Webinar Series Executive Summary

UGA Student Affairs

Fall 2013

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Introduction

The Department of Student Affairs Assessment (DSAA) coordinated the 2013 Fall Webinar Series for the Office of the Vice President for Student Affairs (OVPSA). The Fall Webinar Series consisted of two sessions: How College Students Learn and Fundraising in Student Affairs. The content presented in these sessions corresponded with Strategic Directions I and IV of the Student Affairs 2015 Strategic Plan, respectfully. Session I, How College Students Learn, was facilitated on November 19, 2013, at 2:00 p.m. Dr. C. Edward Watson, Director of the Center for Teaching and Learning, introduced the scholarship of teaching and learning to participants and spoke about best practices that educators should keep in mind when trying to facilitate learning. Session II, Fundraising in Student Affairs, was facilitated on December 3, 2013, at 3:00 p.m. Mr. Brad Bell and Mr. Tyler Daniels, Director and Assistant Director of Private Gifts for the Division of Student Affairs, benchmarked UGA’s endowments to other institutions and spoke about how Student Affairs practitioners could incorporate fundraising in their daily operations. There were 23 employees who registered for the series; these individuals represented a total of eight departments within the Division.

Methodology

All participants were sent an email within 72 hours of the webinar they attended. This email requested feedback through a Qualtrics survey developed by the DSAA. Participants were told that the survey would take less than three minutes to complete and that their responses were anonymous. In addition, participants were made aware of the window in which the survey would be active. The survey was comprised of four Likert-type questions to assess satisfaction and one open ended question. The Likert-type questions included a four point scale: strongly agree, agree, disagree, and strongly disagree.

Findings

Session I: How College Students Learn

Within the Division, 12 registered for Session I, 12 participated in the webinar, and eight completed the survey. Below are the results from the four Likert-type questions.

- 75% of respondents strongly agreed or agreed that they would recommend this webinar to a colleague in the future.
- 87.5% of respondents strongly agreed or agreed that they found the information presented in this webinar to be applicable to their work.
- 87.5% of respondents strongly agreed or agreed that they found the length of this webinar appropriate given the topic.
- 75% of respondents strongly agreed or agreed that they were satisfied with the webinar presentation.

Below are the responses from the open ended question.
• “I know that the presenter was a member of the faculty, but it would have been great to then have a student affairs staff professional talk about the information in relation to our interactions with students (outside of the classroom).”
• “Maybe break up the presentation to allow feedback and questions mid presentation. It was mentioned at the 25 minute mark that people lose attention after 20 minutes, so breaking it up might have made the question session for [sic] valuable.”
• “I understood many of his points and disagreed with many more. Several of his points, I've learned the opposite to be true from other research and professors on campus. Several of his sources are very dated which could explain the differing points of view. I would recommend this topic again if another professor spoke on it.”
• “I thought the presenter was effective in his presentation and pretty easily kept my attention. I would have liked him to customize his presentation to his audience a bit better...perhaps by using examples that related to student employees and volunteers rather than examples from a classroom.”
• “The presenter was local as were the folks that participated in the webinar. I think it would have been great to simply be in the same room together. It felt like we were using webinar technology simply for the sake of using webinar technology. The presentation was more directed to in classroom experiences. Naturally, it was easy to make connections to the role we play outside the classroom, but it would have been helpful to have the presenter speak more directly to that.”

Session II: Fundraising in Student Affairs
Within the Division, 19 employees registered for Session II, 17 participated in the webinar, and seven completed the survey. Below are the results from the four Likert-type questions.

• 100% of respondents strongly agreed or agreed that they would recommend this webinar to a colleague in the future.
• 85.7% of respondents strongly agreed or agreed that they found the information presented in this webinar to be applicable to their work.
• 100% of respondents strongly agreed or agreed that they found the length of this webinar appropriate given the topic.
• 100% of respondents strongly agreed or agreed that they were satisfied with the webinar presentation.

Only one respondent provided feedback for the opened ended question. The respondent stated, “I'm a graduate assistant so it is somewhat relevant to my department but not my scope of responsibility. I was joining more for informational purposes. I really enjoyed it!”

Recommendations

• Incorporate more face-to-face aspects into the series.
  Vice President Wilson has expressed his desire to bring the Division together more often. In addition, one respondent noted that it seemed like webinar technology was used just for the
sake of using webinar technology. Both of these points are reasons to consider some face-to-face sessions for the webinar/professional development series.

- **Stress the importance of connecting the presentation to student affairs.**
  Some respondents’ feedback displayed a desire to have clearer connections between the presentation and the student affairs practice. Recognizing that the series is geared towards student affairs staff, it is important to bridge the material to the profession in order employees to have a more meaningful experience.

- **Store the sessions for in-house use.**
  The 2013 Fall Webinar Series was recorded and stored using Webex (an online video conferencing software), and the sessions have been uploaded to YouTube. It would also be nice if the links to the videos were stored on the OVPSA or the DSAA website. This would allow newly hired personnel to have access to the webinars and learn more about Student Affairs at UGA. Also, depending on the content of the sessions, directors may find them useful in departmental training.

- **Use the sessions to help tell the story of Student Affairs.**
  The webinar sessions can be used to help tell the story of the Division of Student Affairs at the University of Georgia. The division has a twitter account with over 160 followers. These followers may be students, professors, staff, departments, or people external to the university. If the links to the sessions were tweeted out, followers would have the option to retweet (share with their own followers) and the sessions could reach a larger audience.