



University 101 Programs Assessment

Inquiry Packet



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End-of-Course Evaluation

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

1. The Course

- a. The instructor clearly stated the learning outcomes of the course.
- b. The instructor clearly stated the method by which your final grade would be determined.
- c. The instructor clearly explained any special requirements of attendance which differ from the attendance policy of the University.
- d. The instructor graded and returned your written work (e.g. examinations and papers) in a timely manner.
- e. The instructor met the class regularly and at the scheduled times.
- f. The instructor scheduled a reasonable amount of office hours per week.
- g. I was satisfied with the availability of the instructor outside the classroom (consider availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, email, and other means).
- h. Online resources, such as websites and Blackboard, enhanced your learning experiences in the course.
- i. In this class, we learned a lot almost every day.
- j. Class time was well spent.
- k. The *Transitions* textbook was a valuable resource.
- l. *Transitions* was regularly incorporated into class discussions, activities, and/or assignments.

2. Course Overall

- a. Taking University 101 has been a valuable experience.
- b. I recommend that future USC students take University 101.
- c. Taking University 101 helped me adjust to college life.
- d. This course helped me develop meaningful friendships.
- e. The content and topics covered in this course were relevant to my needs.
- f. This course encouraged me to participate in learning experiences outside of the classroom (such as attending cultural events, joining a club or organization, performing community service, etc.).
- g. This course helped me understand the role outside-of-the-classroom learning experiences play in contributing to my overall learning.

3. Peer/Graduate Leader

- a. My Peer/Graduate Leader made important contributions to the class.
- b. My Peer/Graduate Leader was approachable.

- c. My Peer/Graduate Leader was an appropriate role model.
- d. My Peer/Graduate Leader was a valuable part of my University 101 experience.
- e. My Peer/Graduate Leader helped me make a successful transition to the University.
- f. My Peer/Graduate Leader was a valuable resource.

4. Short Essay Responses

- a. What were the most valuable aspects of University 101?
- b. What were the least valuable aspects of University 101? What suggestions do you have for changing or improving the course?
- c. Please comment on your instructor's strengths and weaknesses.
- d. Please comment on your Peer/Graduate Leader's strengths and weaknesses (if applicable).

Former Student Survey

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

1. Overall UNIV 101 Experience

- I would recommend University 101 to an incoming student.
- University 101 contributed to my academic success.
- University 101 improved my adjustment to college life at the University of South Carolina.
- Taking University 101 was a valuable experience.
- University 101 helped me develop meaningful friendships.
- The content and topics in University 101 were relevant to my needs.
- Compared to other first year courses, University 101 was more rigorous.
- How many of your classmates do you remain in contact with?
 - 1-3
 - 4-6
 - 7-9
 - 10 or more
 - none

Please comment on your responses: (comment box)

2. Instructor

- I would recommend my instructor for future University 101 classes.
- I utilized my instructor as a resource after taking University 101.
- Did you maintain contact with your University 101 instructor after the course ended?
 - Yes
 - No
- If yes; How did you stay in touch?
 - Via email
 - In person
 - Social Media
 - Other (comment box)

Please comment about your University 101 instructor: (comment box)

3. Peer Leader/Graduate Leader

- Did you have a peer leader or graduate leader for University 101?
 - Yes
 - No
 - Not Sure

- b. My peer/grad leader made important contributions to our class.
- c. My peer/grad leader was helpful to me outside of class.
- d. My peer/grad leader was an appropriate role model.
- e. My peer/grad leader was a valuable part of my University 101 experience.
- f. My peer/grad leader helped me make a successful transition to the University.
- g. Did you maintain contact with your University 101 peer leader or graduate leader after the course ended?
 - Yes
 - No
- h. If yes, how did you stay in touch?
 - Via email
 - In person
 - Social Media
 - Other

4. Learning Outcomes

To what extent did taking University 101 improve your ability to do the following?

SCALE: 1 - Not at all 3 - Moderately 7 - Extremely

- a. Apply skills learned to other academic courses
- b. Find items in the library
- c. Determine the quality of information sources
- d. Recognize the purpose and value of academic integrity
- e. Understand the themes of the University's Honor Code
- f. Improve your oral presentation skills
- g. Improve your writing skills
- h. Manage your time and priorities
- i. Identify relevant academic policies and procedures related to advising/course planning
- j. Understand the career exploration process
- k. Identify appropriate campus resources/opportunities that contributed to your educational experience
- l. Participate in learning experiences outside of the classroom
- m. Understand the role outside of the classroom learning experiences play in contributing to my overall learning
- n. Develop relationships with faculty
- o. Develop relationships with peers
- p. Understand what it means to be a Carolinian
- q. Understand the history and traditions of the University of South Carolina
- r. Strengthen your connection to the University
- s. Recognize your responsibility to your campus communities
- t. Examine how your background/experiences impacted your values and beliefs
- u. Describe ways in which people are diverse
- v. Explain the implications of your decisions related to your overall wellness

Tell us about the impact that University 101 had on you and/or your college experience

Student Advisory Council

E-Mail to Instructors

SUBJECT: University 101 Student Advisory Council

Hi Margaret,

Your section (C29) of University 101 has been randomly selected to have a student serve on the University 101 Student Advisory Council. This council, which consists of one student from each selected section, will represent the interests of both current and future University 101 students. We will be asking students for their opinions on topics ranging from course content and goals, to learning outcomes, *Transitions*, and their overall expectations of the course.

The representative from your section can be a volunteer, someone you recognize as an outstanding student, or someone the class elects to serve as their representative. When selecting a student, please be sure they are aware of the time commitment and are available and willing to attend both council meetings. The council meeting dates and times are as follows:

Monday, September 17, from 6:00 – 7:15 p.m.

Monday, November 5, from 6:00 – 7:15 p.m.

Please send your selected class representative's name, e-mail address, and phone number to name@mailbox.sc.edu on or before 5:00 p.m. on September 10. Students will receive an official email invitation to join the Council, but please also provide your student representative the above information including the council meeting times and dates.

We realize this is a quick turnaround, especially considering classes just started; however, we are attempting to collect data throughout the semester that will be used to strengthen the University 101 experience. We will share the highlights from these meetings throughout the semester at faculty development events. We appreciate your flexibility and support as we work to continually assess and improve University 101.

If you have any questions, please do not hesitate to let me know.

Thank you for your assistance!

E-Mail to Students

SUBJECT: University 101 Student Advisory Council

Dear Clay,

The University 101 Programs staff would like to thank you for your commitment to serve as a representative on the 2018 Student Advisory Council. You are among an elite group of first-year students chosen to represent the interests of your University 101 class. The feedback you provide will be an integral part of shaping and improving University 101 for years to come! This serves as a reminder that our first meeting is Monday, September 17 from 6:00-7:15 p.m. in Preston Room 125. Please email me back to confirm your attendance and also send me any dietary restrictions you have. If you have any questions, please feel free to contact me at name@mailbox.sc.edu or 803-123-4567.

I look forward to meeting you!

Thank you!

Student Advisory Council - Sample Agenda

1. Welcome and Introductions
2. Explanation of the Impact of the Council
 - a. Review how student responses are used in faculty development
 - b. Review expectations
 - i. We encourage everyone to participate but not everyone has to respond to every question.
 - ii. Please give everyone a chance to speak and don't interrupt one another.
 - iii. There are no right or wrong comments - just answer truthfully.
 - iv. Confidentiality - Don't share with those outside of this group.
 - v. Format of the event
3. Focus Group Questions
 - a. Why did you take UNIV 101? And why the section type you selected?
 - b. What does the term "general" mean to you?
 - c. What has been the most beneficial aspect of UNIV 101 thus far?
 - d. What is one thing we could do right now to improve the U101 experience for you and your classmates this semester?
 - e. As a first-year college student, what issues or challenges are you, or your peers facing right now (academically, personally, socially, transitioning to college, etc.)?
 - f. What could UNIV 101 do to better support you and/or your peers with these challenges?
 - g. If we were to create a tour of resources and places what would you like to see?
 - h. What issues or challenges have you faced thus far at Carolina, beyond U101?

Indirect Assessment Plan

Outcome	Instrument/Factor	Questions	Lens(es)
Ia. Adapt and apply appropriate academic strategies to their courses and learning experiences.	FYSA Factor 6: Knowledge of Academic Services	Degree to which the course improved the student's understanding of how to obtain academic assistance (e.g., tutoring, supplemental instruction).	Benchmark; Longitudinal; Standard
	FYSA Factor 8: Knowledge of Study Strategies	1) Degree to which the course improved the student's understanding of (a) study strategies that work best for him- or herself; and (b) the importance of using study time effectively. 2) Degree to which the course improved the student's likeliness to (a) take effective notes in class; (b) keep up with class readings in courses; (c) participate in classroom discussions; (d) use study groups to prepare for tests; and (e) use his or her time effectively when studying for tests.	Benchmark; Longitudinal; Standard
	FYSA Factor 13: Library, Research, and Information Literacy Skills	1) Degree to which the course improved the student's understanding of available library resources. 2) Degree to which the course improved the student's understanding of how to (a) locate needed information; (b) determine the quality of information sources; (c) combine information into a report; and (d) properly cite information sources.	Benchmark; Longitudinal; Standard
	FYSA Factor 14: Academic Skills	Degree to which the course improved the student's (a) reading skills; (b) writing skills; and (c) oral presentation skills.	Benchmark; Longitudinal; Standard
	FYSA Factor 16: Knowledge of Stress Management	Degree to which the course improved the student's likeliness to cope with test anxiety.	Benchmark; Longitudinal; Standard
	FYSA Factor 17: Critical Thinking	Degree to which the course improved the student's likeliness to (a) evaluate the quality of opinions and facts; and (b) identify solutions for complex problems.	Benchmark; Longitudinal; Standard

Outcome	Instrument/Factor	Questions	Lens(es)
Ib. Identify and apply strategies to effectively manage time and priorities.	FYSA Factor 8: Knowledge of Study Strategies	Degree to which the course improved the student's likeliness to use his/her time effectively when studying for tests.	Benchmark; Longitudinal; Standard
	FYSA Factor 15: Managing Time and Priorities	1) Degree to which the course improved the student's understanding of how to set goals (e.g., college, personal, career). 2) Degree to which the course improved the student's likeliness to (a) set priorities to accomplish what is most important; (b) establish an effective study schedule; and (c) complete homework assignments on time	Benchmark; Longitudinal; Standard
Ic. Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.	FYSA Factor 5: Understanding of Academic Integrity	Degree to which the course improved the student's understanding of rules regarding academic honesty.	Benchmark; Longitudinal; Standard
	FYSA Factor 6: Knowledge of Academic Services	Degree to which the course improved the student's understanding of (a) how academic advising works; and (b) how to obtain academic assistance (e.g., tutoring, supplemental instruction).	Benchmark; Longitudinal; Standard
	FYSA Factor 10: Knowledge of Campus Policies	Degree to which the course improved the student's understanding of (a) academic probation policies; and (b) how to register for classes.	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student identify relevant academic polices and procedures related to academic success.	Longitudinal; Standard
Ila. Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.	FYSA Factor 20: Co-Curricular Engagement	Degree to which the course increased the student's likeliness to (a) participate in campus-sponsored organizations; (b) participate in student activities (e.g., games, lectures); and (c) participate in service-learning/civic engagement activities.	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student identify appropriate campus resources/opportunities that contribute to his/her educational experience.	Longitudinal; Standard

Outcome	Instrument/Factor	Questions	Lens(es)
IIb. Develop positive relationships with peers, staff and faculty.	FYSA Factor 4: Transition to College	Degree to which the course improved the student's understanding of faculty expectations of students	Benchmark; Longitudinal; Standard
	FYSA Factor 18: Connections with Faculty	Degree to which the course improved the student's likeliness to (a) communicate with his/her instructors outside of class; and (b) seek feedback on his/her academic performance from his/her instructors.	Benchmark; Longitudinal; Standard
	FYSA Factor 19: Connections with Peers	Degree to which the course improved the student's likeliness to (a) get to know other students at his/her institution; (b) meet new people who share my interests; and (c) establish friendships with peers.	Benchmark; Longitudinal; Standard
	FYSA Factor 22: Social Integration	1) Degree to which the course improved the student's likeliness to meet new people who share his/her interests. 2) Degree to which the student (a) is accepted by other students at this college/university; (b) finds it easy to make new friends at this college/university; and (c) is able to identify other students with similar interests.	Benchmark; Longitudinal; Standard
IIc. Describe the history, purpose, and traditions of the University of South Carolina.	Institution-Specific FYSA Questions	Degree to which the course helped the student understand (a) what it means to be a Carolinian; and (b) the history and traditions of the University of South Carolina.	Longitudinal; Standard
IIIa. Clarify their values and identify and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.	FYSA Factor 7: Diverse Interactions	1) Degree to which the course improved the student's understanding of (a) how people are different from him- or herself (e.g., race, gender, sexual orientation, age, financial standing); and (b) how a diverse environment impacts his/her education. 2) Degree to which the course improved the student's likeliness to accept people who are different from him- or herself.	Benchmark; Longitudinal; Standard
	FYSA Factor 17: Critical Thinking	Degree to which the course improved the student's likeliness to consider multiple points of view.	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student (a) examine how his/her background and experiences impact his/her values and beliefs; and (b) explain how his/her values influence how he/she relates to others.	Longitudinal; Standard

Outcome	Instrument/Factor	Questions	Lens(es)
IIIb. Explore the tenets of the Carolinian Creed.	FYSA Factor 5: Understanding of Academic Integrity	Degree to which the course improved the student's understanding of the value of academic integrity.	Benchmark; Longitudinal; Standard
	FYSA Factor 7: Diverse Interactions	Degree to which the course improved the student's likeliness to accept people who are different from him- or herself.	Benchmark; Longitudinal; Standard
	FYSA Factor 20: Co-Curricular Engagement	Degree to which the course increased the student's likeliness to participate in service-learning/civic engagement activities.	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student (a) recognize his/her responsibility to his/her campus communities; (b) understand the tenets of the Carolinian Creed; and (c) understand what it means to be a Carolinian.	Longitudinal; Standard
IIIc. Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.	FYSA Factor 11: Knowledge of Money Management	Degree to which the course improved the student's understanding of (a) the impact of credit on his/her life (e.g., credit cards, loans); and (b) how to manage his/her personal finances.	Benchmark; Longitudinal; Standard
	FYSA Factor 12: Knowledge of Wellness	Degree to which the course improved the student's understanding of (a) the positive impact of diet and exercise; and (b) the importance of good sexual health decision making.	Benchmark; Longitudinal; Standard
	FYSA Factor 16: Knowledge of Stress Management	Degree to which the course improved the student's likeliness to (a) manage his/her stress; (b) identify issues that cause him/her anxiety; (c) make decisions that alleviate stress; and (d) cope with test anxiety.	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student (a) develop strategies that promote overall wellbeing; and (b) understand how wellness impacts his/her academic and personal success.	Longitudinal; Standard

Outcome	Instrument/Factor	Questions	Lens(es)
IIId. Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.	FYSA Factor 9: Major and Career Choice	Degree to which the course improved the student's understanding of (a) careers best suited to his/her interests, values, skills, and abilities; and (b) academic majors that align with his/her professional goals (e.g., graduate school, employment).	Benchmark; Longitudinal; Standard
	FYSA Factor 15: Managing Time and Priorities	Degree to which the course improved the student's understanding of how to set goals (e.g., college, personal, career).	Benchmark; Longitudinal; Standard
	Institution-Specific FYSA Questions	Degree to which the course helped the student (a) initiate a process toward the attainment of personal and professional goals; and (b) identify the steps or pathways he/she needs to take to enhance his/her employability.	Longitudinal; Standard

End-of-Experience Survey

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

1. The Course (EDLP 520)

- In this class, we learned a lot almost every day.
- Class time was well spent.
- I would recommend this instructor for future EDLP 520 classes.
- The instructor was well-prepared for class.
- The instructor encouraged meaningful class discussions.
- The content and topics covered in this course were relevant to my needs.
- I learned content and approaches in EDLP 520 that I applied to my UNIV 101 class.
- I developed skills in EDLP 520 that I can apply in other settings.
- Taking EDLP 520 was a valuable experience.

2. The Course (EDLP 520) - Open Text Responses

- Please comment on the most valuable aspects of EDLP 520.
- Please comment on the least valuable aspects or areas for improvement of EDLP 520.
- The most valuable day/topic in EDLP was...
- Please comment on your EDLP 520 Instructor's strengths.
- Please comment on your EDLP 520 Instructor's areas for improvement.

3. EDLP 520 Peer Leader

- My EDLP 520 Peer Leader was a valuable part of my EDLP 520 experience.
- My EDLP 520 Peer Leader made important contributions to our class.
- My EDLP 520 Peer Leader was approachable.
- My EDLP 520 Peer Leader was a valuable resource.

4. EDLP 520 Peer Leader –Open Text Responses

- Please comment on your EDLP 520 Peer Leader's strengths
- Please comment on your EDLP 520 Peer Leader's areas for improvement.

5. The Peer Leader Experience

- The peer leader experience was valuable.
- If I had it to do over, I would make the decision to be a peer leader again.
- Serving as a peer leader contributed positively to my overall experience at the University of South Carolina.

- d. As a result of the University 101 Peer Leader experience (including training and EDLP 520), I improved my:
- Interpersonal communication skills
 - Facilitation Skills
 - Helping Skills
 - Leadership Skills
 - Self-Awareness/Understanding

6. Training

- a. Select the manner in which you attended Spring Orientation
- I attended a regularly scheduled Spring Orientation in March
 - I attended a make-up Spring Orientation in August
 - I met with someone in the University 101 Office to make up the Spring Orientation
- b. The Spring Orientation Workshop was valuable
- c. Select the manner in which you attended a Course Planning Workshop
- I attended a Course Planning Workshop with my co-instructor.
 - I attended a Course Planning Workshop, but not with my co-instructor.
 - I did not attend a Course Planning Workshop.
- d. The Course Planning Workshop was valuable.
- e. Select the manner in which attended Fall Training.
- I attended the regularly scheduled Fall Training.
 - I met with someone in the University 101 Office to make up the Fall Training.
- f. Fall Training was Valuable.

Please comment on the training and support provided for Peer Leaders. How can they be improved?

7. Resources

- a. SharePoint was a valuable resource.
- b. The Peer Leader Toolkit was a valuable resource.
- c. The Campus Resource Guide was a valuable resource.
- d. The Weekly Peer Leader Newsletter was a valuable resource.
- e. I felt supported in my role as a Peer Leader.

Please comment on the resources provided for peer leaders. How can they be improved?

8. Demographics

- a. Did you take UNIV 101 at the University of South Carolina? (yes or no)
- b. Please select the statement below which best describes the manner in which you were paired with your teaching partner:
- My teaching partner and I mutually decided to teach together prior to the matching process
 - The University 101 Programs team matched me with my teaching partner prior to the Course Planning Workshops
 - The University 101 Programs team matched me with my teaching partner after the Course Planning Workshops
- c. Did you know your University 101 co-instructor before being matched with them?
- Yes
 - No
- d. How many hours did you devote to the Peer Leader Experience during an average week (including attending UNIV 101, EDLP 520, meeting with your co-instructor and/or students, and preparing for class, etc.)
- 0-4
 - 5-8
 - 9-12
 - 13-15
 - 16+
- e. How many credit hours were you enrolled in this semester?
- 9-12
 - 12-15
 - 16-17
 - 18-19
 - 20+
- f. How appropriate was the time commitment required of this role?
- Very appropriate
 - Appropriate
 - Neutral
 - Inappropriate
 - Very Inappropriate
- g. Please select your status:
- Junior
 - Senior
 - Other
- h. Did you study abroad during spring 2019 (if yes, next question)
- i. How could the University 101 Programs team have better supported you given that you were abroad during the spring semester?

Alcohol Lesson Plan - Survey

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

1. Please select the statement below that best describes the manner in which you were trained to present the alcohol lesson plan:
 - I received training on presenting the alcohol and other drug lesson plan in my EDLP class
 - I did not attend a training on presenting the alcohol and other drug lesson plan, but used the resources on SharePoint (provided by SAPE, Student Conduct, and the U101 Office)
 - I did not attend a training on presenting the alcohol and other drug lesson plan and did not use the resources provided on SharePoint

2. After the training on the alcohol presentation, I: (Check all that apply)
 - Felt prepared
 - Felt unprepared
 - Felt knowledgeable
 - Felt anxious
 - Wished I could create my own presentation
 - Didn't believe any of the statistics
 - Other (please describe)

3. The training on the alcohol presentation prepared me to discuss campus norms and student behavior related to alcohol use.

4. The training on the alcohol presentation prepared me to describe risks related to alcohol use (health, safety, academics, relationships, legal/conduct).

5. The training on the alcohol presentation prepared me to describe the university and legal consequences of an alcohol or drug citation.

6. The training on the alcohol presentation prepared me to identify strategies for reducing risks related to alcohol use.

7. The alcohol lesson plan training was valuable.

8. The timing of the training in EDLP was appropriate.

9. Please elaborate regarding your level of agreement with the previous statements.

10. What recommendations do you have to improve this training?

11. Please select the statement below which best describes the manner in which you and your teaching partner facilitated an alcohol and other drug lesson plan:

- Facilitated by both instructor and peer leader
- Facilitated by the peer/graduate leader with the instructor present
- Facilitated by the peer/graduate leader with the instructor present
- Facilitated by the peer/graduate leader with the instructor not present
- Facilitated by the instructor with the peer/graduate leader not present
- Alcohol and other drugs were not covered in our class

12. When presenting the alcohol lesson to my U101 class, I felt: (check all that apply)

- Prepared
- Unprepared
- Confident
- Knowledgeable
- Anxious
- Judgmental
- Other (please describe)

13. What activities did you use? (Check all that apply)

- Speed Limit Analogy
- Discussion on how alcohol impacted college so far
- Four Corners
- Heavy Drinking Fictional Characters
- Risk of Leaving a Friend on the Couch
- Adderall
- Hope That Beer Was Tasty worksheet
- Family Feud
- Other (please describe)

14. What percent of your lesson plan comprised the activities/suggestions discussed in the alcohol training?

- 100%
- 75-99%
- 50-74%
- 25-49%
- 1-24%
- 0%

15. How successful do you think your alcohol and other drug lesson plan was?

- Completely successful
- Considerably successful
- Moderately successful
- Slightly successful
- Not at all successful

16. Please share any additional feedback regarding your training for and/ or facilitation of an alcohol lesson in your UNIV 101 class.

17. Please indicate your level of agreement with the following statements:

- The PowerPoint presentation was valuable.
- The notes in the PowerPoint were valuable.
- The Hope That Beer Was Tasty worksheet was valuable.

20. Please comment on the strengths and weaknesses of the materials provided.

Spring Orientation Evaluation

1. Please rate the following sessions in terms of their usefulness:

(Scale: 5 point scale - Extremely Useful to Not at all Useful)

- History and Purpose of U101
- Introduction to the Faculty Resource Manual and U101 Learning Outcomes
- Success in University 101 and the Role of the Peer Leader
- Preparing to Work with Your Co-Instructor
- Closing and Next Steps

2. Please comment on your ratings. (Open Text Response)

3. Please rate your agreement with the following statements:

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- As a result of this training, I understand the expectations of a University 101 Peer Leader.
- As a result of this training, I am able to articulate my desired role and responsibilities for co-teaching University 101.
- As a result of this training, I am able to develop strategies for working with my University 101 co-instructor.

4. Please rate your agreement with the following statements:

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- This training was well organized.
- This training was a valuable experience.
- This training adequately prepared me for the Course Planning Workshop.

5. What were the most useful aspects of training? (Open Text Response)

6. How could this training be improved? (Open Text Response)

7. Which best describes when you first met your instructor? (Open Text Response)

- Knew before matching.
- Did not know, but met before Course Planning Workshop
- Met at Course Planning Workshop
- Have not met

8. Do you have any further comments? (Open Text Response)

Peer Leader Feedback for Instructor

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

Please rate your level of agreement with the following statements:

1. Role in University 101 Class

- a. I had a significant role in my UNIV 101 class.
- b. I was not utilized to my full potential in UNIV 101.
- c. I regularly shared in the facilitation of class discussions.
- d. I was satisfied with my role in the development of the UNIV 101 syllabus.
- e. I was satisfied with my role in the UNIV 101 classroom.

2. UNIV 101 Co-Instructor Relationship

- a. I was satisfied with my relationship with my UNIV 101 co-instructor.
- b. I had an open dialogue with my co-instructor.
- c. During the semester, I met often with my co-instructor outside of class for planning.
- d. I felt comfortable expressing my ideas and feedback with my co-instructor.
- e. My ideas and feedback were valued by my co-instructor.
- f. Please select the statement below which best describes your interactions with your instructor outside of the classroom:
 - We regularly met each week
 - We met most weeks, but canceled occasionally outside of class
 - We corresponded outside of class, but rarely met one-on-one
 - We did not meet or correspond outside of class

What feedback would you provide your instructor as they work with a peer leader next year?

Instructor Feedback for Peer Leader

Please use the following scale to assess your Peer/Graduate Leader's performance in University 101. We recommend that you share this evaluation with your Peer/Graduate Leader as a means for feedback

SCALE: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

My Peer/Graduate Leader...

1. ...was an appropriate role model for our students.
2. ...was an effective facilitator.
3. ...was a valuable resource for our students.
4. ...was approachable.
5. ...was a valuable part of the UNIV 101 experience.
6. ...consistently carried out responsibilities and fulfilled stated expectations.
7. ...made high-quality contributions to the class.
8. Please provide comments explaining your ratings. (Open Text Response)
9. Please indicate whether you would recommend this student to serve as a peer/graduate leader in the future:
 - Highly Recommend
 - Recommend
 - Recommend with Reservations
 - Do Not Recommend
10. Other comments. (Open Text Response)

Faculty Survey

1. Satisfaction

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- I enjoyed teaching University 101 this fall.
- I felt prepared to effectively teach University 101 this fall.
- I felt supported by the University 101 Programs staff this year.

2. Faculty Development

(Scale: 5 point scale - Very Valuable to Not at all Valuable with Did Not Attend Option)

- Please rate the value of the following resources:
 - Course Planning Workshop (April)
 - Building Connections Conference (May)
 - Summer Workshops
 - Lessons from the Road Workshops
 - Brown Bag Lunches
 - Faculty Meetings
 - U101 in Action!
 - If rated - "Please comment on your U101 in Action experience"
 - Colleague Clusters
 - If rated - "Please comment on your Colleague Cluster experience"
 - Webinars
 - If rated - "Please provide feedback on the usefulness of the Webinars"
- Please comment on the quality of your faculty development events (open text response).

3. Instructor Resources

a. Please rate the value of the following resources:

(Scale: 5 point scale - Very Valuable to Not at all Valuable with Did Not Use Option)

- SharePoint
 - Faculty Resource Manual
 - Campus Resource Guide
 - Weekly University 101 Newsletter
- Regarding the *For Students* section of the Weekly University 101 Newsletter, check all that apply:
 - I send my students all of the information included via email or messaging app (GroupMe, etc.)
 - I post the information on Blackboard
 - I mention the information to my students in person
 - I do not relay the information
 - Other: (Comment)

c. Please rate the value of the *From the Peer Leader Desk* section of the Weekly University 101 Newsletter.

- Please comment on your above rating (open text response).

4. Transitions Textbook

a. How often did your class use Transitions this semester? (Select one)

- Daily
- Weekly
- Every other week
- Monthly
- Once or twice during the semester
- Not at all

b. My students used Transitions to: (check all that apply) *(Not asked if “Not at all” is marked above)

- Prepare for class discussions on course topics
- Learn about campus policies, procedures, and/or resources
- Learn more about themselves and their habits
- Reflect on their learning
- Prepare for and/or complete an assignment
- Prepare for or process a campus partner presentation
- Other (please explain) (Open Text Response)

c. Transitions was a valuable resource for my students.

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- Please share feedback regarding the value of this textbook to students. (Open Text Response)

d. Transitions was a valuable resource for me as an instructor.

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- Please share feedback regarding the value to you as an instructor." (Open Text Response)

5. Campus Partner Presentations

a. I was able to schedule all of the Campus Partner Presentations I wanted to schedule.

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- Other (Please comment)

b. Please comment on the quality of your Campus Partner Presentations.

(Open Text Response)

c. Did you attend the Campus Partner Summer Showcase

- Yes
- No

d. What thoughts do you have about the usefulness of this event (Open Text Response)

6. Teaching Partner

a. Did you teach two sections?

- Yes
- No

b. Who did you co-teach with in fall 2018? (Select all that apply)

- First-Time Peer Leader (Enrolled in EDLP 520)
- Returning Peer Leader (Not enrolled in EDLP 520)
- Graduate Leader
- Did not have a teaching partner (If you did not have a teaching partner, skip to Impact of Teaching section)

c. Please select the statement below which best describes the manner in which you were paired with your teaching partner:

- My teaching partner and I mutually decided to teach together prior to the matching process
- The University 101 Programs team matched me with my teaching partner prior to the Course Planning Workshops
- The University 101 Programs team matched me with my teaching partner after the Course Planning Workshops

d. When did you and your teaching partner first meet together as a teaching team?

- Prior to the Course Planning Workshop
- At a Course Planning Workshop
- After the Course Planning Workshops

e. Please indicate your level of agreement with the following statements:

(**Scale:** 5 point scale - Strongly Agree to Strongly Disagree)

- I had a good working relationship with my peer/graduate leader(s).
- I trusted my peer/graduate leader(s) to carry out their responsibilities.
- My peer/graduate leader(s) was an asset to the course.

f. Please select the statement below which best describes your interactions with your peer/graduate leader outside of the classroom:

- We regularly met each week
- We met most weeks but canceled occasionally
- We occasionally met outside of class
- We corresponded outside of class but never met one-on-one
 - What prevented you from meeting? (Comment)
- We did not meet or correspond outside of class
 - What prevented you from meeting? (Comment)

g. Which explains your use of the coffee couvhers provided for you and your co-instructor(s)?

- Used before the Course Planning Workshop
- Used after the Course Planning Workshop
- Did not use

- h. Which best describes your use of 1:1 meetings with individual students in your class?
- Did not conduct 1:1 meetings
 - Meetings conducted only by instructor
 - Meetings conducted only by peer/graduate leader
 - Meetings conducted with instructor and peer/graduate leader together
 - Meetings split between the instructor co-instructor
- i. Please select the statement below which best describes the manner in which you and your peer or graduate leader facilitated an alcohol and other drug lesson plan:
- Facilitated by both instructor and peer/graduate leader
 - Facilitated by the peer/graduate leader with the instructor present
 - Facilitated by the instructor with the peer/graduate leader present
 - Facilitated by the peer/graduate leader with the instructor not present
 - Facilitated by the instructor with the peer/graduate leader not present
 - Alcohol and other drugs were not covered in our class

7. Impact of Teaching

(Scale: 5 point scale - Strongly Agree to Strongly Disagree)

- a. Teaching University 101 positively impacts my satisfaction with this institution.
- b. Teaching University 101 positively impacts my commitment to this institution.
- c. Teaching University 101 positively impacts my understanding of students.
- d. Teaching University 101 increases my network of colleagues within the institution.
- e. Teaching University 101 helps me learn things that I can apply to my other professional responsibilities.

8. Demographics

- a. How many semesters have you taught University 101 at the University of South Carolina?
- 1
 - 2-3
 - 4-7
 - 8+
- b. How do you view your current role at this institution?
- Primarily faculty
 - Equally faculty and administrative
 - Primarily administrative
 - Other

c. In which University Division are you primarily employed?

- Academic Affairs
- Administration and Finance
- Development and Alumni Relations
- Diversity and Inclusion
- Economic Engagement
- Human Resources
- Information Technology
- Palmetto College
- Research
- Retired
- Student Affairs and Academic Support
- University Foundations
- University Libraries
- Other

d. Do you teach other college courses at USC?

- Yes
 - (If yes) Teaching University 101 has helped me improve my teaching in my other courses
- No

9. First-Year Reading Experience (FYRE)

a. To what extent did you incorporate the FYRE book *A More Beautiful Question*?

- It was used to guide one assignment/discussion
- It was referenced throughout the semester
- It was heavily incorporated throughout the semester
- I did not use the FYRE book

b. To what extent did you find the FYRE Curriculum Guide (the packet of assignments and activities distributed at BCC and available on Sharepoint) valuable?

(Scale: 5 point scale - Very Valuable to Not at all Valuable with Did Not Attend Option)

- If rated 4-5: What did you find valuable?
- If rated 1-3: How could it have been improved?
- If rated "Did Not Use": Why?

c. Did you attend the FYRE event?

- Yes
 - (If yes) How valuable was this event for your students?
- No

10. Final Thoughts

a. Please share additional comments about teaching University 101. (Open Text Response)