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BGSU University Admissions System: Campus Training Module

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BGSU UNIVERSITY ADMISSIONS SYSTEM: CAMPUS TRAINING MODULE

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Learning Design Project Proposal

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MASTER OF EDUCATION

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Committee:
Dr. Fei Gao, Chair/Advisor
Dr. Gary Benjamin

ABSTRACT

Dr. Fei Gao & Dr. Gary Benjamin - Advisors

The purpose of this project was to create an online training module to acquaint faculty and staff at Bowling Green State University with the University Admissions System and provide them with an overview of the functionality and resources available to them for their recruitment needs. Delivered through the Canvas environment, the course offers flexibility in content delivery through a variety of methods including documents, videos, quizzes and encouragement of self-exploration, in an attempt to accommodate a myriad of learning styles. Upon completion of each section, users should feel empowered to navigate UAS and utilize the data to drive their recruitment goals and initiatives.

Subject matter experts, from the BGSU Office of Admissions, were asked to review the content and appropriateness of the course in relation to the project's objectives. The overall response was positive and reassuring of the training's fulfillment of those goals. This feedback supports the plan to allow new UAS users to enroll in the course as they gain access to the system and to prioritize the upkeep of the content as UAS expands and additional departments rely on its resources. Recommendations included additional areas for course content development and a frequently asked questions section for general inquiries most commonly posed by departments around campus.

ACKNOWLEDGEMENTS

The successful completion of this project could not be celebrated without the support and guidance of my project committee Dr. Fei Gao and Dr. Gary Benjamin. Not only have they encouraged me throughout the Learning Design program, but they became invaluable resources during the final year spent on developing the UAS training module. Their feedback was always insightful and their excitement for my topic made it an enjoyable learning challenge. Every hour spent on this project, and the culmination of my Learning Design experience, has also been supported by my husband, Eric, and our extended families. They gave me the freedom to pursue this dream while helping me balance my professional and personal obligations. While in this program I have had my first son, Carson, and I only hope he will one day understand the reasoning behind pursuing my master's degree and that he feels encouraged to do the same. The work on this project specifically was inspired by my mentor within the Office of Admissions, Cecilia Castellano, Director of Admissions, who had served as the UAS functional lead and visionary during its most formative years. She has taught me everything she knows about the systems that support admissions operations and has encouraged me to develop that knowledge even further through this program. By supporting me in this particular endeavor, my academic colleagues, family and coworkers have allowed me an even deeper understanding of learning design and how it relates to my profession.

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SECTION I: BACKGROUND AND GOALS

Background Information

Bowling Green State University is a learning community of about 19,000 undergraduate and graduate students located in Bowling Green, Ohio, a small college town about 25 miles south of Toledo, Ohio. With over 17 doctoral, 57 masters and over 200 undergraduate programs to choose from, students are often attracted to the perception that BGSU offers a wide range of programs while still maintaining the feel of a smaller university. This sense of a tight knit community is from the physical setup of campus, availability of services and the engaging faculty members who make connections with students as early as their first semester.

The BGSU Office of Admissions processes the applications of undergraduate and graduate domestic and international degree seeking applications. These processes are driven and maintained by a variety of online systems. One of the systems used to recruit strategically is a homegrown website called the University Admissions System (UAS) and it is the location of all degree seeking applications, file maintenance forms, prospective student data, admissions event registration, reporting and query tools, as well as a customer relationship management (CRM) software. UAS is extremely customizable and maintained by a staff of three programmers and one student intern employed by the Office of Admissions. All members of the BGSU Office of Admissions staff use the system in some capacity to meet their enrollment or processing goals. The most recent development within UAS is the CRM component, which has started to become a helpful tool for the admissions staff to manage their recruitment territories better and create meaningful connections with the individuals they assist through the college selection process.

Over the past couple of years, BGSU has experienced a decline in freshman applications and enrolled students, but has been able to maintain a progressively rising average GPA and ACT

score. Table 1-1 outlines the difference between fall 2012, 2013 and 2014 freshman applications, admitted students and enrollment numbers.

BGSU Freshman Application, Admitted and Enrolled Student Comparison

	Fall 2012	**Fall 2013**	**Fall 2014**
Applications	16,106	15,671	14,619
Admitted	11, 839	11,358	10,593
Enrolled	3,649	3,282	2,947

Table 1-1

Table 1-2 shows the increasing average GPA and ACT scores of each of the incoming freshman enrolled cohorts.

Average BGSU Incoming Freshman GPA and ACT Score Comparison

	Fall 2012	**Fall 2013**	**Fall 2014**
Average GPA	3.23	3.31	3.33
Average ACT score	22	22.4	22.4

Table 1-2

Given the information presented above, a current objective of Bowling Green State University would be to increase the incoming new student class size while maintaining, or increasing, their academic profile. In order to satisfy the objective of the university, the involvement of all academic areas in recruitment efforts is crucial. The Provost has broken down the enrollment goals by college (BGSU has six academic colleges as well as an Office of Pre-Major and Academic Planning) and is beginning to hold each accountable for recruiting students who are interested in their areas of study. The Deans of each college are provided reports,

generated by UAS, on a weekly basis to analyze their growth in applications, admitted students,

housing deposits, orientation and registration confirmations and enrollment.

Statement of the Project

The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students. In the past, one-on-one and group sessions have been held, but the purpose of this project would be to create an online training module that would be driven by the user and their needs. Upon completion of the module, BGSU employees should be confident navigating throughout UAS with little assistance, using the system to reach out to prospective applicants and admitted students, as well as integrate the CRM capabilities in their recruitment efforts in order to boost enrollment.

Literature Review

The nature of this project is to provide an effective online learning module for users to become familiar with the University Admissions System. In order to ensure it is effective, it is important to understand the basic concepts behind learning design, instructional design models as well as the utilization of computer-based learning. Online learning environments should be carefully crafted based on both learning design components as well as using technology as a tool, not just a destination or host. The literature used as a foundation for this project touches on each of these areas and assisted in the structure of the development procedures included in the project proposal.

First, it is important to understand the concept of learning design. Curriculum and coursework do not just "happen." Both need to be thoughtfully pieced together, with a respect for the resources available and the audience to be taught. The following definition is the most complete and applicable to the UAS training project: Learning design is a "method for analyzing, designing, developing, evaluating and managing the instructional process efficiently; based on the knowledge and experiences of learning and instructional theories so that it will improve the quality of instruction and ensure effective and retentive learning" (Baturay, 2008, p. 472). Many of the theories used to drive the process of learning design will touch on each of these aspects: analyzing, designing, developing, evaluating and managing. No step is more important than the other, but they are each necessary for an end product that engages its learners and provides a retentive knowledge transfer.

This same author (Baturay) also summarized Robert Mager's work, which challenges learning designers to question: "Where are we going? How will we get there? And how will we know when we have arrived?" (2008, p. 473). An effective learning designer must also balance

these important questions when developing their objectives, content and evaluation. It is impossible to ignore any three of these questions and be able to present a well-rounded and reputable learning experience. In his article "Instructional Design in Education: New Model," Dr. Aytekin Isman (2011) drives home the idea that instructional design must be intentional. He emphasizes that "all steps should be thought through and chosen carefully and should be ordered in a meaningful way" (Isman, 2011, p. 136). No decision should be made on the curriculum, whether it be the delivery method or content, without there being an obvious reason for it to be included. Once the decisions are thoughtfully made, they must flow logically together and have a relationship to the overall objective and each other.

How do we decide that decisions are made thoughtfully? According to James Marken and Gary Morrison, through their extensive research on the topic, the "greatest contribution to the field of instructional design…is the systematization of the instructional process" (2013, p. 1). This is the reason a project, such as the development of the UAS training module, shouldn't be done without research on the various "systems," or models, of instructional design. It is important to learn the various models that have been developed to carefully select the one that captures the nature of the training content and provides direction through the planning process.

After much consideration and research, the Morrison, Ross and Kemp model of instructional design was selected for this particular project, from *Designing Effective Instruction*, because of its flexibility and non-linear attributes (2013). Within this model, Baturay summarized in his work that Morrison, Ross and Kemp look at curriculum development at a macro level, course development at a micro level and then lesson development at a nano level (2008, p. 477). This allows the designer to easily outline their objectives, driven by the content to be delivered, in order to create a framework that works best for their instructional "problem" at

hand. This model is distinct because it allows for multiple solutions depending on the path the designer takes as they work through the nine key elements of the model:

1. Identify the instructional problems with specific goals needing to be accomplished.

2. Examine the learner's characteristics.

3. Identify the subject content.

4. Specify the objectives for the learner.

5. Sequence the content within each unit.

6. Design instructional strategies which will lead to the mastering of the content.

7. Plan the instructional message.

8. Develop evaluation instruments.

9. Select additional resources to support the instruction and learning activities.

Designers are encouraged to work through the nine key elements at their own pace and in their own unique order. There is no definite way to complete steps one through nine in any particular order, because according to the developers, each scenario is unique. Figure 1-1 is a classic image of Kemp's Instructional Design Model ("Instructional Design Central", 2012) which provides the framework for this theory.

Kemp's Instructional Design Model
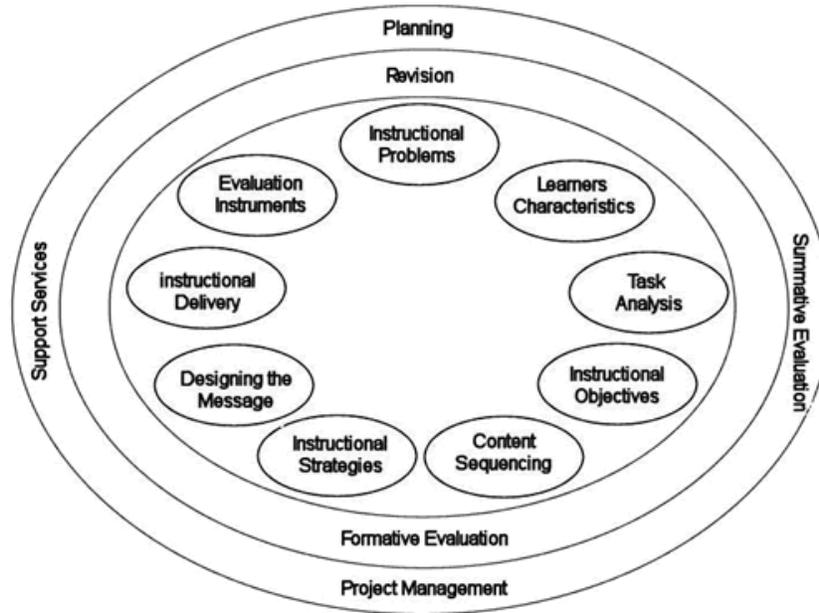
Figure 1-1

The fluidity of this model is enticing when creating a learning environment, such as the UAS

training module, because it is "more appropriate for designing larger online instructional

modules" rather than short, single-purpose lessons (Kranch, 2008, p. 30). Although steps can be

omitted or glorified throughout the process, the amount of work and careful planning Kemp

suggests would be daunting for a smaller project. Kranch also suggests that the optimal

environment for Kemp's model is one in which the level of ongoing development and evaluation

is constant (2008, p. 31). This is another characteristic of the UAS training module, as it is a

dynamic system that constantly has new features that will need to be integrated into the

curriculum. This will allow for constant review of the curriculum and a revolving door of users

to assist with evaluation depending on their department's needs. This project must create an

online space that does not get stale, but is enhanced as more and more areas and users are

utilizing its resources.

Since UAS is a system used across campus in various ways, the model is also ideal for this project because, as Julia Simms and Dave S. Knowlton suggest in their article, it is "the idea that the learner, not the teacher, has primary responsibility for constructing an understanding of the course material" (2008, p. 22). No two users will use the information presented through the training module the same. The content learned is to help facilitate their recruiting efforts, but what works for one area may not work for another. Learners will need to recall the information as it is presented to them in order to organize what it means to them, integrate it into their recruitment efforts and elaborate on the skills they have learned to hopefully reach the enrollment goals they have established. This challenge of pleasing all users is not taken lightly, however. Simms and Knowlton also express their concerns for how time-consuming this model can be because of the need to be careful and conscientious every step of the way (2008, p. 21). They warn that the content can quickly become lecture style if the learning designer is unable to be savvy enough with the delivery of the content.

While planning an online training module, it is important to be sensitive to the fact that it needs to be dynamic enough to engage users since most are using the resource on a voluntary basis. Another aspect of this project to consider will be the transition from written instruction to an online training environment. Much of the UAS step-by-step instruction is already documented in PDF files currently being used on an ad hoc basis. Akbulut (2007) warns that "applying the same instruction delivered in classrooms through distance learning practices might lead the web to becoming a mere broadcasting mechanism" (p.4). If the current documents were just to be added to a Canvas course shell, it would lead to "Shovelware," a phrase coined by Gary Anglin and Morrison, in which "content [is] taken from any source and put on the web as fast as

possible with little regard for appearance and usability" (2006, p. 64). This would be careless and an ineffective solution to the instructional issue.

While PDFs will still be available within the module, Anglin and Morrison provide a strong framework for reverse engineering, which is the analysis of an existing product to determine the parts and function of each (2006, p. 67), based on the Morrison, Ross and Kemp model in which instructional designers should not assume that one platform of course delivery is equal to another. Their steps include the disassembly of the content by breaking down the existing course materials to the smallest unit possible. It should be laid out in an outline form, similar to the one provided within this proposal (and probably even more basic than that). Then, content structures should be identified within categories such as: "fact, concept, principle and rule, procedure, interpersonal skill or attitude" (Simms and Knowles, 2008, p. 23) and based on whether the learner should recall the information or apply it to a scenario. Finally, the adequacy of the content should be analyzed which includes defining the objectives for each of the content types (Morrison and Anglin, 2006, p. 71). Once these steps have been followed, one can begin to piece together the content in the new learning environment since it has been stripped of its original delivery (in my case, a PDF document) and can be repackaged in the new, more dynamic online course.

It can be anticipated that the objectives for this project will be mostly behavioral objectives, as defined by Marken and Morrison (2013), which often starts with the phrase: "Given the necessary tools…", followed by a behavioral verb and ended with the criteria that defines the accuracy level of the learner (pp. 3-4). As a broad example for this project, the behavioral objective should be: "Given the necessary tools within the Canvas course shell, users should be empowered to utilize UAS for recruitment purposes and reach their enrollment goals."

By stating the behavioral objectives within the training module for the users to read and understand, it is likely to also increase student engagement within the learning environment as well as boost their achievement (Marken and Marrison, 2013, p. 3). By being clear about what the course's objectives are, the learners will already feel more connected to the coursework and understanding of what the outcome of their learning experience should be.

However, formulating the objectives based on the content is just the first step in putting the whole project together according to the Morrison, Ross and Kemp model. As the learning environment comes together as a whole, other items should be addressed such as (Isman, 2011, p. 137):

1. What is the student readiness to accomplish the objectives?

2. What teaching and learning methods are most appropriate?

3. What media is most suitable?

4. What support, beyond myself, is needed?

5. How is achievement of the objectives determined?

6. What revisions are necessary?

These are important questions for all learning designers to consider, but especially for a designer, that is looking to host the curriculum online in a distance learning capacity. Desmond Keegan (as cited by Anglin and Morrison, 2006, p. 65) provides the most appropriate definition of distance learning in this context. His definition includes the fact that distance learning separates the learner in time and location on a quasi-permanent basis, allows for two-way communication and occasional meetings, but places greater emphasis on asynchronous communications.

Simms and Knowlton (2008) also support the fact that using computers is a strong opportunity to meet the needs of adult students, but it needs to be done in a way that supports the

learning through "systematic development of presentations and generative strategies to support learning" (p. 27). While e-learning is rather new, the production of online learning environments is growing rapidly, so the challenges someone faces could be due to the lack of resources for them to utilize. Fabry (2009, p. 70) identifies that one of the main struggles is indeed the lack of knowledge of the features and tools available in course management systems. He cites the American Distance Education Consortium's Guiding Principles which shares similarities to the Morrison, Kemp and Ross model, but adds the virtual lens which will be helpful in this project's life cycle (Fabry, 2009, p. 71):

1. Identify the desired learning outcomes

2. Decide the appropriate instructional strategies and technologies

3. Identify needs

4. Articulate the learning goals

5. Consider the learning styles of the students

6. Sensitivity to the nature of the content

With the research completed to support the UAS training project, the training module should be an effective and retentive learning atmosphere in an accessible online space. Although there are definitely challenges outlined above, through the flexibility of the Morrison, Kemp and Ross model, sound decisions will be made on the objectives of the course and how content should be delivered to ensure those objectives are accomplished. Through the process of reverse engineering, existing documentation will be used and presented it in a more dynamic and accessible way which should accommodate a wider range of learning styles and foster the utilization of UAS to accomplish the overall university enrollment goals.

SECTION II: METHODOLOGY

Development Procedure

The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students. At the completion of this project, an online training module hosted by Canvas, will be available for BGSU staff and faculty to access voluntarily in order to familiarize themselves with using the Office of Admissions UAS system. To accomplish the objective of the module, it will include foundational knowledge on login information, troubleshooting topics, navigation assistance, a dictionary of system verbiage, and recruitment tips. Additional one on one training is offered, but the module's environment should be one in which the user determines their learning path and the topics that are most applicable to them. Canvas may also be used as a messaging application to provide information to the users about UAS enhancements, outages or updates, which is something we do not have built into the system at this time.

It is important to note that the intended audience does not include Office of Admissions employees as their use of the system is much more functional and in depth. Their knowledge of the system should come from a more intense training format (such as one on one or on the job training). Much of the information that will be covered in the module is currently only outlined in word documents which proves to be a limited training medium. This update in training will be a mix of written word, videos and voice commands.

Access will be granted as UAS security is requested and will remain available to the user as they maintain access to UAS. A security form for UAS is already created and will serve as the form to grant access to the Canvas learning module. Once a user has submitted the form, and

access has been granted to UAS and Canvas, they will be notified of this and provided instructions on how to log into both resources. A link to Canvas will also be included in UAS for easy access during a user's utilization of the system. It will be important to remove any obstacles that would prohibit a user from checking the Canvas environment for instructions rather than contacting the Office of Admissions for additional basic training.

The training module within Canvas will include the following components:

1) **Introduction to UAS**
   a) Overview of the system's purpose
   b) Log in and security overview
   c) Understanding the various areas within UAS

2) **Deeper Dives** – This area will provide modules on each of the sections within UAS. Not all users will use every section. The use of the sections is dictated by the user's university affiliation, needs of the system and development that has been done for their particular recruitment purposes. It will be imperative that the overall training experience is fluid enough to empower users to jump to the sections they need to be educated on.
   a) Goldenrods – some users may submit requests to our programmers to initiate projects or reports they may need throughout the recruiting cycle. This section will cover how to create a goldenrod request and view the list of goldenrods in the programming queue.
   b) Graduate Admissions – many graduate departments use UAS to monitor incoming applicants and their credential submission. This section would be most helpful for those users and also provides a comprehensive list of all graduate departments and their administrative support staff (coordinator, secretary, assigned admissions student service counselor).

      i) Applications

      ii) Departments

c) <u>SECC</u> – one of the arms of admissions is the Student Enrollment Communication Center. Usually student callers within SECC handle calling campaigns that are housed within UAS. However, there are times in which departments request a calling campaign and wish to do the calling themselves. This would require training specifically to help users navigate the calling database.

d) <u>Student Listing</u>- within this section, users have the ability to query prospective students and applicants. It is a more advance tool used by users, but gives them the power to create their own outreach lists instead of relying on the Office of Admissions.

e) <u>Enrollment Network</u> – the Office of Admissions provides a variety of pre-programmed reports for users to easily see current and past application numbers.

3) **Contact Records** – within this area a comprehensive training will be available for our Customer Relationship Management database. This is a widely used CRM by the counselors and support staff within admissions as well as departments actively recruiting students across campus. It was developed after a failed search for a third party vendor because of the unique needs of enrollment management. The entire database is customizable and intuitive, but it would be beneficial to create an entire module to cover the material. Currently, the only documentation is a twenty three-page document that is daunting and linear. This section will be divided up as follows:

a) <u>List Contacts</u>- users can create lists based on the source in which the student's name was acquired.

b) <u>Contact Profile</u>- each student within the database has their own customized profile with basic biographical and demographic information as well as various touch points in the student's college search career (i.e. student's application status, housing status, scholarship award, etc.).

   i) *Contact Profile Field Key*- definitions of the fields provided on a student's profile.

   ii) *Contact Log Key*- description of various sources in which a student's name was acquired.

4) **Recruitment Resources –** most of the training up until this point is very informational and step-by-step instructions. However, the purpose of allowing access to UAS is the encouragement of departments to utilize its data and functions to assist in recruiting more students in their program. This section will touch on the dynamic ways in which users can capitalize on the information UAS provides and examples of messages or outreach that other departments have deployed. There will also be a an opportunity for a discussion board to be available in order to share ideas across campus about the various ways in which programs reach out to prospective students. This should be an excellent way to see how the knowledge from the training modules is applied to real life scenarios and possibly create a community among those tasked with recruitment efforts.

5) **Files**- PDF versions of the documentation for each section will be provided to accommodate users who prefer this method of training or need a printable copy for their own records. These documents are extensive and have already been created by myself prior to the development of this project. They currently serve as the only way to disseminate the information provided outside of one on one training sessions. The Canvas course shell will also act as a file repository easily accessed by all UAS users, whereas in the past there was

no way to allow users a way to retrieve these documents themselves outside of the Office of Admissions.

6) **Quizzes**- Each module will contain a quiz to allow the learner to self-evaluate their understanding of the content covered in each section. Quizzes will range from four to six questions and touch on the most important points the learner should take away from the learning experience. True or false, multiple choice, matching and multiple answer questions were used and selected based on the appropriateness of the content. Since the purpose of the quizzes is self-evaluation, they do not impact the progression through the UAS training module as learners are encourages to move freely throughout the module, but does display the learner's best results and allows multiple attempts.

Budget

The use of the Canvas course management system will be no cost based on the Office of

Admission's affiliation with Bowling Green State University. SnagIt software was purchased to

produce high quality videos with no time restrictions for $30.00. Any other costs accrued will be

minimal.

Anticipated Timeline

November 11, 2014	Submit proposal to the committee
Early December 2014	Proposal defense
January 2015	Begin project development
Early April 2015	Submit final project to committee
Mid-April 2015	Review of final project by experts
Late April 2015	Defend project
May 2015	Submit final copy of project and begin providing access to UAS users

Evaluation Method

The UAS training module will first be opened to the Director of Admissions, an

Applications Specialist (developer of UAS) and a collection of current departmental users to

provide an expert review of the content. Users will be asked to provide a narrative of their

experience within the Canvas module as they already have the skills to navigate and utilize UAS

(see Appendix A, UAS Expert Review). This should provide more immediate feedback for the

purpose of the project.

After the course is live to new UAS users, they will be supplied with an evaluation to

complete in order to provide feedback as novice users of the system and how the training

impacted their skills and behaviors (see Appendix B, UAS Training Evaluation). This evaluation will be done over the course of several months and could take longer than the life cycle of this project. However, the continual evaluation of the content and delivery will be an important practice in maintaining this resource.

SECTION III: DESCRIPTION, METHODOLOGY, AND DEVELOPMENT

Restatement of the Problem

The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students. This online training module should replace the need for basic instructions formerly given through face to face or group training and supply them with the knowledge to begin using UAS immediately without much guidance from the BGSU Office of Admissions staff. Although more advance training will still be available to departments seeking additional information in UAS, the Canvas course should cut down on most inquiries currently being received by the BGSU Office of Admissions staff from outside constituents.

The researcher dissected the work spent on the development of the UAS training module into three distinct phases: planning and organizing content, integration into Canvas and creation and editing of supplemental materials. The creation of the curriculum within these phases followed most of Kemp's Instructional Design Model's nine key elements, in no particular order, as highlighted on page 11 of this document allowing for the course to be designed based on the objectives of the project. The completion of each of these phases led to a comprehensive review of UAS for users to navigate through asynchronously and focusing on personalizing their learning experience based on their UAS needs.

Planning and Organizing Content

UAS is an extensive system used primarily by the Office of Admissions staff members. Many of the areas within UAS are only utilized by the Office of Admissions staff, so the first

step of planning the curriculum of the training module was to identify the areas that are used most commonly by BGSU employees not affiliated with the Office of Admissions. The areas identified by the researcher to be the most valuable to those seeking training were: UAS Security Access, Logging into UAS, Goldenrods, Graduate Admissions, Departmental Admits/Prospects, SECC, Student Listing, Enrollment Network, List Contacts and Contact Profile. The criteria used to determine these areas included the variety of users who currently have access to them, the frequency of their use, relevance to outside department recruitment needs and frequency of questions surrounding the area currently being posed to the BGSU Office of Admissions staff members.

Once the UAS areas were solidified, the sequence of the information was organized in a logical order to accommodate any user who had an interest in exploring each section in the way in which they are presented in Canvas, however, it would not be required for the user to move throughout the module in a predetermined order. For example, if a user only has access to one or two areas with UAS that are covered in the training, they should be able to jump directly to those sections without needing to engage in any others to understand the material that is presented to them. Some of the topics did relate to one another, and that dependency is described in the content, if the user feels the need to explore further.

The final step in the development process was to create the quizzes for each section. The completion of the quiz by the learners corresponding with each section was completely voluntary, but were created to allow the learner to self-evaluate their understanding of the materials presented to them in the videos and documents. The content of the questions was selected based on the most pertinent points presented in the curriculum and reinforced some policies enforced when utilizing UAS. The type of questions used (i.e. multiple choice, true or

false, etc.) were determined by content of the question being asked. Users could attempt each quiz as many times as they would like and their highest score would be saved. The completion of the quizzes did not impact their ability to move through the module as this learning environment was created to allow learners to move freely through the space without restrictions.

Integration into Canvas

Canvas was selected as the CMS for this project because it is hosted by BGSU and any employee with the university may be granted access. Once the course is live to users, as they request security access to UAS they will be automatically given access to this Canvas course shell as well. When a student is enrolled they are sent a notification and link to the Canvas login page. A home page was created to welcome the user to the course, explain UAS as a whole and provide a general outline of the topics within the training module. A video about navigating through the course and contact information for the BGSU Office of Admissions is also available for the user to view.

Each defined UAS area of interest was created as a section within the larger umbrella of the Canvas course in the "Modules" area. Within each section a user will see a brief overview of the UAS area being addressed as well as it's relation to other UAS areas if applicable, along with a corresponding video and document outlining the navigation and purpose of the resource and a direct link to that area within UAS. This structure worked best for the capabilities and predetermined outline of a Canvas course shell. Text for each of the sections within the UAS training module can be found in Appendix D.

Canvas also allows for some additional functionality for users to explore if made available by the learning designer. For the purpose of this project, the Discussions, People and Files areas were made available to users. Within the Discussions section users will find

predetermined topics and also have the ability to create their own to interact with the UAS user community. This is an added deliverable of providing this training in Canvas as there is not a way to engage the UAS user community currently. By having access to view the People section, it is encouraged to have the users also connect one on one with other employees taking advantage of UAS resources for recruitment purposes. For example, if one department has heard of another's success, they can easily connect through Canvas with an employee from the high achieving department to learn about what they are doing with UAS. The Files section is pertinent to provide a storage of all of the files referenced throughout the training module as well as an archive of the videos created. This allows the user to locate any material easily in one location.

<center>Creation and Editing of Supplemental Materials</center>

The majority of the project development was the creating and editing of supplemental materials. Currently, most of the UAS training is done through the sharing of documentation. This served as the foundation of the material in the course, but much of it was outdated or non-existent. Since UAS is a homegrown system, many of the fields or features had been updated since the creation of the documents. A thorough review was done of each documents and updates were made to the content when necessary. The researcher also reviewed for consistency in the style and delivery of the content to create a cohesive feel for the users to depend on as they work through the various areas in the training module. All files are located in the areas of the training module that are most appropriate as well as in the Course Documents file within Canvas.

Once the documentation was reviewed, updated or created, video screencasts were produced to show users the navigation to each of the areas, their functionality and their relevance to the recruiting efforts of the users. All videos were created by SnagIt software. Similar to the documents provided, the researcher strived to create consistent videos in style and delivery. All

videos are located in the areas of the training module that are most appropriate as well as in the

Course Videos file within Canvas.

SECTION IV: RESULTS, EVALUATION, AND RECOMMENDATIONS

Results

Upon the completion of the UAS training module, and after considering the feedback given by the expert reviewers during the evaluation process, it is determined that the online resource for BGSU faculty and staff members seeking to utilize the resources within UAS that support their recruiting efforts should be made available to campus for its intended use and it can be foreseen as a viable resource. It was determined that the Canvas module is a strong platform for training the target audience on basic UAS functionality most pertinent to their recruitment needs and could replace some one-on-one training offerings, freeing up Office of Admissions staff members for other projects or initiatives. While the project as it stands touches on the fundamental UAS areas, it was also determined that the module has the capability, and Canvas CMS functionality, to support growth as learners explore the space and become more advanced in their utilization of UAS. Further demand could drive additional content creation as well as any new features created within UAS pertinent to departmental recruitment needs.

Evaluation

In order to determine the effectiveness and fulfillment of this project's objectives, within the timeline of this project's necessary completion, the UAS Expert Review questionnaire (Appendix A) was distributed to Office of Admissions staff members to complete after exploring the UAS training module on their own. Twenty people were identified by the researcher as subject matter experts and asked to participate. They were given ten days to review the content at their leisure. Eight people provided feedback by returning their questionnaire to the researcher. Active participants included the Director of Admissions, Assistant Director of the Student Enrollment Communication Center, Student Service Counselor, Data Systems Coordinator and

Admissions Counselors. This represents almost all areas within the organizational chart of the Office of Admissions and not one participant uses all of the UAS functionality covered in the training module, which allowed for them to digest some content they may not be familiar with, thus serving as a novice UAS user in those particular areas. The complete results of the questionnaires can be found in Appendix C, UAS Expert Review Results.

After exploring the UAS training module, the participants were first presented with the objective statement of the project: "The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students." They were then asked to report, on a scale from 1 (strongly disagree) to 5 (strongly agree), how the training module fulfilled that object. The average response score was 4.875, thus indicating that the training was perceived by the learners to fulfill the overall objective. The remaining questions of the questionnaire were open-ended questions asking the subject matter experts to expand on their opinions about the UAS training module.

In addition to generalizing the experience on the number scale, the learners were asked to expand on the ways the training module fulfilled the objective in the second question. While responses to this question were very positive pertaining to the overall structure and presentation of the module, there were a few that spoke directly to the fulfilment of the objective. One respondent noted that the module should answer common questions the Office of Admissions gets about UAS and ultimately educating them on our available resources. Another pointed out that many of the departments who use this training module will become aware of resources they may not know existed. So while they could request access to UAS for one purpose, this module

may open their eyes to another area they could be utilizing. The most articulate response, which spoke the various layers of the project's objective, was: "This training will allow departments to become familiar with the parts of UAS that are relevant to their recruiting efforts. Specifically, it educates on resources that are critical to successful prospecting and relationship building." Ultimately this module was created to assist with the recruitment of students, to that statement leads one to believe that the information will not only be retained, but it will lead to more successful recruiting efforts.

When asked in what ways the training module did not fulfill the objective, responses were mainly passive, stating there were no deficiencies in the learning experience. However, one valid response stated that it may be beneficial to provide more explanation at the forefront of the training to guide faculty and staff to the areas that they are interested in exploring. The respondent also pointed out that although UAS sections may be abbreviated within the system (i.e. using the notation of SECC rather than Student Enrollment Communication Center as the area's header), it may be beneficial to expand the headers in the training module to clarify what the section is about rather than forcing the user to click on that area to learn more. This feedback was helpful in understanding how a new user may encounter obstacles in the learning space that may not be an issue for a subject matter expert.

Since the objective of the training module is to assist departments in their recruitment efforts by understanding what is available to them in UAS, the reviewers were also asked if they foresaw departments outside of the Office of Admissions utilizing this resource when made available and if it would impact their departmental recruitment efforts. Responders were asked to explain their rationale, which allowed for a substantial amount of evidence justifying the training module's need. One response pointed out the fact that the content of the module simplifies UAS

to users who may feel overwhelmed by its capabilities: "UAS can feel very overwhelming at first. The training module makes the various components of UAS feel more manageable. From that, departments can learn to incorporate the technology into their own recruitment efforts. The knowledge gained from using UAS will allow departments make educated decisions on their recruitment actions." Another response touches on each of the components of UAS that a learner would be exposed to through the training as well as highlighting the reduction of staff needed to share this information in a one-on-one training scenario: "This is a resource that will give different departments the control to be strategic with their recruitment efforts. They are able to access specific lists of prospects, submit goldenrod requests, view data, and other valuable tools. This should enable departments to conduct recruiting functions without the need for extensive assistance." In the creation of this project, it was important to make sure a learner would feel empowered to use UAS without much instruction from an Office of Admissions staff member and the feedback received from this question supports the idea that it would be just as effective as in person training.

The UAS training module covers a lot of areas in UAS, so participants were asked if any of the components seemed to be unnecessary as they worked through the content. The overall consensus was that all of the topics covered were relevant to UAS and recruitment needs of the departments. Some expressed their appreciation of the optional links and resources provided on each topic. This allows for the learner to choose how much of the information they want to explore. One respondent did question the need to allow users to see all of the people who have access to the UAS training module in the "People" section. This is a default setting within Canvas, but it was also intentionally setup that way to facilitate conversations among UAS users to collaborate and share recruitment techniques across departments.

The UAS training module does not cover all of the functionality in UAS. Most of the areas within UAS are only used by select Office of Admissions staff members, so it was crucial to understand the audience who would be using this training module (departmental faculty and staff) and select only those areas that were appropriate for their roles. The expert reviewers were asked if there were any areas that were not covered within the UAS training module that should have been. One respondent suggested a more apparent link between the Goldenrods section and the SECC overview. Many users who need SECC training will also need to understand how to submit a request for a call database through the Goldenrod area, so that correlation should be clearer. There were also a few suggestions given for areas that are not typically used by departmental faculty and staff, but may be helpful to them when working with prospective students such as the File Maintenance form (in which UAS users can send updates to a student's biographical or application information to the Office of Admissions staff to update) or Daily Visit information. Since this is not functionality that is typically available to departmental users, it was not covered in the training, but could be additional modules added in the future if the need increases.

After evaluating the content of the UAS training module, the expert reviewers were asked a couple questions pertaining to the way in which the information was presented through step-by-step instructions and videos. Many responded positively to the ability to view the information through a PDF or Word file or by watching the video. It allowed them to personalize the learning experience based on their own needs or learning style. The feedback on the organization of the information was positive as well and one of the more seasoned staff members stated that the information was "so simple, clear and precise but so easy to understand. It's one of the best on campus training modules I've ever taken." A suggestion was made to make sure all of the

documents were in the same format (as some were PDFs and other Word documents) to provide consistency and accessibility to everyone. The videos were also well received. The reviews stated that the length of each video was appropriate for the content and the voice was clear and at a desirable pace.

Recommendations

The completion of the project, and evaluation feedback from the expert reviewers, has supported the initiative to provide a comprehensive training module for novice UAS users. In addition, it has opened the door to additional research to be done on its effectiveness and potential to grow into an even more dynamic training experience. While the UAS training module, as it stands, is a valuable resource for the BGSU Office of Admissions and the BGSU community as a whole, it should not become a stagnant space for learning. UAS is a system that is constantly changing, growing, and updating, so the upkeep of the training module is essential.

Going forward, the Canvas course shell will be available to users as they request access to UAS. Requests for access usually increases as a fall semester approaches and a new academic year begins, but sometimes a handful will request access as new employees are hired or move departments at other times of the year. Users will be highly encouraged to review the course content prior to exploring UAS on their own or requesting additional training from a staff member. The user will also be provided with the UAS Training Evaluation (see Appendix B) and be asked to complete the survey after utilizing the UAS training module. The feedback from these forms will help shape the future of this training resource and target the areas in which more development is needed. It will also help identify topics that would be more appropriate to be covered in group training or one-on-one sessions. As time and resources allow, the Canvas course shell will also be shared with appropriate departmental users that may already have

experience with UAS, but are interested in exploring more of its resources. These users will be encouraged to share their experiences with UAS through the discussion boards to offer ideas and assistance to newer users in attempt to create a user group community.

From the expert reviews it was apparent there are already topics to be added to the content of the course as it stands. Now that the foundation has been laid for the course shell, the opportunities are endless on the topics to be covered. The next areas to be created should be File Maintenance and Daily Visit areas. This will also correspond with educating UAS users of these features and motivating them to utilize them as recruitment resources. In the spring of 2015, the Office of Admissions was also approached by the College of Musical Arts for enhancements to their audition tracking system. The College of Musical Arts is one of the largest UAS user groups on campus, so it would be beneficial to provide thorough training in the UAS training module for their faculty members to become more engaged with the system as they recruit their musicians. Another area of high non-admissions staff traffic are the scholarship applications hosted by UAS for the Honors College, Presidents' Leadership Academy and the Alumni Laureate Scholarship. Training for these units would be helpful as scholarship application reviewers may vary from year-to-year, so consistent training materials could be beneficial to accommodate the turnover.

Currently, a user must click into each section separately to understand the content it will cover. While the explanations are thorough, to get to them there is the added step of clicking into the section. It would be worth investigating the functionality within Canvas to allow text to be displayed prior to the sections that would provide that explanation up front, or the business problems someone may have in order to need that content, so they don't need to click into each section in order to determine if it is information they truly need.

       Other non-critical enhancements and updates to the existing training module would include the expert feedback on the navigation and layout of information. To assist with accessibility, all files should either be all one file format or available in PDF and Word. Additional navigational tips on correlating sections would also provide a broader picture of how the resources should be used in tandem to maximize effectiveness (i.e. if you use SECC, you should also know the Goldenrod system). Currently the quizzes are practice only and used for self-evaluation, but it would be helpful to the learning design to have the ability to see the results of the learners as well to see how they are retaining the information. This is a limitation of Canvas and should be investigated further. Finally, it would be beneficial to take an inventory of the most common questions posed by UAS users (i.e. How do I find a student's ACT score?) and create an FAQ section to help answer most of the inquiries. This would enhance the training module as well as freeing up resources in the Office of Admissions by cutting out repetitive questions.

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APPENDIX A

UAS Expert Review

1. The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students. On a scale from 1 to 5, how do you think this training module meets that objective?

Strongly Disagree   **Strongly Agree**

       1   2   3   4   5

2. In what ways do you think this training module fulfilled the objective described in question #1?

3. In what ways do you think this training module does not fulfill the objective described in question #1?

4. Do you think departments outside of the Office of Admissions would utilize this resource to strengthen their recruitment efforts? Please explain your rationale.

5. Were there any areas within the module you found to be unnecessary? Please explain your rationale.

6. Were there any areas of UAS that were not covered that would be beneficial to an end user? Please identify and provide rationale.

7. Were the directions in the step-by-step areas easy to follow?

8. Please provide feedback on the quality of the training materials (i.e. video and voice driven content) provided in the training module.

APPENDIX B

UAS Training Evaluation

Reasons for Participating

1) What were your main reasons for accessing the online Canvas training course for UAS? Please check all that apply.
    - ❑ You are charged with leading the recruitment efforts in your area or department
    - ❑ You assist with recruitment efforts in your area or department
    - ❑ To improve your skills or knowledge of UAS
    - ❑ You were asked to take part by your supervisor
    - ❑ The utilization of UAS is required for your job duties
    - ❑ Other, please specify: _____

Rate your Skills

Please rate your skills in each area prior to accessing the training materials in the Canvas course module and after accessing the training materials in the Canvas course module. (1 signifies no skills or low and 5 signifies very good skills or high.)

2) Understanding of the resources UAS has to offer:

	Very Low				Very High
	1	2	3	4	5
Before accessing:	❑	❑	❑	❑	❑
After accessing:	❑	❑	❑	❑	❑

3) Understanding of how to navigate within UAS:

	Very Low				Very High
	1	2	3	4	5
Before accessing:	❑	❑	❑	❑	❑
After accessing:	❑	❑	❑	❑	❑

4) Comfort in using UAS to assist in recruitment efforts:

	Very Low 1	2	3	4	Very High 5
Before accessing:	❑	❑	❑	❑	❑
After accessing:	❑	❑	❑	❑	❑

5) Likelihood of utilizing UAS to assist in recruitment efforts:

	Very Low 1	2	3	4	Very High 5
Before accessing:	❑	❑	❑	❑	❑
After accessing:	❑	❑	❑	❑	❑

6) If you have further comments about how the training materials helped you develop skills or knowledge in these areas, please add them here:

Training Materials

7) Please rate the quality of the training materials provided in the Canvas course module. (1 signifies not helpful and 5 signifies very helpful.)

	Not Helpful 1	2	3	4	Very Helpful 5	N/A
General Interest Videos i.e. Overview of UAS, Search Tips, etc.	❑	❑	❑	❑	❑	❑
Tutorial Videos i.e. How to Submit a Goldenrod, Viewing Registered Visitors, etc.	❑	❑	❑	❑	❑	❑

Step-by-Step Documentation PDFs	❑	❑	❑	❑	❑	❑
Online Discussion Boards	❑	❑	❑	❑	❑	❑

8) If you have further comments about which training materials were more helpful, or some that did not help at all, please add them here:

Areas of Interest

9) Please indicate the areas which you accessed within the Canvas course module to better your understanding and utilization of UAS. Please check all that apply.
   - ❑ Introduction to UAS
   - ❑ Deeper Dives: Goldenrods
   - ❑ Deeper Dives: Graduate Admissions
   - ❑ Deeper Dives: Graduate Departments Secondary Applications
   - ❑ Deeper Dives: SECC
   - ❑ Deeper Dives: Student Listing
   - ❑ Deeper Dives: Prospect Listing
   - ❑ Deeper Dives: Enrollment Network
   - ❑ Contact Records
   - ❑ Files

10) Of the areas you indicated above, which were the most useful? Which, if any, did not meet your expectations

11) Please provide any feedback you have that was not covered by this evaluation.

Optional

Name: _____

Email: _____

Title: _____

Department/Office: _____

Would you like to be contacted for additional UAS training with an Office of Admissions staff member?

☐ Yes   ☐ No

If so, what topic would you like to learn more about?

APPENDIX C

UAS Expert Review Results

1. The objective of this training module is to provide online training sessions to support the recruitment efforts in each college or department by educating them on the UAS resources and how to effectively use the CRM within UAS to build relationships with their prospective students. On a scale from 1 to 5, how do you think this training module meets that objective?

	Strongly Disagree				Strongly Agree
	1	**2**	**3**	**4**	**5**
Participant Responses				1	7

2. In what ways do you think this training module fulfilled the objective described in question #1?

This was amazing. It has been a long overdue need in the office. It was so simple to use and easy to understand. The quizzes reinforce the learning. It takes care of some of the basic questions we get and will free up office resources from basic training needs.
The training module breaks down the major components of UAS into short, easy lessons. I think the videos are easy to follow and understand, which is key.
I think the module is incredibly comprehensive and detailed. I was impressed with the many layers of information. I appreciated how the information was presented in written and verbal form.
This training module addresses all questions that may arise for those departments utilizing UAS, as well as providing information about resources users may not know are available to them.
Easy to find topics and well-described subject matters make it user-friendly. Personally, I am motivated to work through a problem if the design makes sense.
This training module allows new users step by step directions on how to use UAS. I believe that the creator used a great combination of both videos and written directions to capture both learning styles. This will allow all types of learners the ability to navigate this system seamlessly. In addition, the creator has covered every area of UAS so each user depending on their needs will be able to use this training module to get all of the information needed.
This training will allow departments to become familiar with the parts of UAS that are relevant to their recruiting efforts. Specifically, it educates on resources that are critical to successful prospecting and relationship building. The format is easy to navigate and understand.

3. In what ways do you think this training module does not fulfill the objective described in question #1?

It hits it right on the money.
In the couple of videos I watched, I noticed a couple of small items were skipped over. For example, how to edit a goldenrod once completed. However, I know why this small things weren't directly touched on. The videos need to be short and to the point so users want to watch them and can get the basic information quickly.
I have one suggestion. Faculty and staff might not know where to begin when it comes to the modules. Could there be a quiz or some type of guidance that indicates if you are looking to do "this," view this module. Some people might just start clicking around needlessly when all they want is to learn about are call campaigns. I am not sure they will know that the module called "SECC" = call campaigns.
N/A – I think this training module successfully fulfills the objectives.
n/a
I would put contact information either on the bottom of every page or have it listed on the side, instead of just on the homepage. I anticipate this or something similar will go live and if people have that contact information it will be a benefit.
None – I believe it meets the objective.

4. Do you think departments outside of the Office of Admissions would utilize this resource to strengthen their recruitment efforts? Please explain your rationale.

Yes, this is such a strong tool, the simple way fields are described, having audio and visual makes it so easy to understand. Departments will use this to enhance what they are doing. It was one of the best trainings I have seen on campus for IT tools.
Yes! UAS can feel very overwhelming at first. The training module makes the various components of UAS feel more manageable. From that, departments can learn to incorporate the technology into their own recruitment efforts. The knowledge gained from using UAS will allow departments make educated decisions on their recruitment actions. For example, how we in admissions use UAS to determine travel.
Yes! I think that most departments on campus don't know the information that can be garnered from UAS. I think if they know the geographic location of their prospects or the academic prowess of their prospects, they might adjust or design their Preview Day and other visit booths around this information. For instance, if the College of Music knows that most of its student are coming from three-plus hours away, they could make some of their programming is in the late morning, so students and their parents can get on the road in the afternoon for the drive back home. I know when I was at Presidents Day, I talked to quite a few people who were exhausted by noon and just wanted to get home, but they were waiting to attend a session that was only offered in the afternoon.
I definitely think they will. This allows UAS users to learn the system independently, and return to the training should they need a refresher. As they explore the training, I believe they'll find resources they didn't realize were available to them.
I think academic departments that receive a lot of inquiries would benefit from a resource similar to this one. It could provide pertinent information to interested prospective students who don't like to hunt for information. Quick, concise, informative and relieves the burden from departmental assistants/program coordinators.
I think this module is a huge step in the right direction for allowing other departments to utilize UAS. We will still need to change their way of thinking and have them realize all of

the great options this program offers. It takes time to change habits, but if we can slowly add in new departments each semester utilizing our large visit day contacts then beginning to branch out to new areas.
Yes. This is a resource that will give different departments the control to be strategic with their recruitment efforts. They are able to access specific lists of prospects, submit goldenrod requests, view data, and other valuable tools. This should enable departments to conduct recruiting functions without the need for extensive assistance.

5. Were there any areas within the module you found to be unnecessary? Please explain your rationale.

No, all very useful and exactly what we need.
None.
There is a danger of too much information, but UAS is so in-depth that you need to explain all of the components. I liked how you made some of the information optional, though, by inviting users to click a link only if they wanted more information.
No – I think this module provides the necessary information for a novice UAS user, and covers any needs they may have.
No.
The only part that I am not sure of is the people link. It might be nice for you or higher administration possibly to know who is using this system but not for each individual user.
No – I think it is important that different departments have access to a number of trainings, as some will utilize all of them and others may just choose select trainings that are applicable to their recruitment efforts.

6. Were there any areas of UAS that were not covered that would be beneficial to an end user? Please identify and provide rationale.

NO, I think this was exactly what is needed for introductory training.
File maintenance could be a good one to learn. If another department happens to be working with a student and they find something needs updated it could be beneficial.
Within the SECC section, I wonder if directions on how to submit a goldenrod might be mentioned. I saw that goldenrods were mentioned as part of the "deeper dives," but some people might not make it to that section. It isn't clear to me if those who view the SECC section think that they are making the calls or the SECC is making the calls for them. Either is an option, but you might want to outline the choices.
No – I think this module provides the necessary information for a novice UAS user.
For an academic office to view a prospective student's visit information/agenda. (I didn't see that in the training, I apologize if I missed it.) It may be helpful to see when their students from their compiled list are visiting campus to provide another opportunity to meet them, face to face. Not sure how feasible it would be for some departments, though.
I think that everything is covered. As UAS expands there may be a new area but at this time everything looks great!
N/A

7. Were the directions in the step-by-step areas easy to follow?

So simple, clear and precise.. but so easy to understand. It's one of the best on campus training modules I've ever taken.
Very!
I liked how you had written instructions, as well as videos. This is smart because some people are visual learners. I liked the SECC quiz! I passed!
Yes – particularly the narrated videos. I think these will be very helpful in conjunction with the .pdf documents and written instructions.
Yes.
Yes, you did a great job on laying everything out for all of the potential users. I thought the addition of the direct link in the videos was a great idea.
Yes.

8. Please provide feedback on the quality of the training materials (i.e. video and voice driven content) provided in the training module.

High quality, professional, excellent overall. I can't say enough how good this is.
Again, I like that the videos were short and to the point! Very helpful.
Your voice was steady and clear throughout. The videos were easy to see and follow. From a security standpoint, it is OK if a student's personal information is showing during a tutorial?
I think these videos are great – they move at a good pace to allow users to follow along. It's also nice that users are able to pause the videos should they need to.
Videos are provided with clear, audible tone and at a desirable pace.
I think you did a great job and am hoping you get this out to admissions staff and other departments soon so all can learn to use the UAS. We could all use a refresher. Really like the easy UAS name transition from undergrad to university, since we now also have grad prospects in the UAS. I was impressed with the question on the quiz I inserted below, great way to stress the importance of this point by including it again in the quiz. More of these types of questions will ensure the important points are picked up on.
The only other suggestion is to have all of the printable directions either in pdf format or word. I saw that the requesting a goldenrod is a word document while student listing is a pdf. You might also want to think about having both options incase people can't access a pdf file.
The video and voice driven content was great quality. It was an appropriate speed and easy to understand and follow.

APPENDIX D

UAS Training Module Text

Home Page

Congratulations on obtaining access to the University Admissions System! This Canvas course should provide you with the resources you need to begin using UAS for your recruiting needs. UAS was created to assist the BGSU Office of Admissions with their technological needs throughout the recruiting process. It has since expanded to provide resources to other BGSU departments in a variety of ways.

To access the list of training modules available, click on the Modules link in the left column of this page. Feel free to explore each module within this Canvas course, but you may find it only necessary to explore the modules of the areas you have access to. The course content includes:

UAS Security Access

Logging into UAS

Goldenrods

Graduate Admissions

Departmental Admits/Prospects

SECC

Student Listing

Enrollment Network

List Contacts

Contact Profile

Discussions

People

Files

You are encouraged to click on the video below to learn more about the UAS Training Canvas course.

<VIDEO>

If you have any additional questions about UAS, or this Canvas course, please contact Erin Heilmeier, Associate Director of Admissions, at esmall@bgsu.edu.

UAS Security Access

Enrollment in this UAS course ensures you have access to UAS in some capacity. However, security is tied to the areas you need to view. If you find an area that you would like to obtain access to, simply fill out the UAS security form   and submit to Erin Heilmeier, esmall@bgsu.edu, for review. She can also assist in identifying the areas that are most appropriate for your role. Feel free to share the form with others in your department that may benefit from access to UAS.

Below is an overview of the various roles available on the form:

Graduate Admissions Services: This role is designated for graduate program coordinators and their support staff. Users with this role have the capability to view graduate applications, electronic pink sheets and a contact list for all graduate coordinators, administrative assistants and admissions student service counselors. When requesting this role, please indicate the programs you are associated with and should have access to view. The most commonly used resources by these users are covered in the following modules: Graduate Admissions, Departmental Admits/Prospects, Contact Profile and Enrollment Network.

Curriculum Guide Modification: This role is designated for faculty and staff tasked with updating the undergraduate program curriculum guides distributed to prospective students. An example of a curriculum guide can be found here (Links to an external site.).

Departmental Admits/Prospect Reports: Departments may request to have a custom query built based on data collected from the admissions application. Many departments already have these lists created and users just need access to view them. When requesting this role, please indicate the programs you are associated with and the specific list you need to view if one already exists. This area is covered in the following module within this course: Departmental Admits/Prospects.

Recruitment Events: This role is assigned to users who would like to know which students will be attending Office of Admissions recruitment events and their individual interests. When requesting this role, please indicate the events you need access to.

Music and Musical Theater Auditions: This role is designated for any faculty or staff members associated with the music and musical theater programs to track their prospective student's progress through the audition process.

College Deny Form: This role is designated for undergraduate departments with additional admission criteria beyond the BGSU academic admissions standards. Those programs report any students who have been denied to their program through this form.

Not Coming Form: This role is designated for student service offices that may field not coming requests from prospective students. Those requests should be reported to the Office of Admissions through this form as soon as possible.

SECC Call Database: This role is designated for individuals who will be participating in a call campaign created by the Office of Admissions or the Student Enrollment Communication Center. This area is covered in the following module within this course: SECC.

Prospect System: The UAS prospect system is the Office of Admissions customer relationship management (CRM) system. Users with access to this area will have the ability to search prospective students to view any data or contact the Office of Admissions has on file. This area is covered in the following module within this course: Contact Records.

Test your knowledge on the UAS Security Access process by completing the UAS Security Access Quiz!

Logging into UAS

UAS can be accessed by following this link: uas.bgsu.edu/office (Links to an external site.). One of the great features about UAS is that it allows you to bookmark any of its direct pages for easy access. This is helpful if you have specific areas you will use the most and don't want to waste time clicking links. You will be prompted to log in each time you visit UAS. This course will provide both the navigation to the location in UAS from the landing page as well as the direct link for future use.

Click on the video below to learn how to log into UAS. The video is best viewed in full screen mode.

<VIDEO>

Test your knowledge on the UAS Security Access process by completing the Logging into UAS Quiz!

Goldenrods

Requests placed for work to be done by the Office of Admissions programming staff are referred to as Goldenrods. Some users have the ability to submit requests to our programmers to initiate projects or reports they may need throughout the recruiting cycle. This section will cover how to create a Goldenrod request and view the list of Goldenrods in the programming queue. To submit a Goldenrod request, visit the following website: http://uas.bgsu.edu/office/goldenrod (Links to an external site.).

Click on the video below to learn how to request a Goldenrod in UAS.

<VIDEO>

 Click on the video below to learn how to view the list of Goldenrods in UAS.

<VIDEO>

 Printable instructions can also be found here: Requesting a Goldenrod.docx. You may also want to review the following document to learn about Goldenrod etiquette: The Golden Rules of Goldenrods.pdf.

Go directly to the Goldenrod page by clicking and bookmarking this website: uas.bgsu.edu/office/goldenrod/ (Links to an external site.).

Test your knowledge on the Goldenrod process by completing the Goldenrods Quiz!

Graduate Admissions

Many graduate departments use UAS to monitor incoming applicants and their credential submission. Within the Graduate Admissions area of UAS, graduate coordinators and their support staff can locate electronic copies of graduate applications for their specific programs and see a complete list of departmental contacts for all graduate programs. The UAS resources utilized by graduate departments is not limited to this section within UAS, so you are encouraged to explore other areas of this course such as Departmental Admits/Prospects, Contact Records and Enrollment Network to learn about all of the resources the Office of Admissions currently provides for graduate programs.

Click on the video below to learn how to view graduate applications in UAS.

<VIDEO>

Click on the video below to learn how to view the graduate department contact list.

<VIDEO>

Printable instructions can also be found here: Accessing Graduate Applications in UAS.docx and Accessing the Graduate Department Contact List on UAS.docx.

Go directly to the Graduate Application page by clicking and bookmarking this website: uas.bgsu.edu/office/graduate/apply/ (Links to an external site.).

Go directly to the Graduate Department Contact List by clicking and bookmarking this website: uas.bgsu.edu/office/graduate/department/list/ (Links to an external site.).

Test your knowledge on the graduate admissions resources by completing the Graduate Admissions Quiz!

Departmental Admits/Prospects

The Office of Admissions has created a way for lists of admitted students to be viewed by various campus departments, depending on students' reported areas of interest. There are already a large amounts of predetermined lists available, but if you are in search of a particular list that would be most hopeful for your department, feel free to contact the Office of Admissions and we can work with meeting your recruitment needs.

Click on the video below to learn how to view the departmental lists in UAS.

<VIDEO>

Printable instructions can also be found here: Departmental Admit Prospect Report.docx.

Go directly to the Departmental Admits/Prospects page by clicking and bookmarking this website: uas.bgsu.edu/office/student/report/list/ (Links to an external site.).

Test your knowledge on the Departmental Admits/Prospect area by completing the Departmental Admits/Prospects Quiz!

SECC

SECC is the area within UAS that supports the calling efforts of the Student Enrollment Communication Center. To learn more about the wide range of services the Student Enrollment Communication Center offers to the Office of Admissions and various departments on campus, visit their website (Links to an external site.).

If a calling campaign is part of your recruitment efforts, the Office of Admissions can assist in providing you the data and the call database. We would just need to know the parameters for your targeted audience and when the calling would be scheduled to take place. All calls are documented within UAS within a student's contact profile.

Click on the video below to learn how to use the SECC calling database.

<VIDEO>

Click to view Printable instructions can also be found here: Accessing the Calling Database.pdf.

Go directly to the SECC Call Campaign page by clicking and bookmarking this website: uas.bgsu.edu/office/secc/ (Links to an external site.).

Test your knowledge on the SECC by completing the SECC Quiz!

Student Listing

Student listing allows you to generate a list of applicants based on predetermined criteria, such as their home county, high school, GPA, admissions decisions, etc. You are also able to save these lists to reference at any given time without having to set the search criteria again.

Admissions staff members and departments around campus use this function to research the students in their territory or interested in their particular program, as well as to create a specific list of students they may want to contact. For example, an admissions counselor may want to contact all of the applicants in Virginia to remind them about an upcoming college fair. The counselor would be able to locate all of them through this search feature instead of requesting for a programmer to pull the list for them.

It is important to understand each of the fields available before you use this list to reach out to applicants. The more you know about the data you are pulling, the better your outreach will be. Refer to the following document for field definitions with UAS: UAS Field Definitions.pdf.

Click on the video below to learn how to utilize Student Listing to query lists of prospective students.

<VIDEO>

Printable instructions can also be found here: Student Listing.pdf.

Go directly to the Student Listing page by clicking and bookmarking this website: uas.bgsu.edu/office/student/list (Links to an external site.).

Test your knowledge on the Student Listing area by completing the Student Listing Quiz!

Enrollment Network

The BGSU Office of Admissions is responsible for reporting on incoming student data in order for departments on campus to project upcoming enrollment numbers as well as trends over the past several years. The Enrollment Network area within UAS is the best place to view prospective student reports. No security access is necessary to view the reports listed on this page. Please understand that many of the reports pull a considerable amount of data, so they may take several seconds to load.

Here is a list of reports available through the Enrollment Network site:

ACT Report: This area allows you to view the breakdown of ACT scores for applicants, admits and committed students by campus, ethnicity or residency.

Prospect Report: This provides the count of prospects in our system for each admit type.

Frequency Major: Users can drill down to the program level to see point in time counts for their applicants, admits and committed students and compare it to the last ten years of data, when available.

Statistical Matrix: This report provides a breakdown of the applicants in a variety of measures to best understand the makeup of the incoming classes.

Statistical Report: This report provides counts and percentages of characteristics for each stage of the application process.

County Report: This report shows a point in time comparison of applicant counts for the past several years broken down by Ohio counties and the most popular out of state territories.

Market Reports: Data within this report is broken down by market, which is dictated by the scholarship award received through the University Freshman Academic Scholarship program.

Freshman Profiles: The Office of Admissions releases a report each year on the incoming fall classes. Past profiles can be located here.

Click on the video below to learn more about the Enrollment Network website.

<VIDEO>

Go directly to the Enrollment Network page by clicking and bookmarking this website: uas.bgsu.edu/enrollnet (Links to an external site.).

Test your knowledge on the Goldenrod process by completing the Enrollment Network Quiz!

List Contacts

All prospects acquired by the BGSU Office of Admissions are housed in the UAS Prospect System under the Contact Records heading. The Office of Admissions, along with a number of departments on campus, uses this area as their Customer Relationship Management system to track students from when they first show interest in BGSU, such as coming to a campus visit, until they ultimately decide to enroll.

The List Contacts section will allow you to pull lists of prospective students based on your specified search criteria. Prospective students are acquired by the Office of Admissions in a variety of ways, many of which can be queried specifically in this particular resource. The further the student is in the application process, the more data we have to pull from.

It is important to understand each of the fields available before you use the list results to reach out to applicants. The more you know about the data you are pulling, the better your outreach will be. Refer to the following document for field definitions with UAS: UAS Field Definitions.pdf.

Click on the video below to learn how to utilize List Contacts to query lists of prospective students.

<VIDEO>

Printable instructions can also be found here: UAS Prospect System.pdf.

Go directly to the List Contacts page by clicking and bookmarking this website: uas.bgsu.edu/office/uas/contact/list (Links to an external site.).

Test your knowledge on the List Contact area by completing the List Contacts Quiz!

Contact Profile

All prospects acquired by the BGSU Office of Admissions are housed in the UAS Prospect System under the Contact Records heading. The Office of Admissions, along with a number of departments on campus, uses this area as their Customer Relationship Management system to

track students from when they first show interest in BGSU, such as coming to a campus visit, until they ultimately decide to enroll.

The Contact Profile section will allow you to view data on an individual to learn where they are in the admissions process. Users also have the ability to see the ways in which the student has shown interest in BGSU and any messages we have sent through UAS to the student as well. The further the student is in the application process, the more data we can display on their profile.

It is important to understand each of the fields available before you use the list results to reach out to applicants. The more you know about the data you are pulling, the better your outreach will be. Refer to the following document for field definitions with UAS: UAS Field Definitions.pdf.

Click on the video below to learn how to utilize Contact Profiles in order to know more information about the individuals you are trying to recruit.

<VIDEO>

Printable instructions can also be found here: UAS Prospect System.pdf.

Go directly to the List Contacts page by clicking and bookmarking this website: uas.bgsu.edu/office/uas/contact/view (Links to an external site.).

Test your knowledge on Contact Profiles by completing the Contact Profile Quiz!