VALENCIA COLLEGE

Facilitator and Note Taker Guide

Updated 2-5-2019

The purpose, timeline, and research questions for our evaluation

Project Title:_____

Author of this Guide / Protocol:_____

Results and Intended Use (...to be completed by the project director or planning team):

Briefly describe the ways the evaluation data gathering and the analysis discussion will fit within your timeline and your teams' own plan for using the data that we will be gathering – connected to the goals for this initiative. We want to better tell the story of the partnerships – how data collection is being provided and then used within the initiatives at the college.

Results and Intended Use Example Text – Please Replace:

This project has been developed by the Academic Integrity for Online Learning Environments Work Team, based on their charge to analyze Valencia's current practices to promote academic integrity in an online learning environment in part to recognize and expand effective strategies. This study is taking into account prior surveys with faculty and deans (beginning fall 2017-2018). The work team is the primary audience (as commissioned through the Learning Leadership Council - LLC). The team members represent a wide range of offices and interests across the college, while we also expect that the LLC will support the implementation of any recommendations.

Chairs:

- *Linda Neal*
- *Val Woldman*

Timeframe: Example Text – Please Replace:

- *Reflect on and develop the protocol Aug.*
- *Survey development into Aug.*
- *Feedback gathered Sept. (distributed outreach with the 10th as a cut-off date)*
- *Student facilitators trained in Sept.*
- *Student survey college-wide in late Sept.*
- *Focus groups in Oct. with data processing*
- *Discussion / analysis in Nov.*

Background of Participants & Purpose of the Conversations: Example Text – Please Replace:

The participants in these <u>focus groups</u> will be currently enrolled students at Valencia College. The development of the research questions, focus group questions, and analysis will be informed by faculty and staff. The results will be used by faculty and staff as described above.

Goals: Example Text – Please Replace:

We aim to:

1) *Understand students' experiences prior to college and once they join us so that we can better support them and improve the culture.*

2) *Compare faculty and staff expectations and concerns to student beliefs and experience so that we can create and maintain an environment of academic integrity*

3) *Identify areas of improvement in current policies and practices surrounding academic integrity*

Project Research Questions: Example Text – Please Replace:

1) *How do students define academic integrity?*

2) *What are students' experiences?*

3) *How do they understand the policies and expectations of the college?*

4) *When do they learn the policies and expectations of the college?*

5) *What challenges do they face?*

6) *How does this impact their college experiences and plans for the future?*

Focus Group Template [Type information needed and then use in the session to take notes]

Project Name: _____

Facilitator Name:
E-mail:

Note Taker Name:
E-mail:

Date:
Start Time
End Time
Location:
How many attended:
Who – students, staff, faculty:

Topic:
Summary of the session (1-2 sentences):

A print version of this document will be provided at the facilitator training and it contains:

1. This overview
2. The Discussion Guide
3. The Participant Details Handout to be handed out at the end (copies will be provided)
4. A Notes Template for the write up of the report and for note-taking

****Note: This guide is only for facilitators and note takers (not for participants)**

Facilitator – Primary Role: Introduce the purpose (i.e. program improvement – document aspects of the student/faculty/staff experience), set the ground rules (i.e. comments will not be linked to names), guide the conversation to cover the topic areas – delve deeper as appropriate (using questions like: "Tell me more about ...." "What might be an example of that..." "If another community member were to ask you about x, what would you tell them...?") Take notes as possible, but maintain eye contact as clearly as possible. See related notes and reminders later in The Discussion Guide.

Note Taker – Primary Role: Listen. Take notes to include non-verbals and changes in tone – like sarcasm or humor – facilitators may not be able to capture that level of detail. At the very end ask any unanswered questions or questions regarding unexplored ideas at the invitation of the facilitator (we will not have time to break, confer, and reconvene the participants.) If the activity results in a product (like a map, writing on the board, or participant activities) take a cell phone photo. Document anything that assists in evaluation the participants' thinking process, this include exchanges between participants like "I agree" or "I don't see that."

Discussion Guide

Set up:

- ☐ Room unlocked?
- ☐ Table set up?
- ☐ Chat with the other person in advance (facilitator / note taker team)
- ☐ Recorder tested and placed somewhere accessible
- ☐ Computer with the guide loaded for typing (or paper and pen)
- ☐ Name tents and markers
- ☐ Release form for recording if provided
- ☐ Participant details handout for use at the end
- ☐ Draw a map of the room to note who is sitting where.
- ☐ Figure out how to refer to people in the session and your notes.

Introduction:

- o Begin on time and thank participants in advance for their time.
- o Introduce yourself and the role of any other note takers in the room.
- o Discuss your role as the facilitator explaining the need for frank and honest feedback and that the information is confidential (ask participants to complete the waiver to audio record for accuracy of the data).
- o Explain aspects of the process telling why are we leading these conversations and what will happen with the information (i.e. to determine what will be used to start the conversations at Valencia College).
- o Stress that this is not an evaluation of individuals or processes at the college.

The statement that must be read verbatim by the facilitator:

Example Text – Please Replace:

Faculty and staff members are interested in learning about the student experience of "Academic Integrity" at the college in part to recognize and expand effective strategies for supporting students.

You do not have to answer questions asked if you are uncomfortable and you can leave at any time. We will be recording for easier note taking, but your responses will not be shared in connection with your name.

We don't often talk about this topic at the college so we may need to warm up a bit, but the goal is to have a conversation, sharing ideas and experiences. We understand that you may discuss specific examples of cheating, plagiarism, etc. and you should feel free to share. Your responses will not be shared in connection with your name.

If you share specific things you have seen or done you will not be judged – we aim to learn from everyone in the room. I am the moderator and I am here to guide the conversation but I will not be participating or sharing my opinions.

Do you have any questions?

Questions and Outline for Notes (in Word)
Document Their Responses

Objective A:
.

1. xxx
2. xxx

Objective B:

3. xxx
4. xxx

Objective C:

5. xxx
6. xxx
7. xxx

Objective D:

8. xxx
9. xxx
10. xxx

Objective E:

11. xxx
12. xxx

Ask your note taker / observer what they would like to add / ask / if anything was missed?

Do you have anything else to add?

Wrap Up

Any overall themes and conclusions? Suggestions if we use these questions again?

- o If you are a note taker please share questions that were not answered, questions or ideas that emerged that should be asked, ask for clarifications on the notes.

- o Distribute the "Participant Details Handout" (with pens)

- o <u>Let them know they can leave after completing it</u> and thank them for their time.

    - ☐ Materials gathered up
    - ☐ Room locked?
    - ☐ Send back recorder, handouts, markers etc.
    - ☐ Review notes, finish transcription
    - ☐ Summarize, note themes, review questions and answers
    - ☐ Other?

Afterwards: If time permits discuss / debrief after the session – both facilitator and note taker. Capture any additional notes from the session and send all notes to Nancy Aziz by email – participate@valenciacollege.edu.

--Table layouts (draw in people's names or details to track your notes)

Table layout 1

Table layout 2
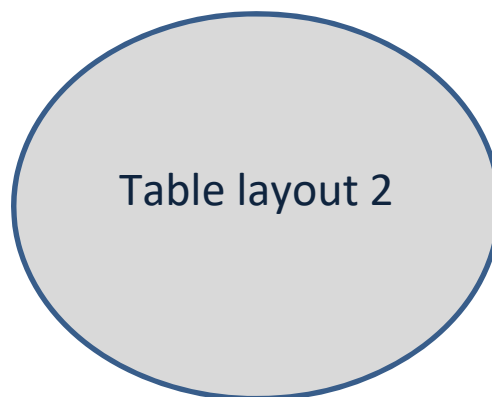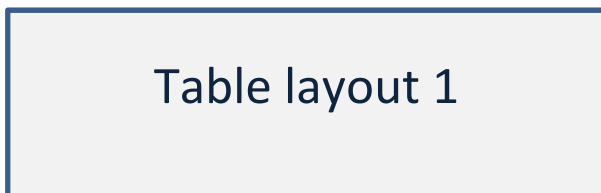
Example Prompts – ideas for open-ended questions:

1. Tell us about...? What do you believe...?

    - Can you provide an example?

    - What would you tell a friend?

1. How much...? What would you...?

    - How confident are they...? Any uncertainties?

2. What ? When ?

    - Did this remind them of...?

3. How did ...?

    - What terms do they use?

    - Do they refer to ...?

4. Do you know...?

    - Any concrete? (We can...)

    - Any abstract? (Help with...)

5. What is most important...?

    - Was ... a factor? Was ... a factor?

    - What kind of expectations did they have? (I wanted to...)

6. How helpful...? How did you feel...?

    - What impact do they report that this had?

7. What was your opinion before...? What did you experience...?

    - What did you take away from it?

8. When thinking about others at Valencia, how do you think they would...?

    - Any differences reported?

    - Any barriers to...?

    - Any changes needed?

9. What one word comes to mind when you think about...?

10. Idea: Is this a good point to summarize the key ideas or say so far I have heard x, y, and z

Valencia College

_____[title here] Focus Groups - Participant Details Handout   v. 3

1. Please take a few minutes to share additional information about yourself.

2. What is your first name?

3. How long have you been at Valencia and in which roles?

   Note length in each role. (i.e. 3 years student, 1 year work study, 2 years career staff)

4. Please indicate if you have experienced any of the following (check ALL that apply). I have….

   ☐ …taken an online course at Valencia

   ☐ …taken a mixed-mode (part online and part face-to-face) course at Valencia

   ☐ …taken a face-to-face course at Valencia that required me to use Canvas or Blackboard

   ☐ …taken an exam for a Valencia course that required me to be proctored online

5. Did you take SLS1122 The New Student Experience? If yes, which semester?

   ☐ Fall 2014   ☐ Spring 2015   ☐ Summer 2015
   ☐ Fall 2015   ☐ Spring 2016   ☐ Summer 2016
   ☐ Fall 2016   ☐ Spring 2017   ☐ Summer 2017
   ☐ Fall 2017   ☐ Spring 2018   ☐ Summer 2018
   ☐ Fall 2018

6. What is your program of study and desired major?

7. What are your career/academic goals?

8. Please check here if you are willing to have us contact you in the future: _____

9. If so, please include the best e-mail account to reach you through: ☞

10. Please include any other comments that you wish to share here or on the other side… turn over

Thank you for your time today.