

QEP Student Focus Group March 2019 ORI107 Redesign

Student focus group discussions were held on each BSCC campus on the following days:

- March 11, 2019 – Jasper Campus (11 students participating)
- March 13, 2019 – Pickens County Educational Center (5 students participating)
Fayette Campus (16 students participating)
- March 18, 2019 – Hamilton Campus (7 students participating)
- March 20, 2019 – Sumiton Campus (9 students participating)

A total of 48 students from across BSCC's four campuses and the PCEC instructional site participated in a student focus group discussion. The student demographic break down is below:

- 100% were traditional students (younger than 24)
- 40% freshman / 60% sophomore status
- 94% were full-time students / 6% were part-time students
- Students major ranged from BIO, BUS, CRJ, EED, EGR, ELT, ENG, GS, IT, NSG, NUR, PPR, SAL, SED, SUR, WDT
- The breakdown of the semester in which the student was enrolled in ORI107 is as follows:
 - Fall 2015 = 1
 - Fall 2016 = 2
 - Summer 2017 = 1
 - Fall 2017 = 23
 - Spring 2018 = 1
 - Fall 2018 = 16
 - Spring 2019 = 4

Valuable feedback was obtained from students at each campus location and collective responses are outlined below.

Q: How many took ORI107 during the first semester at BSCC as a regular student (after high school graduation)? If not, why?

- 88% enrolled during first semester
- Reasons for not enrolling:
 - ORI107 didn't fit in schedule
 - Wasn't sure if it was required
 - Had course as part of high school career pathway program
 - Advisor didn't mention enrolling in course as part of advising process

Q: How many of you were enrolled as a dual enrollment student?

- 33% of students

Q: For those who didn't enroll in ORI107 as a dual enrollment student or during your first official semester at BSCC, do you think that not having ORI107 hampered your success at BSCC?

- Although there were certain aspects of the course that students found helpful in navigating BSCC in particular, no one thought their success was hindered by not enrolling in ORI107 early in their college experience.
- Former dual enrollment students mentioned ORI107 addresses certain features that they didn't use in high school (for example, they would use the high school library for research purposes because were taking the course at the high school, not at the college. Therefore, they didn't think the library aspect would have helped.)

Q: What part of the current version of ORI107 helped with your transition to BSCC?

- Many students felt the following items were most helpful: How to access Canvas, Bearmail, Wifi, Library materials, Career Exploration, Degree Plan, etc.
- In today's society, many believed that safety in the classroom and on campus is an essential component of ORI107.
- Some students were not aware of the "academic" resources available to them (tutoring, etc.) had it not been for ORI107.

Q: Were there opportunities in ORI107 to get to know other students that you may not have known?

- Consensus was yes. Through icebreakers and other team building activities, students were able to interact with each other.

Q: Did you find the textbook and workbook useful?

- Through discussions with students, it was apparent that ORI107 instructors across the college were not consistently using the same approach as it relates to textbooks. Some instructors required only the workbook, others used both the workbook and the smaller version of the "Becoming a Master Student" while others were using both versions of the "Becoming a Master Student" text along with the workbook. Some students said that instructors placed materials in Canvas instead of using a text.

Q: Do you think you could have been just as successful at BSCC without the current version of ORI107?

- Although several students said they gained valuable knowledge with certain aspects of ORI107, a large number of students believed the course was busy work and has no bearing on how successful a student they would be at BSCC. One student mentioned that the course felt like "extra work, not really a class." A few students stated that the course should be optional instead of required.
- Other comments that were made included:
 - Course should be hybrid format.
 - Student felt as if aspects of the course (Bearmail, MyBSCC, Canvas, etc.) should have been covered with new students prior to the first day of class.
 - Instructors didn't take the course seriously so why should students feel differently.
 - Instructors would make students complete a short assignment and then dismiss class. This gave students impression that the course was busy work.
 - Some students may have driven 45 minutes to campus only to have the class meet for 10-15 minutes.
 - Content of the course seemed to be "filler"

Q: What content contained in the current ORI107 model do you feel was the most beneficial? Least beneficial?

- Most Beneficial (no particular order):
 - BSCC Navigation (Bearmail, Canvas, MyBSCC, Library, etc.)
 - Where to find information in BSCC Catalog (student talked about how difficult it was to find information in the College Catalog)
 - Degree Plan and Academic Planning (Semester by Semester)
 - How to use the STARS Guide
 - Financial Literacy
 - Career Interest Activities
 - Study Skills
 - Library Navigation (mixed reviews)
 - Safety at the College and in the Classroom
- Least Beneficial
 - Library Navigation (mixed reviews)

Q: Based on your experience, what topics would you be sure to incorporate into a redesigned of a ORI107 course?

- Students who were undecided on a major/career felt the career interest inventory was beneficial in exploring various career opportunities
- More emphasis on financial literacy
- Job interview / resume tips
- Information on student organizations

Q: Do you feel there is any difference between a faculty / staff member teaching ORI107?

- Although students did not feel strongly one way or the other, it should be noted that there was a lot of inconsistency among ORI107 courses. Some students did not receive the same instruction (topics covered) that other students received. However, both PCEC and Hamilton campus instructors are believed to have covered same materials, use same textbooks, etc.

Q: What types of alerts would students prefer to receive if they were not doing well in a course? Was the 4 week alert too early?

- **Prefer way to receive alerts:** Some students voiced concerns about receiving the letter via USPS mail because parents were the ones checking the mail. Students suggested that alerts be sent through Canvas notifications, text or email. A few students mentioned that they rarely checked their email accounts. Most students will likely look at message if they received a text or notification from Canvas.
- **Timeline for Alerts:** Students believe that 4 weeks is too early in the semester for alerts to be sent. Some students stated that faculty are not giving feedback to them in a timely manner and it is difficult to know where they stand in a course. For example, one student commented that her parent received the alert letter that was sent in the mail and that she had a difficult time explaining why she received the alert when the entire class had received NO graded materials from the instructor.

Q: Would tools such as supplemental videos and standardized course/unit objectives assist students in preparing for class?

- Overwhelming response was positive. When asked if students had reliable internet service at home that was capable of streaming videos, one student stated she would drive to McDonald's in order to access wifi to download course videos if she thought it would be helpful.