your account. You cannot register until you do so!!

HONORS COLLEGE

- First in state of Tennessee
- Entrance requirement for freshmen
 - 25 composite ACT score with a 3.5 GPA
 - 3.25 GPA to remain in Honors College
- “H” Designation in course number and on transcript
- Lyon Complex Honors residence hall
 - Must take one 3-hour course each semester for residence

SUPPORT SERVICES

University Writing Center
(by appointment)

Walker Library 362

University Math Lab
(walk-ins welcome)

Lower Math – KOM 204
Upper Math – KOM 252

Floor Tutors, Advisors in First Year Experience Halls

POST OFFICE

- Students who are living on campus will receive MTSU postal service, located in the KUC on the 1st floor.
- You must check your mail regularly if you have one, as all official MTSU information will be mailed here. If you do not have postal service, all mail from MTSU will be sent to your permanent address on file.
- Students who live off campus can also receive mail service by bringing their BlueID and \$12 to the Post Office Window.

SUMMER READING

- *A Question of Freedom*
- Author Dwayne Betts will be speaking at Convocation on Sunday, August 25th at 2:00 p.m.
- The book is used in a variety of classes including English 1010 and University 1010
- Available in Phillips Bookstore

ONLINE COMMUNITIES & COMPUTERS on CAMPUS

- We have many computer labs at MTSU, including a 24/7 lab in the Business and Aerospace Building.
- There is a computer lab in most residence halls and over 350 computers in the library!
- Stay in touch with old friends from high school
- Meet and interact with new friends in classes, organizations, and residence halls
- Keep up with current events on campus and around town

HOWEVER...

- Identity theft could occur through Internet sites such as Facebook, Twitter, & Instagram.
- Take caution with the information you post about yourself.
- Ask yourself: Is this a true representation of who I am and how I want everyone to see me?

LIVING ON-CAMPUS

- If you are 18 and younger, living on campus, you must show proof of having the meningitis vaccine before moving in in the fall.
- Living on campus is a great way to meet people and make life-long friendships.
- Resident Assistants, Directors, and Area Coordinators are assigned to each floor to plan educational programs and to help with any questions or situations that may arise.
- Offers great opportunities for involvement in Residence Hall Government Association.
- Keep an open mind about roommates; you will learn a great deal from each other.
- Visit www.mtsu.edu/housing for more information about living on campus.

LIVING OFF-CAMPUS

- Make sure you understand the terms of your lease or agreement.
- Be aware of parking restrictions at college-style living apartments- utilize visitor parking to avoid boots and towing
- Keep your doors and windows locked at all times.
- Check your apartment complex for shuttle services to campus.
- Allow enough time to drive on campus, park, and get to class.
- Park in the perimeter lots and use the Raider Xpress to get to the core of campus.
- Get involved on campus- commuting students are typically more successful when they make connections to campus.
- Visit www.mtsu.edu/ocl for more information and tips about living off campus.

THINGS TO DO ON CAMPUS

Campus Recreation Center Indoor Track Indoor/Outdoor Pool Rock Climbing Wall Basketball Courts Racquetball Courts Indoor Soccer Arena Outdoor Pursuits Program & Equipment Rental Weight Room Cardio Machines Ropes Course Volleyball Courts Aerobic/Dance Room Cheap Classes	MTSU Sports <i>Men:</i> Football Baseball <i>Women:</i> Soccer Softball Volleyball <i>Men & Women:</i> Basketball Golf Tennis Track Cross Country
Tucker Theater Comedians Speakers Musical Performances Plays, Ballets, Operas Mr. and Miss MTSU Pageants	Intramural Sports Anyone can form a team! Ultimate Frisbee Flag Football Indoor/Outdoor Soccer Laser Tag Indoor/Outdoor Volleyball Basketball Table Tennis Dodge Ball
Student Union Building Movies for just \$2.00!!! (2 nd run movies out of theater but not on DVD) Computer Lab, Game Room, Lounges with TVs and a fireplace	

CAMPUS ORGANIZATIONS

There is only one place to put your GPA on your resume; the rest is what you are involved with. There are more than 250 organizations to choose from at MTSU in a variety of categories:

Departmental
Professional
Special Interest
International & Cultural
Fraternity/Sorority Life
Sports Clubs
Academic Honor Societies
Campus Religious Groups

There are also many Community Service Groups, such as Up 'til Dawn and the Alternative Break Programs.

THINGS TO DO OFF CAMPUS

- | | | |
|-------------------------|----------------------|-----------------|
| - Lots of Restaurants | - Movie Theaters | - Golf courses |
| - Shopping & The Avenue | - Putt-Putt | - Bowling |
| - Adventure trips w/Rec | - Nashville close-by | - Hiking trails |

MTSU COLLECTIBLE BUTTONS

Earn buttons by participating in activities on campus! Get your first button from your SOA at CUST OMS!

- Athletic events
- Meeting with your advisor
- Convocation
- Summer Reading
- Many other FUN activities!

HELPFUL HINTS

TIME MANAGEMENT

- Carry your Blue Raider Handbook
- Make a “To Do” list—and follow it!
- Be flexible! Prioritize your time!

STUDY SKILLS

- Take good notes, and review them before every class.
- Don't try to do all of your studying in one sitting.
- Study in a quiet place – no distractions.
- Don't fall behind in readings and assignments.
- Prepare for all tests well ahead of time.

CLASSES AND SCHEDULING

- The first day of classes offers a chance for first impressions for everyone.
- Get to know your instructors and their policies on absences and make up work.
- Attend classes regularly.
- If you are going to be **UNAVOIDABLY** absent or late from your classes, it is your responsibility to contact your professors or the secretaries of the respective departments.
- Keep your class syllabus for each class.
- Sit close to the instructor so you can see and hear clearly.
- Ask an SOA or MTSU Staff Member! We are here to help and answer any questions you might have!

Pipeline Training Guide

Logging In-You should know how to do this

Personal Information Tab

Find M#- After logging in, perform the following steps:

1. Click the RaiderNet Tab
2. Under Personal Information, click the link *What's my MTSU ID Number (aka M#)?*

Display Course Corequisites

Student Tab- Student Account

Confirm Enrollment/Registration Payment/Account Detail for Term

1. Select Term, Click Submit
2. View Account Detail for Term

Set up Direct Deposit/ Set up Authorized Users

Pay Current Term Account Balance or Payment Plan Installments

Student Tab-Registration Link

Assigned Registration Time

Assigned Advisor

Look up Classes

1. Select Fall 2012 term, Click Submit
2. Click Advanced Search
3. Search by Subject
4. Search by Course Number

OR:

1. Select Fall 2012 term, Click Submit
2. Select Subject, Click Course Search
3. View all courses in that subject

Display Corequisites

Add or Drop Classes

1. Click Add or Drop Classes
2. Click Submit on Fall 2012
3. Enter CRNs into the Add or Drop Classes worksheet

View Holds

View Schedule

1. Click View Schedule (grid format), Select Term, Click Submit
2. Student Detail Schedule
3. Week at a Glance

Student Tab- Student Records

Final Grades (Select Term, Click Submit)

Transcript (Select Transcript level, Click Submit)

Enrollment Verification

View Holds

Financial Aid Tab

Financial Aid Status

Eligibility

Award

1. Click Award for Aid Year
2. Select Aid Year (2012-2013 Financial Aid Year)
3. Select between General Information, Award Overview, Terms & Conditions, & Accept Award Offer tabs

Appendix B: 2013 CUSTOMS Program Agenda

Freshman Student Agenda

DAY ONE

- 7:30–8:30 a.m.** **Registration, James Union Building.**
Welcome to Middle Tennessee State University! After meeting with your Student Orientation Assistant (SOA) and receiving your orientation folder, help yourself to coffee, juice, and doughnuts. The Raider Xpress will be available to shuttle you to Murphy Center for the general assembly. **Please look over the personalized schedule in the pocket of your folder for additional information about the day's events.**
- 7:45–8:30 a.m.** **Placement Tests**
Music Theory Placement Test, Boutwell Dramatic Arts Building, room 303A.
This test is *required* for all music majors and minors.
Foreign Language Placement Test, Boutwell Dramatic Arts Building, room 303A.
- 8:45 a.m.** **Welcome and General Assembly, Murphy Center.**
Greetings from the MTSU administration. Dr. Deb Sells, vice president for Student Affairs and vice provost for Enrollment and Academic Services, will welcome you. Gina Poff will give brief instructions about the CUSTOMS schedule and other activities during CUSTOMS.
- 9:15–9:45 a.m.** **SOA Intro/Icebreaker, various locations**
These sessions will allow you to get to know your SOA and other freshmen in your group. You will also receive very important instructions about the schedule for the day.
- 9:45–10:10 a.m.** **Ports of Call Video, Learning Resources Center, room 221.**
Your first Port of Call is a video providing a glimpse of some of the most important areas on campus. The areas of Food Service, Health Services, Raider Learning Communities, University 1010 Seminar, and Parking Services will give you information to assist in your success during your freshman year. They will have representatives in the Student Union Building for you to visit as one of your remaining two ports if you have questions about the information in the video. You will get one stamp on your passport for this session.
- 10:25–11:05 a.m.** After the video, your SOA will lead you to the Student Union Building so you may attend two more ports of your choice or stop in to clarify information from one of the areas of the video. Your passport must be stamped **TWO** times during this time.
- | | |
|---|--|
| Band, STU 224
<i>Be a part of the Band of Blue.</i> | Parking and Transportation Services, STU, second floor table
<i>Know your colors and boundaries.</i> |
| Choral Music, STU 210
<i>Hit a high note in MTSU's choir.</i> | Military Science, STU Ballroom D
<i>It's not just a class; it's an adventure.</i> |
| Disabled Student Services, STU 221
<i>Know our services.</i> | Raider Learning Communities, STU, second floor table
<i>Live and learn.</i> |
| Food Services, STU Ballroom A
<i>Dining at its best.</i> | Student Support Services, STU 220*
<i>See how we can support you.</i> |
| Health Services, STU, second floor table
<i>Taking care of you.</i> | Study Abroad, STU 201
<i>Study and explore the world.</i> |
| Honors, STU Ballroom C
<i>The personalized learning experience.</i> | U1010, STU, second floor table
<i>Getting off to a good start.</i> |
| Housing, STU Video Theater
<i>More than a place to live.</i> | |

*Not available May 22

- 11:00 a.m.** **Area banks and credit unions** will be available to assist you with your banking needs.
Student Union Building, first floor.
- 11:00 a.m.–
12:10 p.m.** **Lunch** is on your own, but in the interest of time, we suggest you eat on campus.
The **Student Union Building** offers a variety of choices such as soups, salad, fast food, etc.
McCallie Dining Hall (*Corlew Hall, bottom floor*) offers an all-you-can-eat service and is one of the places that will accept the Freshman Meal Plan in the fall.
- 12:15 p.m.** **Meet your SOA in the Student Union Commons to walk as a group to Meet the Deans.**
SOAs will be holding their country signs.
- 12:30 p.m.** **Meet the Deans and College Information Sessions**
You will meet your college dean and college advisor(s), who will provide information about the college as a whole. You will then be divided into academic majors to learn about your specific major and get advice from a faculty member.
- | | |
|--------------------------------|--|
| Basic and Applied Sciences | <i>LRC 221</i> |
| Behavioral and Health Sciences | <i>CKNB 121 and 108</i> |
| Business | <i>BAS S328</i> |
| Education | <i>COE 160</i> |
| Liberal Arts | <i>LRC 221; May 22 and July 30 –BAS S128</i> |
| Mass Communication | <i>BAS S102, State Farm Room</i> |
| Undeclared | <i>KUC Theater</i> |
- BAS - Business and Aerospace Building* *CKNB - Cason-Kennedy Nursing Building*
LRC - McWherter Learning Resources Center *COE - College of Education Building*
KUC - Keathley University Center
- 1:00 p.m.** **Department/Major Advising, various locations.**
Students will remain with their faculty advisors to learn requirements for their selected majors and complete the advising process.
- Noon–6:00 p.m.** **Each country will follow a specific rotation schedule. Please refer to your personal schedule for specific times. The rotations include the following:**
Advising, various locations
Creating a fall schedule
Fee payment and financial aid information video
SOA flip chart session
How to use PipelineMT session
Campus tour
- 6:00–7:30 p.m.** **Cookout and Ports of Interest** (must get five stamps), *Health, Wellness, and Recreation Center*
Students and family members will meet for a cookout. There will be opportunities to use many of the facilities at the Health, Wellness, and Recreation Center including the climbing wall, the indoor pool, and the workout equipment. Housing tour information will be available at the Ports of Interest. **Housing tours will be available tomorrow noon–2:00 p.m., but you will need to get the housing map at the Ports of Interest.**
At the Ports of Interest, you will be able to visit with campus departments that will share information about their services. You must visit five department tables and receive stamps from them. You may visit more if you like.
- 8:00–9:30 p.m.** **Residence Hall Fun, Deere and Nicks Hall lobby.**
Games will be available, and SOAs will be on hand to assist with making schedules. A computer lab will also be available.
- 7:30–9:30 p.m.** **Student Union Game Room will be open.**
- 8:00 p.m.** **Movie, Student Union Video Theater.**

Freshman Student Agenda

DAY TWO

- 8:00 a.m.** **College Life Issues and Information from Student Affairs,**
McWherter Learning Resources Center, room 221.
 This session focuses on personal safety and health issues affecting new college students.
 All students MUST receive a stamp here in order to register for classes.
- 9:45 a.m.** **Registration Rotations/IDs/Student Involvement and Organization Fair.**
 Refer to your individual country schedule for times.

 Representatives from area banks and credit unions will also be available to assist you with your banking needs. *Student Union Building, second floor.*
- 9:45 a.m.–
1:00 p.m.** **Off-Campus Housing** representatives will be available to assist you with your off-campus needs. *Student Union Building, first floor.*
- Noon–2:00 p.m.** **Housing Tours.** Show rooms are available for students to see. Housing tour maps are available in Keathley University Center, rooms 300 and 303, if you did not get one last night at the Ports of Interest in the Health, Wellness, and Recreation Center.
- 12:30 and
1:15 p.m.** **Fraternity and Sorority Information Session,**
Student Union Building, Ballroom B.
 The Office of Fraternity and Sorority Life will give specific information on recruitment and the Greek system at MTSU. There are two sessions from which to choose.

Appendix C: Questions for CUSTOMS Personnel Meeting with Gina Poff

Describe the scope of the study, including the purpose, steps, and potential results.

- What are the overall goals of the New Student and Family Programs office?

- What are the overall goals of the CUSTOMS program?
 - How much weight do these goals have in creating the content and processes of CUSTOMS?

- How much do the goals and strategy of MTSU as an institution affect the CUSTOMS program?

- How is the content of the CUSTOMS training sessions decided?
 - Who creates this content? What is their process like for creating it?
 - Have there been any recent assessments done by the New Student and Family Programs office to determine training needs?
 - If yes, can I access this information?
 - Has there been a recent program evaluation on the CUSTOMS program?
 - If yes, can I access this information?

- Are there any internal constraints, including but not limited to procedures, resources and policies that the CUSTOMS program has to comply with?
- Are there any external constraints, including but not limited to procedures, resources and policies that the CUSTOMS program has to comply with?
- Are there any legal constraints that the CUSTOMS program has to comply with?

- What physical resources, including space, technology, and equipment, are necessary for the CUSTOMS program to operate?
- What personnel resources are necessary for the CUSTOMS program to operate?
- What support from the university is needed for the CUSTOMS program to operate?
 - Does the program receive an adequate amount of the above resources?
 - If no, what is missing and what impact could it make?

In order to have a thorough assessment, it is important that I am able to access SOAs for focus groups and surveys that will be used in both the needs assessment and program evaluation, it is a critical component to the study.

I will provide you in full detail the procedures and questions that will be followed and asked for the focus groups and surveys.

What I would need from the CUSTOMS office is to communicate all information for the focus groups, and the survey link, out to the SOAs, and to provide access to the SOAs for these steps.

I also need any and all training materials that have been used in the CUSTOMS program so far throughout this summer. This includes the schedule, content of each session, and any handouts that are given to the freshmen during the program.

Do you have any questions regarding the study?

Thank you for your help, and I look forward to working with you throughout this process.

Appendix D: Customs Materials Provided by Gina Poff

CUSTOMS Materials Provided by Gina Poff

Name of Materials	Information Inside Material	Handout or Training
Flipchart Session Printout	<ul style="list-style-type: none"> • Please refer to Appendix A 	Training
Pipeline Training List	<ul style="list-style-type: none"> • Please refer to Appendix A 	Training
Study Abroad Postcard	<ul style="list-style-type: none"> • Study abroad department contact information • Possible study abroad country options 	Handout
MTSU Summer Reading Program and Rutherford Reads Folder	<ul style="list-style-type: none"> • Free tutoring information card • Student Food Pantry information card • Academic Counselors vs. Academic Advisors sheet with contact information for the assigned academic counselor (by last name) • Partners In Education (PIE) information sheet and release form • Raider Learning Communities information sheet • Raider Learning Communities Fall 2013 schedule • Summer Reading 2013 Program 	Handout
2012-2013 College-Level Examination Program (CLEP) Information for Candidates Packet	<ul style="list-style-type: none"> • Brochure on what CLEP is, what can be gained from taking them, how to get credit, and how to prepare for and take CLEP exam • Available CLEP subject options • Explanation of CLEP scores and what they mean/can do • Relevant policies (score reporting, cancelling scores, test security) • CLEP Transcript Request Form • Instructions on how to complete the CLEP Transcript Request Form • CLEP contact information 	Handout

CUSTOMS Materials provided by Gina Poff continued,

Name of Materials	Information Inside Material	Handout or Training Handout
Customs Welcome Folder	<ul style="list-style-type: none"> • CUSTOMS program agenda for both freshman & family • Fall Dates at a Glance • Fee payment deadlines • Bursars Office information • Academic Affairs information • University 1010 • On-Campus Housing • Learning Communities • University Honors College • Honors Living and Learning Center • Experiential Learning • Student Health Services • Parent and Family Association • Dining at MTSU • General Education • James E. Walker Library • Summer Reading • University Convocation • Week of Welcome • True Blue Pledge • Military Science • Parking and Transportation Services • Institutional Equity and Compliance • University Safety • Career Development Center • MT Tobacco-Free • Phillips Bookstore • MTSU Recycles • University College (Summer Sessions & Online Classes) • MTSU Collectible Buttons • Printing Services • Bank and Credit Union Sponsors 	

CUSTOMS Materials Provided by Gina Poff continued.

Name of Materials	Information Inside Material	Handout or Training
MTSU Parent and Family Association	<ul style="list-style-type: none">• Parent & Family Association welcome letter & brochure• University Parent Guide information brochure• MTSU Partners In Education (PIE) information and release form• Financial Aid brochure	Handout

**Appendix E: Freshmen Academic Advisor and CUSTOMS Student Orientation
Assistant Focus Group Procedures**

There will be three to four focus groups, consisting of six to eight participants each, for both types of SMEs (freshmen academic advisors and CUSTOMS SOAs). This equates to six to eight focus groups, with a total of 36-64 participants for the task and KSA analysis. The focus groups for both types of SMEs will be held during the first two weeks of August.

Matthew Sikorski will be the main facilitator of the focus groups. He wrote the procedures and scripts for each focus group, and has a thorough understanding of the processes. There will be a co-investigator who will act as a scribe typing all of the discussion on a laptop. This co-investigator will be a first or second year graduate student in the Industrial/Organizational Psychology program at MTSU, and will have completed the proper IRB training.

- Participants walk into the room
- The primary investigator will welcome and ask participants to have a seat.
- Once all participants have arrived, or the set start time has passed, the primary investigator will read the introduction script.
- The primary investigator will describe the set-up, procedures, and purpose of the focus group.
- Participants will be made aware of the option to stop participation at any time.
- The primary investigator will distribute and collect informed consent forms.

Discussion

- Questions from the IRB approved list will be asked to the subjects in the focus group.
- Discussion for each question will be recorded by a note-taking scribe who will be taking no identifying information of each subject.
- Some questions may not be asked if discussion goes for longer than the 60 minutes allotted.
- Due to the nature and flow of each discussion there may be a different order that questions are asked in each focus group.
- There may be relevant discussion on topics not included in the IRB approved list due to a natural flow of discussion; however, all statements that are irrelevant to the purpose of this study will not be recorded or encouraged for further discussion.

Post-Discussion

- Once discussion is complete, subjects will be debriefed and dismissed from the focus group.

Appendix F: Focus Group Script for Freshmen Academic Advisors

Hello everyone, my name is Matt Sikorski and I am a second year Master's candidate in the Industrial/Organizational Psychology program here at MTSU.

This focus group is for my master's thesis project which has two components to the study.

The first component is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are.

The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

You have been asked to participate in this focus group because of your experience and expertise as an academic advisor of MTSU freshmen students.

The information collected from this focus group will be used in the creation of a survey regarding the same topic that will be sent out to all of the academic advisors who work with MTSU freshmen students. The information from this focus group may also be used in the discussion portion of my thesis.

No identifying information that will link any of your answers or results from the focus group will be taken or used. Your participation is completely voluntary, and if at any point you no longer wish to participate in the study, you have the right to stop.

I would like to strongly encourage as much confidentiality as possible between all of the participants, although I cannot fully guarantee confidentiality. This focus group is being used to effectively assess the needs of freshmen, and what is actually being provided, and there may be discussion that would not happen outside of this setting. Having a setting where you all are comfortable with having honest discussion is critical to ensuring the gathering of quality information. You will be given my contact information as well as the contact information for my thesis advisor, in case you have any questions after this focus group is completed.

This focus group will take approximately one hour, pending on the depth of the discussion. The discussion portion will be focused on your experience as an academic advisor of freshmen students.

We will discuss your expertise and opinion on the required administrative and organizational navigation tasks and KSAs required of MTSU freshmen; how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are; as well as how adequately CUSTOMS trains freshmen on these tasks and KSAs.

After all major questions have been asked, and all points by participants made, discussion will end and the focus group will be concluded. Are there any questions before we begin?

Questions for discussion:

- The first important step of the focus group is to create a list of the administrative and organizational navigation tasks that are required of freshmen, and a list of the administrative and organizational navigation pieces of knowledge, different skills, and different abilities (known as KSAs for short) that are required of MTSU freshmen. These tasks and KSAs should be needed for a freshman to be able to adequately function as an MTSU student.
 - Please list any administrative and organizational navigation tasks that you feel are required for freshmen to adequately function as an MTSU students. Please provide detail if needed.
 - (If participants struggle with understanding administrative and organizational navigation tasks)-Examples of tasks include paying their tuition bill, taking online quizzes for a class, setting up a meeting with an advisor.
 - Please list any administrative and organizational navigation pieces of knowledge, and relevant skills and abilities that you feel are required for freshmen to adequately function as an MTSU students. Please provide detail if needed.
 - (If participants struggle with understanding administrative and organizational navigation KSAs)- The following examples are relevant to this study:
 - An example of a piece of knowledge is knowing that the MTSU website has a directory of all faculty and staff members that they can access.
 - An example of a skill is being able to go onto the MTSU website, go to the directory, and conduct an accurate search.
 - An example of an ability is having an issue, and being able to deduct who in the university could possibly help with this issue (by knowing what various departments are for, the people in various university positions, etc.) and being able to find their information successfully and contacting them to resolve the issue.
- Looking at both lists, what are categories that you feel we can cluster different tasks and KSAs into, to create a more organized list? What are the titles of these clusters?

- Looking at the task list we created, do you feel like the majority of freshmen at MTSU can complete these tasks?
 - Please cite any specific ones if no.
 - Are you aware if CUSTOMS has a training component on any of these?
 - If so, which ones does the CUSTOMS program train on?

- Looking at the KSA list we created, do you feel like the majority of freshmen at MTSU have these various pieces of knowledge, skills, and abilities?
 - Please cite any specific ones if no.
 - Are you aware if CUSTOMS has a training component on any of these?
 - If so, which ones does the CUSTOMS program train on?

- In your experience, what have been the top two to three largest skill and ability gaps for freshmen as it relates to navigating MTSU as a student?
 - Do you feel that the CUSTOMS program has a component (s) to train the freshmen on these gaps?
 - If yes, are they adequate?
 - If no, what would you suggest to create better training for these gaps?

- Do you feel that the CUSTOMS program adequately prepares freshmen students to properly complete functions such as:
 - Utilizing D2L for classes
 - Finding information such as financial aid, scheduling information, and other necessary functions in Pipeline
 - Utilizing the website for other academic related tasks
 - If no, what specifically does the CUSTOMS program fail to prepare freshmen for?
 - How can it improve upon this?

- Are MTSU Freshmen students prepared enough to successfully complete everyday functions such as:
 - Checking, replying, and composing e-mails?
 - Completing/submitting online assignments?
 - Preparing for advising/faculty meetings?

- Have any of you had an experience where you had to teach your freshmen advisees (perhaps multiple times) how to complete various in-person or online tasks, or how to navigate the MTSU website to find information about on-campus resources?

- How much of this would you say is a lack of training, a lack of skills, or is potentially an issue for the majority of MTSU students, not just freshmen?
- Are there any components that you think need to be added to the CUSTOMS program to better prepare freshmen students for the requirements of college at MTSU?

That concludes our focus group. My contact information, as well as the contact information for my thesis advisor can be found on your copy of the informed consent form.

The discussion answers from this focus group will be used to create a survey that will be distributed to all academic advisors who advise freshmen students. The results from the survey will then be used to create focus areas when analyzing the current skills of freshmen students who have completed the CUSTOMS program.

Thank you again for participating in the study.

Appendix G: Focus Group Script for CUSTOMS Student Orientation Assistants

Hello everyone, my name is Matt Sikorski and I am a second year Master's candidate in the Industrial/Organizational Psychology program here at MTSU.

This focus group is for my master's thesis project which has two components to the study.

The first component is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are.

The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

You have been asked to participate in this focus group because of your experience and expertise as a Student Orientation Assistant for the CUSTOMS orientation program.

The information collected from this focus group will be used in the creation of a survey regarding the same topic that will be sent out to all of the CUSTOMS SOAs who work with MTSU freshmen students. The information from this focus group may also be used in the discussion portion of my thesis.

No identifying information that will link any of your answers or results from the focus group will be taken or used. Your participation is completely voluntary, and if at any point you no longer wish to participate in the study, you have the right to stop.

I would like to strongly encourage as much confidentiality as possible between all of the participants, although I cannot fully guarantee confidentiality. This focus group is being used to effectively assess the needs of freshmen, and what is actually being provided, and there may be discussion that would not happen outside of this setting. Having a setting where you all are comfortable with having honest discussion is critical to ensuring the gathering of quality information. You will be given my contact information as well as the contact information for my thesis advisor, in case you have any questions after this focus group is completed.

This focus group will take approximately one hour, pending on the depth of the discussion. The discussion portion will be focused on your experience as a Student Orientation Assistant for the CUSTOMS program, who works with freshmen students.

We will discuss your expertise and opinion on the required administrative and organizational navigation tasks and KSAs required of MTSU freshmen; how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are; as well as how adequately CUSTOMS trains freshmen on these tasks and KSAs.

After all major questions have been asked, and all points by participants made, discussion will end and the focus group will be concluded. Are there any questions before we begin?

Questions for discussion:

- The first important step of the focus group is to create a list of the administrative and organizational navigation tasks that are required of freshmen, and a list of the administrative and organizational navigation pieces of knowledge, different skills, and different abilities (known as KSAs for short) that are required of MTSU freshmen. These tasks and KSAs should be needed for a freshman to be able to adequately function as an MTSU student.
 - Please list any administrative and organizational navigation tasks that you feel are required for freshmen to adequately function as an MTSU students. Please provide detail if needed.
 - (If participants struggle with understanding administrative and organizational navigation tasks)-Examples of tasks include paying their tuition bill, taking online quizzes for a class, setting up a meeting with an advisor.
 - Please list any administrative and organizational navigation pieces of knowledge, and relevant skills and abilities that you feel are required for freshmen to adequately function as an MTSU students. Please provide detail if needed.
 - (If participants struggle with understanding administrative and organizational navigation KSAs)- The following examples are relevant to this study:
 - An example of a piece of knowledge is knowing that the MTSU website has a directory of all faculty and staff members that they can access.
 - An example of a skill is being able to go onto the MTSU website, go to the directory, and conduct an accurate search.
 - An example of an ability is having an issue, and being able to deduct who in the university could possibly help with this issue (by knowing what various departments are for, the people in various university positions, etc.) and being able to find their information successfully and contacting them to resolve the issue.
- Looking at both lists, what are categories that you feel we can cluster different tasks and KSAs into, to create a more organized list? What are the titles of these clusters?

- Looking at the task list we created, do you feel like the majority of freshmen at MTSU can complete these tasks?
 - Please cite any specific ones if no.
 - Are you aware if CUSTOMS has a training component on any of these?
 - If so, which ones does the CUSTOMS program train on?

- Looking at the KSA list we created, do you feel like the majority of freshmen at MTSU have these various pieces of knowledge, skills, and abilities?
 - Please cite any specific ones if no.
 - Are you aware if CUSTOMS has a training component on any of these?
 - If so, which ones does the CUSTOMS program train on?

- In your experience, what have been the top two to three largest skill and ability gaps for freshmen as it relates to navigating MTSU as a student?
 - Do you feel that the CUSTOMS program has a component (s) to train the freshmen on these gaps?
 - If yes, are they adequate?
 - If no, what would you suggest to create better training for these gaps?

- Do you feel that the CUSTOMS program adequately prepares freshmen students to properly complete functions such as:
 - Utilizing D2L for classes
 - Finding information such as financial aid, scheduling information, and other necessary functions in Pipeline
 - Utilizing the website for other academic related tasks
 - If no, what specifically does the CUSTOMS program fail to prepare freshmen for?
 - How can it improve upon this?

- Are MTSU Freshmen students prepared enough to successfully complete everyday functions such as:
 - Checking, replying, and composing e-mails?
 - Completing/submitting online assignments?
 - Preparing for advising/faculty meetings?

- Have any of you had an experience where you had to teach a participant(s) in your orientation group (perhaps multiple times) how to complete various in-person or online tasks, or how to navigate the MTSU website to find information about on-campus resources?

- How much of this would you say is a lack of training, a lack of skills, or is potentially an issue for the majority of MTSU students, not just freshmen?
- Are there any components that you think need to be added to the CUSTOMS program to better prepare freshmen students for the requirements of college at MTSU?

That concludes our focus group.

My contact information, as well as the contact information for my thesis advisor can be found on your copy of the informed consent form.

The discussion answers from this focus group will be used to create a survey that will be distributed to all CUSTOMS SOAs who work with freshmen students. The results from the survey will then be used to create focus areas when analyzing the current skills of freshmen students who have completed the CUSTOMS program.

Thank you again for participating in the study.

Appendix H: SME Survey

Task and KSA Analysis (Both SMEs)

Title of study: IT TAKES MORE THAN STUDYING. THE UNDERLYING ADMINISTRATIVE AND ORGANIZATIONAL NAVIGATION TASKS AND KSAS NEEDED BY MTSU FRESHMEN TO SUCCEED IN COLLEGE.

You are being asked to participate in this research study because you are either a Student Orientation Assistant for the CUSTOMS orientation program, or an academic advisor who advises freshmen students, at Middle Tennessee State University (MTSU).

The focus of this study is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen to adequately function as an MTSU student. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are.

The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

This survey will take 30 to 45 minutes to complete. It will include demographic questions, questions that ask you to provide a numerical rating for an item, and three open ended questions.

There will be no identifying information taken from the completion of this survey. None of your answers will be linked to any traceable contact information. The only possible inconvenience from participating in this survey is the time it take you to complete it.

Anticipated benefits from this study:

- a) The potential benefit to science and humankind that may result from this study is a more comprehensive understanding of the requirements of MTSU freshmen, the overall current state of the freshmen population on these requirements, and if/how well they are currently trained.
- b) The potential benefits to you from the study include a more comprehensive understanding of the training gaps within the freshmen population, which could be applied to your position.

Circumstances under which the Principal Investigator may withdraw you from study participation: If you are not, or never were, a Student Orientation Assistant who helped conduct the MTSU CUSTOMS orientation program, or an Academic Advisor who advises MTSU freshmen.

What happens if you choose to withdraw from study participation:

Nothing will happen to you y as no identifying information is taken. You have the right to stop completing the survey at any time if you feel uncomfortable.

Contact Information: If you should have any questions about this research study or possible injury, please feel free to contact Matthew Sikorski at 410-596-7822 or ms6c@mtmail.mtsu.edu, or my Faculty Advisor Dr. Michael Hein at 615-898-2127 or Michael.Hein@mtsu.edu

By clicking the "I have read the above information and agree to participate" statement below, you are stating that you have read this informed consent document, that you understand each part of the document, and that you freely and voluntarily choose to participate in this study.

- I have read the above information and agree to participate
- I have read the above information and DO NOT wish to participate

Please choose the option that represents you:

- CUSTOMS Student Orientation Assistant
- Academic Advisor

(If Academic Advisor option is chosen)

Which college do you work in?

- University College Advising Center
- Behavioral and Health Sciences
- Basic and Applied Sciences
- Business
- Education
- Liberal Arts
- Mass Communication
- University Honors

Which department do you work in?

- Accounting
- Aerospace
- Agribusiness and Agriscience
- Art
- Biology
- Business and Communication and Entrepreneurship
- Chemistry
- Computer information Systems
- Computer Science
- Concrete Industry Management
- Criminal Justice Administration
- Economics and Finance
- Educational Leadership
- Electronic Media Communication
- Elementary and Special Education
- Engineering Technology
- English
- Foreign Languages and Literatures
- Geosciences
- Health and Human Performance
- History
- Human Sciences
- Journalism
- Management and Marketing
- Mathematical Sciences
- Military Science
- Music
- Nursing
- Physics and Astronomy
- Philosophy
- Political Science
- Psychology
- Recording Industry
- Social Work

- Sociology and Anthropology
- Speech and Theatre
- University College Advising Center
- Other than on this list

What year did you start working at MTSU?

_____ Year

Approximately how long have you advised freshmen students at MTSU?

- 1-2 semesters
- 3-4 semesters
- 2-3 years
- 3-4 years
- 5+ years

(If CUSTOMS SOA option is chosen)

Please choose your current class standing (By credits).

- Freshman (0-29.99 credit hours accumulated)
- Sophomore (30-59.99 credit hours accumulated)
- Junior (60-89.99 credit hours accumulated)
- Senior (90+ credit hours accumulated)

Which department is your major in? Please check all of those that apply if you have more than one major (do not check an option if it is only a minor).

- Accounting
- Aerospace
- Agribusiness and Agriscience
- Art
- Biology
- Business and Communication and Entrepreneurship
- Chemistry
- Computer information Systems
- Computer Science
- Concrete Industry Management
- Criminal Justice Administration
- Economics and Finance
- Educational Leadership
- Electronic Media Communication
- Elementary and Special Education
- Engineering Technology
- English
- Foreign Languages and Literatures
- Geosciences
- Health and Human Performance
- History
- Human Sciences
- Journalism
- Management and Marketing
- Mathematical Sciences
- Military Science
- Music
- Nursing
- Physics and Astronomy
- Philosophy
- Political Science
- Psychology
- Recording Industry
- Social Work
- Sociology and Anthropology
- Speech and Theatre
- University College Advising Center

Approximately how many CUSTOMS winter sessions have you worked as an SOA?

- 1 Session
- 2 Sessions
- 3 Sessions
- 4 Sessions
- 5+ Sessions

Approximately how many CUSTOMS summer sessions have you worked as an SOA?

- 1 Session
- 2 Sessions
- 3 Sessions
- 4 Sessions
- 5+ Sessions

(If Academic Advisor option is chosen)

Do you currently advise first year freshmen students (either during the 2012-2013 academic year or for the 2013-2014 academic year)?

- Yes
- No

If you do not currently advise freshmen students, have you ever advised freshmen at MTSU?

- Yes
- No

If you have never advised freshmen at MTSU, do you currently teach a University 1010 course, an introductory level course (1000 or 2000 level), or a course that consists mainly of freshmen (75% or higher)?

- Yes
- No

Task (D2L)

Please follow the instruction below for each column:

For each row, please state whether the task is necessary for freshmen to be able to complete, to function as an MTSU student.

For each row, please rate how important you feel the task is for MTSU freshmen to be able to complete it. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel the task is completed. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for MTSU freshmen to be able to complete this task?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Check course grades in D2L	<input type="radio"/>	<input type="radio"/>		
Check Course Content such as syllabus, power points, and notes in D2L	<input type="radio"/>	<input type="radio"/>		
E-mail Professor and class through D2L system	<input type="radio"/>	<input type="radio"/>		
Check class attendance record in D2L	<input type="radio"/>	<input type="radio"/>		
Take online quizzes in D2L	<input type="radio"/>	<input type="radio"/>		
Submit papers and assignments to the course drop box in D2L	<input type="radio"/>	<input type="radio"/>		
Participate in discussion boards on D2L for classes	<input type="radio"/>	<input type="radio"/>		
Check class roster in D2L	<input type="radio"/>	<input type="radio"/>		

Task (Pipeline)

For each row, please state whether the task is necessary for freshmen to be able to complete, to function as an MTSU student.

For each row, please rate how important you feel the task is for MTSU freshmen to be able to complete it. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel the task is completed. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for MTSU freshmen to be able to complete this task?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Check for holds on account	<input type="radio"/>	<input type="radio"/>		
Access scholarship and financial aid information	<input type="radio"/>	<input type="radio"/>		
Accept financial aid	<input type="radio"/>	<input type="radio"/>		
Change financial aid information	<input type="radio"/>	<input type="radio"/>		
Pay tuition and fees bill	<input type="radio"/>	<input type="radio"/>		
Register for classes for following semester, during registration period	<input type="radio"/>	<input type="radio"/>		
Search for classes	<input type="radio"/>	<input type="radio"/>		
Add/Drop classes during the semester	<input type="radio"/>	<input type="radio"/>		
Withdraw from classes	<input type="radio"/>	<input type="radio"/>		
Find academic major advisor contact information	<input type="radio"/>	<input type="radio"/>		

Access, complete, and submit employee timesheet information as needed	<input type="radio"/>	<input type="radio"/>		
Change personal information such as address and phone number	<input type="radio"/>	<input type="radio"/>		
Obtain class schedule	<input type="radio"/>	<input type="radio"/>		
Confirm enrollment	<input type="radio"/>	<input type="radio"/>		
Check for assigned registration time	<input type="radio"/>	<input type="radio"/>		
Add change major and/or minor	<input type="radio"/>	<input type="radio"/>		

Administrative/Clerical Tasks

For each row, please state whether the task is necessary for freshmen to be able to complete, to function as an MTSU student.

For each row, please rate how important you feel the task is for MTSU freshmen to be able to complete it. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel the task is completed. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for MTSU freshmen to be able to complete this task?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Take placement exams for courses	<input type="radio"/>	<input type="radio"/>		
Acquire MTSU ID	<input type="radio"/>	<input type="radio"/>		
Acquire parking pass	<input type="radio"/>	<input type="radio"/>		
Schedule and attend meeting with academic major advisor	<input type="radio"/>	<input type="radio"/>		
Pay fines (Library, Parking, Campus Rec)	<input type="radio"/>	<input type="radio"/>		
Fill out financial aid change paperwork	<input type="radio"/>	<input type="radio"/>		
Sign up for text/e-mail alerts	<input type="radio"/>	<input type="radio"/>		
Remove account holds	<input type="radio"/>	<input type="radio"/>		
Purchase required textbooks and course materials	<input type="radio"/>	<input type="radio"/>		
Use GPA calculator	<input type="radio"/>	<input type="radio"/>		

E-Mail

For each row, please state whether the task is necessary for freshmen to be able to complete, to function as an MTSU student.

For each row, please rate how important you feel the task is for MTSU freshmen to be able to complete it. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel the task is completed. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for MTSU freshmen to be able to complete this task?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Log into MT mail system	<input type="radio"/>	<input type="radio"/>		
Check/use e-mail regularly	<input type="radio"/>	<input type="radio"/>		
Compose e-mail	<input type="radio"/>	<input type="radio"/>		
Reply to e-mail	<input type="radio"/>	<input type="radio"/>		
Change e-mail password	<input type="radio"/>	<input type="radio"/>		
Contact help desk if there is a problem with e-mail	<input type="radio"/>	<input type="radio"/>		

Physical and Electronic Navigation Related Tasks

For each row, please state whether the task is necessary for freshmen to be able to complete, to function as an MTSU student.

For each row, please rate how important you feel the task is for MTSU freshmen to be able to complete it. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel the task is completed. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for MTSU freshmen to be able to complete this task?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Find Departmental information online or via phone to resolve any issues	<input type="radio"/>	<input type="radio"/>		
Utilize A-Z index on MTSU website to find department and personal contact information	<input type="radio"/>	<input type="radio"/>		
Use MTSU ID card to get into necessary buildings and lab spaces	<input type="radio"/>	<input type="radio"/>		
Navigating the MTSU website to find more information about programs, events, etc.	<input type="radio"/>	<input type="radio"/>		
Use campus bus system	<input type="radio"/>	<input type="radio"/>		
Park in proper parking lot	<input type="radio"/>	<input type="radio"/>		
Locate undergraduate catalogue	<input type="radio"/>	<input type="radio"/>		

Collegiate Language (KSA)

KSA is an abbreviation for Knowledge, Skills, and Abilities. It is defined as human attributes required to do work.

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Being able to read and understand class schedule including when the course is, its location, and professors name	<input type="radio"/>	<input type="radio"/>		
Understanding the differences between full and part time status	<input type="radio"/>	<input type="radio"/>		
How to read, understand, and find information in the online course catalog	<input type="radio"/>	<input type="radio"/>		
Knowledge of major campus departments and what they do (Ex: Registrar, Bursars Office, Housing, etc.)	<input type="radio"/>	<input type="radio"/>		
Knowledge of the information that course section numbers can provide (course location, days, time, pre-requisite requirements, etc.)	<input type="radio"/>	<input type="radio"/>		
Understanding that M#, Banner #, and MTSU ID # are the same thing	<input type="radio"/>	<input type="radio"/>		

Knowledge of what a credit hour is	<input type="radio"/>	<input type="radio"/>		
Understanding the information that is found in a syllabus, and how to utilize it	<input type="radio"/>	<input type="radio"/>		
Knowledge of pre-fixes and how they can affect registering for classes (D=Distance learning, I=international, H= Honors, etc.)	<input type="radio"/>	<input type="radio"/>		
Understanding information provided by a semester final exam schedule	<input type="radio"/>	<input type="radio"/>		
Knowledge of abbreviations of terms found throughout the college (such as R=Thursday on course schedule, DSS= Disability Support Services, etc.)	<input type="radio"/>	<input type="radio"/>		

Deadline/Fees (KSA)

KSA is an abbreviation for Knowledge, Skills, and Abilities. It is defined as human attributes required to do work.

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Click button if yes, leave blank if no		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of deadlines for fee payments	<input type="radio"/>	<input type="radio"/>		
Knowledge of deadlines for add/drop classes	<input type="radio"/>	<input type="radio"/>		
Knowledge of deadlines for registration	<input type="radio"/>	<input type="radio"/>		
Knowledge of when class registration periods begin	<input type="radio"/>	<input type="radio"/>		
Understanding withdrawal dates and the consequences of when they pass	<input type="radio"/>	<input type="radio"/>		
Knowledge of what types of fines exist (parking, library, campus rec, etc.)	<input type="radio"/>	<input type="radio"/>		
Understanding fee adjustment periods (the amount refunded will change depending on when a course is dropped or withdrawn from)	<input type="radio"/>	<input type="radio"/>		

University Processes (KSA)

KSA is an abbreviation for Knowledge, Skills, and Abilities. It is defined as human attributes required to do work.

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Understanding that dual enrollment credit information must be requested and that previous schools do not automatically do this	<input type="radio"/>	<input type="radio"/>		
Understanding how withdrawing from a course will appear on the transcript	<input type="radio"/>	<input type="radio"/>		
Knowledge of what to do after being admitted to MTSU (what the next steps are to avoid problems when first arriving in the fall)	<input type="radio"/>	<input type="radio"/>		
Understanding course repeat options to get a better grade (specific to each college for candidacy)	<input type="radio"/>	<input type="radio"/>		

Financial Aid/Scholarships (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of being able to apply for additional scholarships	<input type="radio"/>	<input type="radio"/>		
Knowledge of the fact that scholarships/financial aid must be accepted online or a student will not receive it	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to apply for additional scholarships	<input type="radio"/>	<input type="radio"/>		
Knowledge of when a student's financial aid refund will be dispersed	<input type="radio"/>	<input type="radio"/>		
Understanding how enrollment status effects financial aid	<input type="radio"/>	<input type="radio"/>		
Understanding guidelines for financial aid, and how to keep it	<input type="radio"/>	<input type="radio"/>		
Understanding when the process of accepting financial aid/scholarship is fully complete	<input type="radio"/>	<input type="radio"/>		

Administrative Processes (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Understanding when the process of paying tuition and fees bill is fully complete	<input type="radio"/>	<input type="radio"/>		
Understanding when a class has been completely added, dropped, or withdrawn	<input type="radio"/>	<input type="radio"/>		
Understanding the avenues to pay various fines	<input type="radio"/>	<input type="radio"/>		
Knowledge of when an account hold is properly resolved	<input type="radio"/>	<input type="radio"/>		
Knowledge of what happens when a deadline passes, and next steps to resolve issue	<input type="radio"/>	<input type="radio"/>		
Understanding when the confirming enrollment process is fully complete	<input type="radio"/>	<input type="radio"/>		

Electronic Navigation (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Understanding and navigating the interface of course registration in Pipeline	<input type="radio"/>	<input type="radio"/>		
Knowledge of what each tab in Pipeline does (student tab, employee tab, etc.)	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to find the contact information of a specific professor(s)	<input type="radio"/>	<input type="radio"/>		
Knowledge of where to find fee information including payment options	<input type="radio"/>	<input type="radio"/>		
Knowledge of where to find department contact information	<input type="radio"/>	<input type="radio"/>		
Knowledge of where and how to find various deadline information	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to find the contact information of a student's specific academic advisor or academic counselor	<input type="radio"/>	<input type="radio"/>		
Knowledge of what information can be found, and where it can be found, on the MTSU website	<input type="radio"/>	<input type="radio"/>		
How to access RODP classes	<input type="radio"/>	<input type="radio"/>		

Physical Navigation (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of which buildings an MTSU ID card provides access too	<input type="radio"/>	<input type="radio"/>		
Knowledge of parking system (where and when you can park with which color pass)	<input type="radio"/>	<input type="radio"/>		
Understanding layout of campus (areas, direction of campus, surrounding areas)	<input type="radio"/>	<input type="radio"/>		
Knowledge of where classrooms are inside of their buildings	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to utilize and navigate a campus map	<input type="radio"/>	<input type="radio"/>		
Knowledge of where a specific department and advisor(s) are located on campus	<input type="radio"/>	<input type="radio"/>		
Knowledge of where various important buildings are on campus	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to properly use the campus bus system (which ones are for on or off campus travel)	<input type="radio"/>	<input type="radio"/>		
Understanding the campus bus schedule and maps	<input type="radio"/>	<input type="radio"/>		
Understanding how to find and navigate around campus construction	<input type="radio"/>	<input type="radio"/>		

Special Processes/Programs (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Slightly not important, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Once a year, 2=Once a semester, 3=Once a month, 4= Once a week, 5= Daily or more than one time a week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of the ALERT system (midterm academic report, and will receive contact from advisors)	<input type="radio"/>	<input type="radio"/>		
Understanding the Partners In Education (PIE) program and form (grants parents the ability to have access to information and make decisions for the student)	<input type="radio"/>	<input type="radio"/>		
Understanding FAFSA guidelines	<input type="radio"/>	<input type="radio"/>		
Understanding the College Level Education Program (CLEP) (testing to get credit for a course)	<input type="radio"/>	<input type="radio"/>		

Student Independence (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Use professional and courteous language in communications with university personnel	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to prepare for meetings-with advisors, professors, etc.- to resolve issues	<input type="radio"/>	<input type="radio"/>		
Understanding professors preferences may have on how to best contact them, submit assignments, etc.	<input type="radio"/>	<input type="radio"/>		
Understanding consequences of missing an appointment, missing a class, and other various actions	<input type="radio"/>	<input type="radio"/>		
Understanding how much independence there is once you enter college, and being held accountable for course work	<input type="radio"/>	<input type="radio"/>		

Textbooks (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of how to rent textbooks from the MTSU bookstore	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to look up required course textbooks online	<input type="radio"/>	<input type="radio"/>		
Knowledge of when to buy textbooks (before class or after it starts)	<input type="radio"/>	<input type="radio"/>		
Knowledge of MTSU book store vouchers	<input type="radio"/>	<input type="radio"/>		
Knowledge of where to find textbook and course materials	<input type="radio"/>	<input type="radio"/>		

Academic Calendar/ University Communication (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Understanding what weather/other emergency closures and delays mean for the university	<input type="radio"/>	<input type="radio"/>		
Knowing that important information is sent through campus e-mail	<input type="radio"/>	<input type="radio"/>		
Understanding the lifecycle of an academic year in college (semesters, various holiday breaks, when you can and cannot be in dorms, etc.)	<input type="radio"/>	<input type="radio"/>		
Knowledge of MTSU communication methods (MT alert system, Twitter, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>		

Degree Requirements (KSA)

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
What an academic major advisor can do (E.g. Remove a hold)	<input type="radio"/>	<input type="radio"/>		
Knowledge of who a student's academic major advisor and/or academic counselor is	<input type="radio"/>	<input type="radio"/>		
Knowledge of requirements of a student's specific major(s)/program	<input type="radio"/>	<input type="radio"/>		
Knowledge of requirements of a student's specific minor(s)	<input type="radio"/>	<input type="radio"/>		
Knowledge of what general education requirements are and how they are fulfilled	<input type="radio"/>	<input type="radio"/>		
Ability to set a graduation plan, and follow through with this plan as coursework progresses	<input type="radio"/>	<input type="radio"/>		
Knowledge of what pre-requisite courses are, and what has to be done before upper-level courses can be taken	<input type="radio"/>	<input type="radio"/>		
Ability to create a functioning schedule that does not have time ore requirement conflicts	<input type="radio"/>	<input type="radio"/>		
Knowledge of the fee differences between MTSU online classes and RODP classes	<input type="radio"/>	<input type="radio"/>		

University Resources

For each row, please state whether possessing the KSA is necessary for freshmen to be able to function as an MTSU student.

For each row, please rate how important you feel is for MTSU freshmen to possess this KSA. 1=Not important at all, 2= Of little importance, 3=Neutral, 4= Slightly important, 5= Very important.

For each row, please rate the frequency of which you feel this KSA is used. 1=Never, 2= Once or Twice Ever, 3=A Couple to a Few Times a Year, 4= A Couple to a Few Times a Month, 5= At Least Once a Week.

	Is it necessary for freshmen to possess this KSA?		Importance	Frequency of task
	YES	NO	Rate on a scale from 1 to 5	Rate on a scale from 1 to 5
Knowledge of the locations of accessible technology labs	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to enter the Campus Recreation Center (i.e., successfully using the ID and hand system)	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to sign up for text/e-mail alerts	<input type="radio"/>	<input type="radio"/>		
Knowledge of the various meal plan options and the costs/benefits of each	<input type="radio"/>	<input type="radio"/>		
Knowledge of HRL processes such as move-in and move-out procedures	<input type="radio"/>	<input type="radio"/>		
Knowledge of hours of operations for various buildings, dining halls, and departments on campus	<input type="radio"/>	<input type="radio"/>		
Knowledge of what is on, and how to use, the MTSU smartphone app	<input type="radio"/>	<input type="radio"/>		
Knowledge of how to get books from the library	<input type="radio"/>	<input type="radio"/>		
Knowledge about school health insurance availability and options	<input type="radio"/>	<input type="radio"/>		
Knowledge of what specialized resources a specific department and/or college provides and how to use them (e.g., labs)	<input type="radio"/>	<input type="radio"/>		
Knowledge of the various free resources that student fees pay for (e.g., writing lab, math lab, meeting rooms in the library, etc.)	<input type="radio"/>	<input type="radio"/>		
Understand what Disability Support Services does	<input type="radio"/>	<input type="radio"/>		
Understandings that the post office is fully functional, and on-campus residents have an individual box	<input type="radio"/>	<input type="radio"/>		

Knowledge of what the MTSU ID can do (e.g., off-campus discounts, athletic event, etc.	<input type="radio"/>	<input type="radio"/>		
--	-----------------------	-----------------------	--	--

In your opinion, what are the 2-3 largest skill gaps of MTSU Freshmen?

Whether you have knowledge on if CUSTOMS has it or not, are there any training components you would add to the CUSTOMS program to help fill in any existing skill gaps?

Are there any last comments you have regarding the administrative and organizational navigation tasks and knowledge, skills, and abilities that are required of MTSU freshmen, or the training they receive?

**Appendix I: Recruiting and Follow-Up E-Mail for Academic Advisor and
CUSTOMS SOAs Focus Groups**

Recruiting:

Hello,

My name is Matt Sikorski and I am a rising second year Masters Candidate in the Industrial/ Organizational Psychology program here at Middle Tennessee State University (MTSU).

I am reaching out to you for your potential participation in a single one-hour focus group. This focus group will be used to support my thesis research, which is a two component study assessing a topic very close to your job here at MTSU.

The first component is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen to adequately function as an MTSU student. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are.

The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

You are being contacted because we view you as having expertise in what is expected and required of first semester, first year freshmen at MTSU because of your position as an academic advisor who advises freshmen students [a CUSTOMS Student Orientation Assistant who has assisted in running the CUSTOMS program].

After the focus group, a survey will be created and sent out to all academic advisors who advise freshmen [all CUSTOMS SOAs who are involved in the CUSTOMS program] to gain more quantifiable data for the assessment.

Your expertise is the critical piece of this assessment. The results of this study could lead to a proposed training component for the CUSTOMS program, which could help better prepare freshmen for success in their first year at MTSU.

Once again, your participation and expertise is crucial for this assessment to be successful, and can help make an impact on improving the transition of future Blue Raider freshmen to MTSU. We hope to see you at the focus group on [Insert day, date, time, and location].

Please RSVP to this e-mail if you are willing and able to participate at the above date and time.

If you have any questions about the study, please feel free to contact me at ms6c@mtmail.mtsu.edu, or my thesis advisor Dr. Michael Hein at Michael.Hein@mtsu.edu. Your participation is greatly appreciated, thank you.

Matthew Sikorski

Follow-Up:

Hello,

My name is Matt Sikorski and I am a rising second year Masters Candidate in the Industrial/ Organizational Psychology program here at Middle Tennessee State University (MTSU).

An e-mail was sent to you on [insert date here] asking for your participation in a focus group on that is taking place on [insert day, date, and time]. This focus group will be used to support my thesis research, which is a two component study.

The first component is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen to adequately function as an MTSU student. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are.

The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

Once again, you are being contacted because we view you as having expertise in what is expected and required of first semester, first year freshmen at MTSU because of your position as an academic advisor who advises freshmen students [a CUSTOMS Student Orientation Assistant who has assisted in running the CUSTOMS program].

Your expertise is the critical piece of this assessment. The results of this study could lead to a proposed training component for the CUSTOMS program, which could help better prepare freshmen for success in their first year at MTSU.

We hope to see you at the focus group on [Insert day, date, time, and location].

Please RSVP to this e-mail if you are willing and able to participate at the above date and time.

If you have any questions about the study, please feel free to contact me at ms6c@mtmail.mtsu.edu, or my thesis advisor Dr. Michael Hein at Michael.Hein@mtsu.edu.

Your participation is greatly appreciated, thank you.

Matthew Sikorski

Appendix J: Focus Group Informed Consent Forms

**Middle Tennessee State University Institutional Review Board
Informed Consent Document for Research**

MTSU
IRB Approved
Date: 8/7/2013

Principal Investigator: Matthew Sikorski

Study Title: NEEDS ASSESSMENT ON THE ADMINISTRATIVE AND ORGANIZATIONAL NAVIGATION TASKS AND KSA'S REQUIRED OF AN MTSU FRESHMEN, AND EVALUATION OF THE RELEVANT TRAINING PROVIDED BY THE MTSU CUSTOMS ORIENTATION PROGRAM

Institution: Middle Tennessee State University

Name of participant: _____ Age: _____

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to ask any questions you may have about this study and the information given below. You will be given an opportunity to ask questions, and your questions will be answered. Also, you will be given a copy of this consent form.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time. In the event new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

For additional information about giving consent or your rights as a participant in this study, please feel free to contact the MTSU Office of Compliance at (615) 494-8918.

1. Purpose of the study:

You are being asked to participate in this research study because you are an academic advisor for MTSU freshmen students. The focus of this study is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen to adequately function as an MTSU student. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are. The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

2. Description of procedures to be followed and approximate duration of the study:

This focus group will be approximately one to one and a half hours in length. It will include detailed discussion on the various administrative and organizational navigation skills required of MTSU freshmen students, the historical and recent gaps in these skills, your opinion on needed training and potential areas of focus. During this time a research assistant will be taking notes of the discussion to ensure that information is not lost; no personal identifying information will be taken.

3. Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:

While no personally identifying information will be collected by the researchers, we cannot fully promise that your identity is completely safe from other participants. The only possible inconvenience from participating is the one hour long time frame of the focus group.

4. Anticipated benefits from this study:

a) The potential benefit to science and humankind that may result from this study is a more comprehensive orientation program proposal that may more adequately prepare incoming MTSU freshmen for college life, as well as filling in any training gaps of the existing program.

b) There are no immediate potential benefits to you from this study except the potential of an improved CUSTOMS program that may prevent future skill gaps for the freshmen you advise.

5. Circumstances under which the Principal Investigator may withdraw you from study participation:

If you are not an academic advisor of freshmen students enrolled at Middle Tennessee State University.

6. **What happens if you choose to withdraw from study participation:**
Nothing will happen to you or the study as no identifying information is taken.
7. **Contact Information.** If you should have any questions about this research study or possible injury, please feel free to contact Matthew Sikorski at 410-596-7822 or ms6c@mtmail.mtsu.edu, or my Faculty Advisor Dr. Michael Hein at 615-898-2127 or Michael.Hein@mtsu.edu.
8. **Confidentiality.** All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, if you or someone else is in danger or if we are required to do so by law.
9. **STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY**
I have read this informed consent document and the material contained in it has been explained to me verbally. I understand each part of the document, all my questions have been answered, and I freely and voluntarily choose to participate in this study.

Date

Signature of patient/volunteer

Consent obtained by:

Date

Signature

Printed Name and Title

**Middle Tennessee State University Institutional Review Board
Informed Consent Document for Research**

MTSU
IRB Approved
Date: 8/7/2013

Principal Investigator: Matthew Sikorski

Study Title: NEEDS ASSESSMENT ON THE ADMINISTRATIVE AND ORGANIZATIONAL NAVIGATION TASKS AND KSA'S REQUIRED OF AN MTSU FRESHMEN, AND EVALUATION OF THE RELEVANT TRAINING PROVIDED BY THE MTSU CUSTOMS ORIENTATION PROGRAM

Institution: Middle Tennessee State University

Name of participant: _____ Age: _____

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to ask any questions you may have about this study and the information given below. You will be given an opportunity to ask questions, and your questions will be answered. Also, you will be given a copy of this consent form.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time. In the event new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

For additional information about giving consent or your rights as a participant in this study, please feel free to contact the MTSU Office of Compliance at (615) 494-8918.

1. Purpose of the study:

You are being asked to participate in this research study because you are a Student Orientation Assistant for the CUSTOMS orientation program at Middle Tennessee State University (MTSU). The focus of this study is a needs assessment on the administrative and organizational navigation tasks and various knowledge, skills, and abilities that are required of MTSU freshmen to adequately function as an MTSU student. It also looks at how well freshmen can accomplish these tasks, and how well developed their knowledge, skills, and abilities are. The second component is a program evaluation on how adequate the CUSTOMS orientation program trains incoming freshmen on these administrative and organizational navigation tasks and various knowledge, skills, and abilities.

2. Description of procedures to be followed and approximate duration of the study:

This focus group will be approximately one hour to one hour and 15 minutes in length. It will include detailed discussion on the various administrative and organizational navigation skills required of MTSU freshmen students; any problems, concerns, or issues that exist about needing more training in particular areas, as well as suggestions for potential areas of focus. During this time a research assistant will be taking notes of the discussion to ensure that information is not lost; no personal identifying information will be taken.

3. Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:

While no personally identifying information will be collected by the researchers, we cannot fully promise that your identity is completely safe from other participants. The only possible inconvenience from participating is the one hour long time frame of the focus group.

4. Anticipated benefits from this study:

a) The potential benefit to science and humankind that may result from this study is a more comprehensive orientation program proposal that may more adequately prepare incoming MTSU freshmen for college life, as well as filling in any training gaps of the existing program.

b) There are no immediate potential benefits to you from this study.

5. Circumstances under which the Principal Investigator may withdraw you from study participation:

If you are not, or never were, a Student Orientation Assistant who helped conduct the MTSU CUSTOMS orientation program.

6. **What happens if you choose to withdraw from study participation:**
Nothing will happen to you or the study as no identifying information is taken.
7. **Contact Information.** If you should have any questions about this research study or possible injury, please feel free to contact Matthew Sikorski at 410-596-7822 or ms6c@mtmail.mtsu.edu, or my Faculty Advisor Dr. Michael Hein at 615-898-2127 or Michael.Hein@mtsu.edu
8. **Confidentiality.** All efforts, within reason, will be made to keep the personal information in your research record private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, if you or someone else is in danger or if we are required to do so by law.
9. **STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY**
I have read this informed consent document and the material contained in it has been explained to me verbally. I understand each part of the document, all my questions have been answered, and I freely and voluntarily choose to participate in this study.

Date

Signature of patient/volunteer

Consent obtained by:

Date

Signature

Printed Name and Title

Appendix K: Freshmen Survey Test A and Test B

Test A**Demographics****Please choose the current semester:**

- Fall 2013
- Spring 2014

Please choose your current age:

- 18
- 19
- 20
- 21
- 22+

Please choose the option that best represents you:

- First year freshman without any prior college experience
- First year freshman with some prior college experience (i.e. you took some college courses in high school)
- Freshman student by credits who has been to college before (i.e. transfer student, left and came back) (0-29 credit hours)
- Sophomore (30-59 credit hours)
- Junior (60-89 credit hours)
- Senior (90+ credit hours)
- Other

Did you attend a CUSTOMS Orientation session?

- Yes
- No

What is your Major?

- Insert Major option

*Notes: **The ----- lines signal a break between question clusters on Qualtrics.**

Please choose the option that most correctly answers each question.

D2L is the online tool where you can:

- A. Make tuition and fee payments
- B. Find materials for a course you are in such as the syllabus, and PowerPoint slides posted by the professor
- C. Appeal a parking ticket you received
- D. Reserve a group room in the library

D2L can be used to:

- A. Take online quizzes for a course
- B. Change financial aid information
- C. Submit papers and assignments for a course to the course specific 'Dropbox' feature
- D. A and C
- E. Only A

If it is time for you to register for a class but the online system will not let you register, your first step should be:

- A. Accept that you are not allowed to register for the course
- B. Check Pipeline to see if you have a hold on your account
- C. Contact the Information Technology Division (ITD) to see if something is wrong with the system
- D. None of the above

MTSU will automatically send important information and communications to your MTSU e-mail address, not your personal e-mail address.

- A. True
- B. False

When replying or composing an e-mail to a professor or advisor, it is important to do the following:


- A. Make a subject line with the purpose of the e-mail
- B. Address the person by their appropriate title (Dr., Mrs., Mr., etc.)
- C. Avoid using slang or abbreviations (i.e., lol, u, etc.)
- D. Give your name in the e-mail
- E. All of these are important to do when writing an e-mail

Your MTSU Student ID card can get you into general/open on-campus computer labs and student centers, as well as specific buildings and areas such as your residence hall or an area specific to your major.

- A. True
- B. False

Please choose the best option that matches the information in the picture provided:

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	1:00 pm - 2:25 pm	TR	JONES HALL 234	Aug 24, 2013 - Dec 12, 2013	Lecture	Judith L Van Hein (P) 

- A. This course is once a week on Thursdays.
- B. This course is for the Spring semester
- C. This course is held twice a week
- D. This is an online course

 Please choose the option that most correctly answers each question.

I would be able to find the information I needed to register for a course in my course catalog.

- A. True
- B. False

The following three names represent an MTSU student's 8-digit student ID number: M#, MTSU ID#, and Banner#.

- A. True, all of these names mean the same thing
- B. False, these names do not mean the same thing

You can find your assigned time to register for your next semester's classes by:

- A. It will be sent through the MTSU e-mail system
- B. Log on to Pipeline and go to the "Registration and Schedule" tab
- C. Anyone can register after the second month of the semester
- D. None of the above
- E. Not applicable/Not experienced

You will always be able to add a class to your schedule after the add/drop deadline passes as long as you have an override permission number from the professor.

- A. True
- B. False

What are your options if the course-withdraw deadline passes?

- A. You will have to finish the course and receive a grade
- B. You can still withdraw from the course if the deadline passes
- C. Receive a W as a grade for the course
- D. None of the above

The most direct way to find out where a department is located on campus is to search for it using the A to Z index on the MTSU website.

- A. True
- B. False

Please choose the option that most correctly answers each question.

Missing an appointment with an advisor:

- A. Is not a big deal, it doesn't matter if you miss an appointment, you can reschedule
- B. Has varying consequences based on who the advisor is
- C. Will not affect your grade or standing as a student
- D. None of the above

The requirements for which courses you have to take, and when to take them, depend on what your major program is.

- A. True
- B. False
- C. Not applicable/Not experienced

To fulfill your General Education Requirements you:

- A. Need to take at least the stated required amount of credit hours in each section (i.e. History, English).
- B. Need to get a total of 60 credit hours, regardless how many are in each section
- C. Don't need to complete the general education requirements because of my major
- D. None of the above

In order to graduate from MTSU, a student:

- A. Must complete a minimum amount of both upper and lower level courses
- B. Complete more upper-level courses than lower-level courses
- C. Complete an intent to graduate form with their major department their senior year
- D. Complete a minimum of 120 credit hours with at least a 2.0 GPA
- E. Only A, C, and D
- F. Only B, C and D

When creating a schedule for the next semester it is important to keep in mind:

- A. If any of the courses you need or want to take have pre-requisites
- B. The location and distance between back to back classes
- C. The course set-up (online or in classrooms, the length of the class and how often it meets) to make sure you would be successful
- D. All of the above
- E. None of the above
- F. Not applicable/Not experienced

Students can use the computers and printing on campus at:

- A. Only computers in Walker Library
- B. Computers at the KOM and Student Union Buildings and the Library
- C. The Business and Aerospace Building (BAS) as long as you are a business student
- D. All of these are computer labs are available for any MTSU student to use
- E. Not applicable/Not experienced

The hours of operation for the Student Union, Campus Recreation building, Dining Halls, and Library:

- A. Are all the same to make it easier to remember
 - B. Vary depending on if it is a weekday or weekend
 - C. Don't change during holidays and breaks
 - D. All of the above
 - E. None of the above
-

Please choose the option that most correctly answers each question.

If your MTSU BlueID card is lost or stolen, you replace it by:

- A. Reporting that it is lost or stolen to the BlueID office and get a new one in the James Union Building
- B. Paying \$20 to the Registrar's office
- C. Going to the help desk at the Student Union and tell them you need a new card
- D. Telling your advisor you need a new one and they will mail it to you
- E. Not applicable/Not experienced

An appropriate situation to set up a meeting with your academic advisor would be:

- A. To discuss your planned schedule for the next semester
- B. To discuss if you are on track with your degree plan
- C. To get an academic hold removed from your account
- D. All of the above

To request more financial aid once a semester has already begun:

- A. Once you accept your financial aid in the beginning of the semester it cannot be changed
- B. You can request more financial aid by completing a Federal Direct Student Loan Request Sheet and handing it into the Financial Aid Office page
- C. You can request more financial aid by going to the Financial Aid tab on Pipeline, and clicking “Request More Aid”
- D. Send an e-mail to financialaid@mtsu.edu with your MTSU ID# and how much more you are requesting.
- E. Not applicable/Not experienced

To find out the required textbooks and course materials for a course, you can:

- A. Look at the course syllabus
- B. Search by the course number and section number on the Phillips Bookstore website
- C. Download the course materials list from the “Student Account” Tab in Pipeline
- D. Only A and B
- E. Only C

Please match each department with its appropriate description:

Registrar’s Office- Deals with official student records, graduation information, transcripts, important dates/deadlines, and major/minor changes

Bursars Office-Deals with all financial information including paying tuition and fees, tax information, direct deposit, Raider fund\$, and student loan payments.

Housing and Residential Life- Deals with all on-campus living issues including, room and roommate issues, living learning communities, and applications to live on-campus.

New Student and Family Programs- Deals with the MTSU Welcome Week, Family Weekend, CUSTOMS, The Parents Association, and the Distinguished Lecture Fund.

Information Technology Division- Deals with issues and needs including the MTSU e-mail account, D2L , Pipeline, MTSU phone service, and other electronic needs.

Please check all of the answers that apply to each question:

Personal Information **Student** Financial Aid Employee

Search [RETURN TO MENU](#) [SITE MAP](#) [HELP](#)

Student Services

To facilitate viewing in RaiderNet, we suggest adjusting your screen resolution. Go to Display Properties/Settings/ and set Screen Resolution to 1280 x 1024.

[Admissions](#)

[Student Account](#)

[Registration](#)

[Student Records](#)

Which of the following can be done using the Registration tab?

- Check final course grades
 - Look at the course catalog
 - Access scholarship and financial aid information
 - Look at any holds on your account
 - Accept financial aid
 - Pay tuition and fees bill
 - Register for classes for following semester
 - Search for classes
 - Add/drop classes during the semester
 - Withdraw from classes
 - Find academic major advisor contact information
 - Check registration status and related information
 - Change personal information such as address and phone number
 - Find out deadlines such as final exam dates, and add/drop and withdraw dates
 - Obtain class schedule
 - Confirm enrollment
 - Get enrollment verification
 - Add change major and/or minor
 - Look at your unofficial transcript
 - Look at your degree progress
-

Please choose the option that most correctly answers each question.

Which department do you contact if you are having issues with your MTSU e-mail account?

- A. Information Technology Division
- B. Bursars office
- C. Registrar's office
- D. Library Technology Desk

Which of the following options is NOT a way you can obtain a course catalog?

- A. Through the "Student Records" tab on Pipeline
- B. Through the "University Resources" tab on the D2L homepage
- C. Through the MTSU website catalog.mtsu.edu
- D. All of these are ways to obtain a course catalog

What happens to the tuition and fee amounts that you owe if you drop a course?

- A. Nothing, you still owe the same amount of money
- B. You will be refunded the full amount of the course
- C. You will only be charged a percentage of the course cost depending on when you dropped the course early in the semester
- D. You can put the cost of the course towards the next semester bill

You must tell the bursars office if you are going to apply for external scholarships.

- A. True
- B. False

How can enrollment status in classes affect financial aid?

- A. If you drop below a full time student status you could permanently lose some of your financial aid (such as the lottery scholarship)
- B. If you are not registered for a certain number of courses for your declared major by the spring of your second year you could lose aid
- C. Being a full-time student could disqualify you from receiving aid
- D. You can only receive financial aid if no more than 25% of your classes are on-line courses

The Directory link on the MTSU homepage can be used to:

- A. Find names and e-mail addresses of MTSU students, faculty and staff members
 - B. Search for department contact information
 - C. Find the contact information of businesses close to campus
 - D. Look at the various Directors of each department
-

Please choose the option that most correctly answers each question.

Please match each topic with the relevant department that is in charge of dealing with that topic.

- Registrar- Add/Drop deadlines, Withdraw deadlines
- Bursars-Fee payment deadlines, payment information

There is an Academic Alert system where an advisor may report/contact a student during the semester if they are continuously missing class, missing assignments, and/or have an F in a class.

- A. True
- B. False

Which of the following is an appropriate way to utilize your academic advisor when you need advice?

- A. Walk into their office when you have time between classes
- B. Send them an e-mail with a list of questions and/or concerns you have and/or ask to set up a meeting with times you are available
- C. Send them a text message with your questions
- D. Send them an e-mail demanding that you need to meet

What happens if you do not return a rental textbook to the bookstore by its due date?

- A. You are charged a late fee for each day that it is late
- B. You are charged a non-return fee and processing fee and you then own the book
- C. There is a hold on your account until it is returned
- D. Not applicable/Not experienced

It is mandatory to meet with an advisor to register for classes:

- A. Before every new semester
- B. Once every Fall semester
- C. When you declare a minor
- D. If you have less than 30 credits completed

If an announcement is made at 10am that classes will be cancelled starting at 2:00pm due to inclement weather:

- A. Classes that occur from 1:00pm-2:00pm will be cancelled
- B. All sports activities and other programs will still be running throughout the day
- C. Classes that start at 2:30pm or later will be cancelled
- D. A test that was scheduled for 2:00pm must still be taken.

Which of the following statements is TRUE regarding the MTSU Alert4U system?

- A. It is an emergency broadcast system through voice and text messages that every student is automatically signed up for.
- B. It is an emergency broadcast system through voice and text messages that a student has to sign up for on their own
- C. There is a fee of \$5 a year to receive the emergency messages through the system.
- D. People who do not attend or have a child who attends MTSU cannot sign up for emergency alerts

Please choose the option that most correctly answers each question.

Which of the following statements is TRUE regarding cancelling an on-campus housing agreement?

- A. On-campus housing agreements can be canceled at any time; however, the housing deposit will not be paid back
- B. On-campus housing agreements cannot be cancelled once you move in. They are for the full academic year.
- C. On-campus housing agreements cancellations are extremely limited and accepted only under very specific exceptions.
- D. On-campus housing agreements can only be cancelled at the end of the fall semester, or two weeks before the start of the spring semester.
- E. Not applicable/Not experienced

MTSU has a mobile smartphone app. True or false, you can check your find your schedule, look up buildings, and check your grades on D2L directly through the app.

- A. True
- B. False
- C. Not applicable/ not experienced

Which of the following statements is NOT true?

- A. Black and white printing is free at multiple locations on campus
- B. There are writing and math labs that any student can go to for help with school work
- C. There are meeting rooms in the library that can be reserved for groups
- D. You have to pay to rent technology such as laptops, and calculators from the Library Technology Desk

The on-campus post office in the KUC:

- A. Can only send or receive letters
- B. Cannot send or receive letters and small packages
- C. Can only be used if you are 18 or older
- D. Is a fully functioning post office that anyone can use

Test B**Demographics****Please choose the current semester:**

- Fall 2013
- Spring 2014

Please choose your current age:

- 18
- 19
- 20
- 21
- 22+

Please choose the option that best represents you:

- First year freshman without any prior college experience
- First year freshman with some prior college experience (i.e. you took some college courses in high school)
- Freshman student by credits who has been to college before (i.e. transfer student, left and came back) (0-29 credit hours)
- Sophomore (30-59 credit hours)
- Junior (60-89 credit hours)
- Senior (90+ credit hours)
- Other

Did you attend a CUSTOMS Orientation session?

- Yes
- No

What is your Major:

- Insert Major options

*Notes: **The ----- lines signal a break between question clusters on Qualtrics.**

Please choose the option that most correctly answers each question.

Professors have the ability to post any grades you receive in their course onto the course D2L page.

- A. True
- B. False

You would utilize the Pipeline online portal if you wanted to:

- A. Accept or change financial aid and scholarship information
- B. Check for a hold on your account
- C. Register for a class
- D. All of the above
- E. None of the above

Any financial aid you receive, including scholarships or loans:

- A. Is automatically added to your account. You do not have to do anything once you are told you are receiving money.
- B. Must be accepted through the Pipeline system.
- C. Cannot be changed after the semester starts.
- D. None of the above.

It is important to check your MTSU e-mail at least once a day for information that may be sent from the school or professors.

- A. True
- B. False

The login information for your MTSU e-mail is the same as the login information for your Pipeline account.

- A. True
- B. False

A student can park:

- A. In any parking lot throughout the day as long there is an open spot
- B. Only a lot that matches their specific pass color regardless of when it is
- C. In their specific pass color parking lot throughout the day until after 6:30pm when parking lots open up to other colors
- D. In any green pass or residence hall parking lots
- E. Not applicable/Not experienced

To be considered a full-time student, you have to be enrolled in at least:

- A. 12 credit hours for the first two months of the semester
 - B. 15 credit hours for the entire semester
 - C. 15 credit hours for the first two months of the semester
 - D. 12 credit hours for the entire semester
-

Please choose the option that most correctly answers each question.

The Course Registration Number (CRN) of a course can provide what type of information?

- A. The Course location
- B. The days and times the course meets
- C. The Professors name and e-mail
- D. If it meets on-campus or is an online course
- E. All of the above
- F. None of the above

The syllabus for a course will provide the following information:

- A. Professors contact information, including e-mail address, and office hours and location
- B. Tentative schedule for the class including exam schedule, topics that should be covered throughout the course, and project due dates
- C. Required course materials including textbooks, and any equipment needed
- D. Grading system for the course
- E. All of the above

If a tuition and fees bill is NOT paid by the time the deadline passes, you can still attend classes as long as the bill is paid within the first month of the semester.

- A. True
- B. False

If you drop a class BEFORE the add/drop deadline, the course will not show up on your transcript.

- A. True
- B. False

If you withdraw from a course before the withdraw deadline:

- A. You will have to finish the course and receive a grade
- B. Receive an F for the course
- C. Receive a W as a grade for the course, which does not affect your GPA
- D. Receive a W as a grade for the course, which does affect your GPA
- E. None of the above

To register for a course, you can do the following:

- A. Go to the Add/Drop tab, type in the Course Registration Number (CRN), click submit
- B. Type in the course section number on D2L, click register
- C. “Look Up” the course on Pipeline, click register on the course information page
- D. A and C
- E. All of the above
- F. Not applicable/Not experienced

An appropriate option to find the location of a course is to:

- A. Check the “Course Information” tab on Pipeline
- B. B. Check Department website of the course
- C. Go to the “Detailed Schedule” tab on Pipeline
- D. A and B
- E. Only C

 Please choose the option that most correctly answers each question.

The campus bus system:

- A. Has one giant route that hits all of the stops on and off campus
- B. Can be used for a small fee paid in the beginning of the semester to parking services
- C. Runs 24/7
- D. Has several different routes separated by color
- E. Not applicable/Not experienced

If you do not complete assignments or papers in a course because you forgot they were due:

- A. Professors will always allow you to redo them and hand them in later
- B. You will automatically get a zero for that assignment
- C. It is expected that use your syllabus to keep track of assignment due dates

D. Professors send out e-mails to remind the class before every assignment is coming up

If a class has a pre-requisite course it is ok to take the courses in the same semester

- A. True
- B. False

Setting a graduation plan can:

- A. Helps ensure that all pre-requisite courses are taken at the right times
- B. Help ensure that the all required courses are taken
- C. Help ensure that you have enough credit hours to graduate
- D. All of the above
- E. None of the above

When creating a schedule, it is ok if back to back classes have overlap in the last 15 minutes (the first class ends at 3:15 and the second one starts at 3:00) as long as the first class is at least 3 hours long:

- A. True
- B. False

MTSU will communicate information about delays, closings, or other important information through:

- A. The MTSU website homepage
- B. Social media such as the MTSU Facebook page, Twitter account, etc.
- C. The MT alert system
- D. All of the above

In order to enter and use the Campus Recreation building a student must:

- A. Swipe their ID card at the gate
 - B. Sign into the sign-in sheet at the front desk each time
 - C. Set up the hand verification hold for their ID number when they first get their MTSU ID card
 - D. Walk in to the building, you don't have to do anything special to enter Campus Recreation
 - E. Not applicable/Not experienced
-

Please choose the option that most correctly answers each question.

Which of these cannot be done with your MTSU BlueID card?

- A. Access athletic events and other student programming
- B. Use student meal plans
- C. Get into labs available specific to your major
- D. Get discounts at off-campus businesses in the Murfreesboro area
- E. All of these can be done with your MTSU BlueID card

A green parking permit registered in your name:

- A. Can be used by anyone else as long as they are an MTSU student
- B. Must have your car's license plate registered through Pipeline
- C. Doesn't need to be displayed on your rearview mirror as long as it is in the car
- D. All of the above
- E. None of the above

Which of the following is true when it comes to fines you can receive on-campus (I.e. parking, library, campus rec)?

- A. It is ok to wait to pay your fines as long as you do it before you apply for graduation
- B. If you do not pay your fines before the end of the semester it could affect your class schedule for the next semester
- C. You pay all of your fines from the same tab on Pipeline
- D. Not paying fines you receive will not affect your ability to graduate

Which of the following is NOT true when it comes to holds on your student account?

- A. Your academic advisor only had the ability to remove academic related holds
- B. Holds on your account can stop you from registering for classes for the next semester
- C. As long as a hold on your account is resolved before you graduate you don't have to worry about it
- D. Holds can be caused due to unpaid fines, unpaid tuition or fees, and/or missing pre-requisite requirements.

Student Services

To facilitate viewing in RaiderNet, we suggest adjusting your screen resolution. Go to Display Properties/Settings/ and set Screen Resolution to 1280 x 1024.

[Admissions](#)

[Student Account](#)

[Registration](#)

[Student Records](#)

Which of the following can be done using the Student Account tab? Please check all of the answers that apply.

- Check final course grades
- Look at the course catalog
- Access scholarship and financial aid information
- Look at any holds on your account
- Accept financial aid
- Pay tuition and fees bill
- Register for classes for following semester
- Search for classes
- Add/drop classes during the semester
- Withdraw from classes
- Find academic major advisor contact information
- Check registration status and related information
- Change personal information such as address and phone number
- Find out deadlines such as final exam dates, and add/drop and withdraw dates
- Obtain class schedule
- Confirm enrollment
- Get enrollment verification
- Add change major and/or minor
- Look at your unofficial transcript
- Look at your degree progress

Which of the following can be done using the Student Records tab?

- Check final course grades
- Look at the course catalog
- Access scholarship and financial aid information
- Look at any holds on your account
- Accept financial aid
- Pay tuition and fees bill
- Register for classes for following semester
- Search for classes
- Add/drop classes during the semester
- Withdraw from classes
- Find academic major advisor contact information
- Check registration status and related information
- Change personal information such as address and phone number
- Find out deadlines such as final exam dates, and add/drop and withdraw dates
- Obtain class schedule
- Confirm enrollment
- Get enrollment verification
- Add change major and/or minor
- Look at your unofficial transcript
- Look at your degree progress

Please choose the option that most correctly answers each question.

The most complete place to find the contact information for an on-campus department is:

- A. D2L
- B. MTSU A to Z Index
- C. Pipeline
- D. The MTSU Smartphone App

When a course is said to be worth three credit hours that generally means it collectively meets for three hours each week.

- A. True
- B. False

Please match each abbreviation with its correct full name.

- R= Thursday (on a class schedule)
- H=Honors course
- D=Distance Learning course
- DSS= Disabled Student Services
- ITD= Information Technology Division
- ADV= Advising

Which of the following statements is true regarding repeating a course to get a better grade?

- A. The last grade earned will stand, even if it is an F and you had previously received a better grade in the same course
- B. Getting a better grade will improve your GPA by erasing the bad grade from your transcript
- C. A course can be repeated as many times as needed
- D. You will never need special permission from the dean of your college to repeat a course

A financial aid refund will occur when the total amount of your payments, loans, and scholarships exceeds the amount due. When is the earliest you can receive your financial aid refund?

- A. Six weeks after your tuition and fees bill is due
- B. After the first week of classes
- C. Ten business days after you request the refund
- D. Not applicable/Not experienced

What factor(s) could lead to you losing your financial aid?

- A. Dropping from full-time to part-time status
- B. Getting below a certain GPA requirement
- C. Missing too many classes in a course
- D. All of the above
- E. None of the above

Please choose the option that most correctly answers each question.

Which of the following is NOT an option to pay for your tuition and fees bill?

- A. By check through the mail
- B. With cash in person at the Bursars office

- C. With a credit or debit card online
- D. These are all options that you can use to pay your tuition and fees bill

The MTSU campus map:

- A. Is broken down into vertical/horizontal squares to make it easier to use the building key
- B. Does not show long-term construction projects on it
- C. Only shows road names for roads on-campus not surrounding
- D. Not applicable/no experience

The Free Application for Federal Student Aid (FAFSA):

- A. Is optional to complete to receive federal aid such as loans and grants
- B. Must be completed to be able to receive private scholarships
- C. Must be completed to receive federal aid such as loans and grants
- D. Can be completed at any time to receive federal aid

All professors at MTSU follow the same exact system of the best way to contact them, submit assignments, grading system, and attendance policy.

- A. True
- B. False

Once you buy a textbook from the book store and you need to return it because you dropped or changed classes:

- A. You have until a certain time to return it to get a full refund (normally a week after classes start)
- B. You cannot return textbooks that you buy from the book store
- C. Once you buy a textbook you can only sell it back, you cannot get a refund
- D. Not applicable/Not experienced

If classes are delayed until 10am due to inclement weather:

- A. Students will not be expected to go to class if it starts at 10am or earlier
- B. Students will be expected to go to class if it starts at 10am or later
- C. Students will be expected to go to class if it starts at 8am or later
- D. Students will not be expected to go to class if it starts at 1pm

Which of the following statements is FALSE regarding the life-cycle of an academic year?

- A. The year is broken down into two main semesters
- B. The university is completely closed during both the winter and summer breaks
- C. A student can begin taking classes in either the fall or spring semester
- D. Some courses for different majors may only be available during certain semesters

Please choose the option that most correctly answers each question.

Which of the following statements is FALSE regarding meal plans?

- A. Block meal plans reset each month
- B. Open Access meal plans allow for an unlimited amount of meal swipes at all you can eat dining halls
- C. Meal Equivalencies are the option to exchange a Residential Meal for \$5 to be used at participating restaurants during certain times.
- D. If you live on campus you are required to have a meal plan
- E. Not applicable/ not experienced

You can move in to your residence hall at any time starting the first day Housing and Residential Life opens move-ins.

- A. True
- B. False
- C. Not applicable/Not experienced

Which of the following statements is FALSE about checking out books from the library?

- A. You have to pay a \$5 fee to the Circulation desk each semester to check out books
- B. You can check out up to 50 books at one time
- C. Along with books you can check out laptops and calculators for four to eight hours at a time
- D. If books are turned in late there could be a late fee
- E. Not applicable/Not experienced

Disabled Student Services provides assistance with:

- A. Testing accommodations for those with physical and learning disabilities
- B. Physical accommodations for recreation and exercise
- C. Act as a liaison between the student and various departments
- D. All of the above
- E. Not applicable/Not experienced

**Appendix L: Administrative and Organizational Navigation Task list and KSA list
based on the final Q-Sort Analysis**

Task List

D2L:

- Check course grades in D2L
- Check Course Content such as syllabus, power points, and notes in D2L
- E-mail Professor and class through D2L system
- Check class attendance record in D2L
- Take online quizzes in D2L
- Submit papers and assignments to the course drop box in D2L
- Participate in chat room discussions on D2L (mainly for online classes)
- Participate in discussion boards on D2L for classes
- Check class roster in D2L

Pipeline:

- Check holds on account
- Access scholarship and financial aid information
- Accept financial aid
- Change financial aid information
- Pay tuition and fees bill
- Register for classes for following semester, during registration period
- Search for classes
- Add/Drop classes during the semester
- Withdraw from classes
- Find advisor contact information
- Access, complete, and submit employee timesheet information as needed
- Change personal information such as address and phone number
- Obtain class schedule
- Confirm enrollment

Administrative/Clerical Tasks

- Take placement exams for courses
- Acquire MTSU ID
- Acquire parking pass
- Schedule and attend meeting with advisor as needed to resolve issues
- Pay fines (Library, Parking, Campus Rec)
- Request financial aid change in middle of term through financial aid paperwork
- Sign up for text/e-mail alerts
- Remove account holds
- Acquire required textbooks and course materials

E-Mail
<ul style="list-style-type: none"> • Log into MT mail system • Check/use e-mail regularly • Compose e-mail • Reply to e-mail

Physical and Electronic Navigation Related Tasks
<ul style="list-style-type: none"> • Find Departmental information online or via phone to resolve any issues • Utilize A-Z index on MTSU website to find department and personal contact information • Use MTSU ID card to get into necessary buildings and lab spaces • Navigating the MTSU website to find more information about programs, events, etc. • Use campus bus system • Park in proper parking lot

Knowledge, Skills, and Abilities List

Collegiate Language
<ul style="list-style-type: none"> • Being able to read and understand class schedule including when the course is, its location, and professor's name • Understanding the differences between full and part time status • Knowledge of how to read, understand, and find information in the course catalog • Knowledge of each campus departments name, abbreviation, and what they do • Knowledge of the information that course section numbers can provide (course location, days, time, pre-requisite requirements, etc.) • Understanding that M#, Banner #, and MTSU ID # are the same thing • Knowledge of what a credit hour is • Understanding the information that is found in a syllabus, and how to utilize it • Knowledge of pre-fixes and how they can affect registering for classes (D=Distance learning, I=international, H= Honors, etc.) • Understanding information provided by a semester final exam schedule • Knowledge of abbreviations of terms found throughout the college (such as R=Thursday on course schedule, DSS= Disability Support Services, etc.)

Deadline/Fees

- Knowledge of deadlines for fee payments
- Knowledge of deadlines for add/drop classes
- Knowledge of deadlines for registration
- Knowledge of when class registration periods begin
- Understanding withdrawal dates and the consequences of when they pass
- Knowledge of what types of fines exist (parking, library, campus rec, etc.)
- Understanding fee adjustment periods (the amount refunded will change depending on when a course is dropped or withdrawn from)

University Processes

- Understanding that dual enrollment credit information must be requested and that previous schools do not automatically do this
- Understanding how withdrawing from a course will appear on the transcript
- Knowledge of what to do after being admitted to MTSU (what the next steps are to avoid problems when first arriving in the fall)
- Understanding course repeat options to get a better grade (specific to each college for candidacy)

Financial Aid/ Scholarships

- Knowledge of being able to apply for additional scholarships
- Knowledge of the fact that scholarships/financial aid must be accepted online or a student will not receive it
- Knowledge of how to apply for additional scholarships
- Knowledge of when a student's financial aid refund will be dispersed
- Understanding how enrollment status effects financial aid
- Understanding guidelines for financial aid, and how to keep it
- Understanding when the process of accepting financial aid/scholarship is fully complete

Administrative Procedures

- Understanding when the process of paying tuition and fees bill is fully complete
- Understanding when a class has been completely added, dropped, or withdrawn from
- Understanding the avenues to pay various fines
- Knowledge of when an account hold is properly resolved
- Knowledge of what happens when a deadline passes
- Understanding when the confirming enrollment process is fully complete

Electronic Navigation

- Understanding and navigating the interface of course registration in Pipeline
- Knowledge of what each tab in Pipeline does (student tab, employee tab, etc.)
- Knowledge of how to find the contact information of a specific professor(s)
- Knowledge of where to find fee information including payment options
- Knowledge of where to find department contact information
- Knowledge of where and how to find various deadline information
- Knowledge of how to find the contact information of a student's specific academic advisor or academic counselor
- Knowledge of what information can be found, and where it can be found, on the MTSU website
- Knowledge of how to access RODP classes

Physical Navigation

- Knowledge of which buildings an MTSU ID card provides access too
- Knowledge of parking system (where and when you can park with which color pass)
- Understanding layout of campus (areas, direction of campus, surrounding areas)
- Knowledge of where classrooms are inside of their buildings
- Knowledge of how to utilize and navigate a campus map
- Knowledge of where a specific department and advisor(s) are located on campus
- Knowledge of where various important buildings are on campus
- Knowledge of how to properly use the campus bus system (which ones are for on or off campus travel)
- Understanding the campus bus schedule and maps
- Understanding how to find and navigate around campus construction

Special Processes/Programs

- | |
|---|
| <ul style="list-style-type: none"> • Knowledge of the ALERT system (midterm academic report and receiving contact from advisors) • Understanding the Partners In Education (PIE) program and form (grants parents the ability to have access to information and make decisions for the student) • Understanding FAFSA guidelines • Understanding the CLEP system (testing to get credit for a course) |
|---|

Student Independence

- | |
|--|
| <ul style="list-style-type: none"> • Use professional and courteous language in communications with university personnel • Knowledge of how to prepare for meetings-with advisors, professors, etc.- to resolve issues • Understanding professors preferences on how to best contact them, submit assignments, etc. • Understanding consequences of missing an appointment, missing a class, and other various actions • Understanding expectations of a college students (how much independence there is, accountability for action and/or inaction) |
|--|

Textbooks

- | |
|---|
| <ul style="list-style-type: none"> • Knowledge of how to rent textbooks from the MTSU bookstore • Knowledge of how to look up required course textbooks online • Knowledge of when to buy textbooks (before class or after it starts) • Knowledge of MTSU book store vouchers • Knowledge of where to find textbook and course materials |
|---|

Academic Calendar/Communication
--

- | |
|--|
| <ul style="list-style-type: none"> • Understanding what weather/other emergency closures and delays mean for the university • Knowing that important information is sent through campus e-mail • Understanding the lifecycle of an academic year in college (semesters, various holiday breaks, when you can and cannot be on campus, etc.) • Knowledge of MTSU communication methods (MT alert system, Twitter, Facebook, etc.) |
|--|

Degree Requirements

- Knowing what an academic advisor has the power to do (E.g., remove a hold)
- Knowledge of who a student's academic advisor and/or academic counselor is
- Knowledge of requirements of a student's specific major(s)/program
- Knowledge of requirements of a student's specific minor(s)
- Knowledge of what general education requirements are and how they are fulfilled
- Ability to set a graduation plan, and follow through with this plan as coursework progresses
- Knowledge of what college curriculum entails
- Knowledge of what pre-requisite courses are, and what has to be done before upper-level courses can be taken
- Ability to create a functioning schedule that does not have time or requirement conflicts
- Knowledge of the fee differences between MTSU online classes and RODP classes

University Resources

- Knowledge of the locations of accessible technology labs
- Knowledge of how to enter the Campus Recreation Center (i.e., successfully using the ID and hand system)
- Knowledge of how to sign up for text/e-mail alerts
- Knowledge of the various meal plan options and the costs/benefits of each
- Knowledge of HRL processes such as move-in and move-out procedures
- Knowledge of hours of operations for various buildings, dining halls, and departments on campus
- Knowledge of what is on, and how to use, the MTSU smartphone app
- Knowledge of how to get books from the library
- Knowledge about school health insurance availability and options
- Knowledge of what specialized resources a specific department and/or college provides and how to use them (e.g., labs)
- Knowledge of the various free resources that student fees pay for (e.g., writing lab, math lab, meeting rooms in the library, etc.)
- Knowledge that student Disability Services are available
- Understandings that the post office is fully functional, and on-campus residents have an individual box
- Knowledge of what the MTSU ID can do (e.g., off-campus discounts, athletic event admission, etc.)

Appendix M: IRB Approval Letter

7/8/13



Matthew Sikorski, Dr. Michael Hein
Department of Psychology
ms6c@mtmail.mtsu.edu, michael.hein@mtsu.edu

Protocol Title: "Needs Assessment on the training by the MTSU CUSTOMS orientation program of applied knowledge, skills, and abilities needed to complete administrative and organizational navigation processes required of an MTSU undergraduate student"

Protocol Number: 13-373

Dear Investigator(s),

The exemption is pursuant to 45 CFR 46.101(b) (2). This is because the research being conducted involves the use of educational tests, survey procedures, interview procedures or observation of public behavior.

You will need to submit an end-of-project report to the Compliance Office upon completion of your research. Complete research means that you have finished collecting data and you are ready to submit your thesis and/or publish your findings. Should you not finish your research within the three (3) year period, you must submit a Progress Report and request a continuation prior to the expiration date. Please allow time for review and requested revisions. Your study expires on **July 8, 2016**.

Any change to the protocol must be submitted to the IRB before implementing this change.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. **If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance before they begin to work on the project. Once your research is completed, please send us a copy of the final report questionnaire to the Office of Compliance.** This form can be located at www.mtsu.edu/irb on the forms page.

Also, all research materials must be retained by the PI or **faculty advisor (if the PI is a student)** for at least three (3) years after study completion. Should you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,

Kellie Hiltner

Compliance Officer
615-494-8918
Compliance@mtsu.edu