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A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts at Boston

TITTLE

Enhancing the New ESL Student Orientation at UMass Boston:
Applying UDL Principles and Educational Technology Tools

Submitted by

Karol Victoria Castaneda Guzman

In partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

December 12, 2016

Dr. Carol Ann Sharicz

Approved by Dr. Carol Ann Sharicz, Faculty

Abstract

New English as a Second Language (ESL) students often display confusion during their transition to UMass Boston (UMB). Despite the administrative staff's best effort to provide students with information about the university, students still lack the relevant information about services, academic resources, the individuals, and offices of interest available to assist them in their success. Additionally, the majority of new ESL students do not adequately understand the information presented in the orientation due to their limited English proficiency. This evidence-based practice project describes the analysis, design, development, implementation, and evaluation of a blended orientation for new ESL students. It details how UDL principles were applied into the learning environment to support the new ESL learners' comprehension, provide them opportunities for practice, and increase their engagement. Moreover, it presents how educational technologies were adopted to mediate contextual learning. This project evaluates at all four levels of the Kirkpatrick model. The data-collection methods used were online surveys, focus groups, structured observations, a training value questionnaire, and a job and task analysis questionnaire. Benchmarking data and a review of the literature were conducted to identify the best practices in designing orientations for ESL students.

Keywords: ESL student orientation, Universal Design for Learning (UDL), instructional design, online student orientation, educational technology, Web 2.0 tools, educational social media.

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Phase I: Analysis

Background

The English as a Second Language (ESL) Program through the College of Advancing and Professional Studies (CAPS) at UMass Boston (UMB) seeks to provide international students with a high-quality intensive English language training to improve their performance in professional, academic, and social environments. The organization consists of the director, assistant director, three academic coordinators, sixteen ESL instructors, two program assistants, and an average of two hundred students each semester. The program offers spring, summer, and fall semesters for non-native speakers at the beginning to high-intermediate level of language proficiency. Spring and fall semesters are 16 weeks in length, while summer is an 11-week program. These programs consist of Grammar, Writing, Reading, and Seminar classes.

The program currently offers an on-campus orientation session to all new ESL students during the first week of classes each semester. During the first day of the orientation week, the ESL academic coordinators and some instructors spend time testing and assessing students' English ability to create their class schedule. On the second day, they help out with immigration clearance and assist students setting their UMB email accounts. Moreover, academic coordinators and instructors give students a one-hour tour of the UMass Boston campus to familiarize them with some of the facilities. During the third day, students usually receive information from guest speakers such as the Dean of Students, the Director of International Education and Scholarly Programs, the ESL academic advisor, International Student & Scholar Office staff, and the ESL coordinators.

Guest speakers generally cover conduct overview and student life, culture in the U.S., review of visa requirements, classroom etiquette, health care in the U.S, and international

admissions. However, the orientation provided during the summer 2016 semester did not include the participation of some of the university guest speakers such as the Dean of Students, International Student & Scholar Office staff, and admission staff. The ESL director expressed that lately the orientation for new ESL students has been decentralized and directed by the ESL Program on its own. The orientation sessions are usually delivered by oral presentations and the main instructional materials are PowerPoint slides.

The Orientation Satisfaction Survey results of the summer 2016 semester demonstrated that 57.1% of the student respondents agreed or strongly agreed that the orientation they received helped prepare them to be successful at UMass Boston. However, 4.8% disagreed and 38.1% of the student respondents felt neutral when asked the same question. As indicated by the above results, there is ample opportunity for improvement. From the academic coordinators' perspective, only one coordinator agreed that the orientation provided to new ESL students helped prepare them to have a successful start at UMB, while the other two coordinators felt neutral. The director of the ESL Program and the assistant director, in this respect, agreed that the orientation provided to new ESL students helped prepare them to be successful at UMass Boston. However, they affirmed that they have perceived an increase in student traffic in the office and a long queue of emails at the beginning of each semester.

According to the director and the assistant director, the most frequently asked questions by students during this period of time are related to challenges they face in their new community, such as I-20 matters, payment, UMB ID, and campus services. They maintain that even though some of these topics are covered in the orientation session, students still seem confused, frustrated, and uncertain about the next steps involved in adjusting to their new life at UMass Boston. Here lies the interest of stakeholders in enhancing the current ESL student orientation to provide a fun,

easy, and useful way for students to access, absorb, and put into practice the new information needed to have a successful start at UMass Boston.

Problem Statement

Despite the administrative staff's best effort to outreach before the semester begins and provide students with information about the university, immigration, and the program at the beginning of the semester, there are still some confusion and language barriers. The ESL Program is experiencing unusual increased student traffic in the main office during the first week of classes each semester. The increased students' visits along with a long queue of emails are due to the fact that ESL students lack the relevant information they need to know about the university resources, services, and offices of interest. In turn, this situation affects the efficiency of other organizational processes such as student WISER account activation and class registration. The time spent to individually respond to each student's questions delays the progress of the aforementioned processes.

The feedback from students obtained at the end of the summer 2016 semester indicated a 57.1% level of satisfaction. The purpose of this project is to design a comprehensive orientation plan that enable all new ESL students to get around campus, access the UMB information technology services, and be knowledgeable about campus resources, services, and offices of interest that are available to assist with their success. In line with the CAPS mission as a student-centered and service-oriented UMass Boston partner, by helping new ESL students with making a smooth transition into their academic environment, the ESL program expects to decrease student traffic, reduce the long queue of emails, and increase student satisfaction with orientation by 20% or higher. This will result in improved academic skills, student retention, and student enrollment, which then boosts the program's brand and reinforces revenue growth.

Project Completion Schedule

| 2016 Activity | September | October | November | December |
|--|-----------|---------|----------|----------|
| Phase I: Analysis | | | | |
| Conduct Needs Assessment | 12- 24 | | | |
| Classify Data | 25-30 | | | |
| Report Results | | 1-5 | | |
| Analyze Data | | 6-16 | | |
| Literature Review | | 17-16 | | |
| Phase II: Design | | | | |
| Define Learning Objectives | | 17-23 | | |
| Determine Required Drivers | | 24-26 | | |
| Develop Instructional Strategy | | 27 | 3 | |
| Phase III: Develop | | | | |
| Develop and Select Instructional Materials | | | 4-25 | |
| Phase IV: Implementation | | | | |
| Deliver (possible pilot) | | | 28 | 2 |
| Conduct formative Assessment | | | | 3-4 |
| Phase V: Evaluation | | | | |
| Describe Evaluation Plan | | | | 5-12 |

Table 1. Project Development Timeline

Analysis Plan

In order to ensure that the New ESL Student Orientation will actually meet the organizational goals, its design will be based on the “need for feedback to assess the success and impact of the training as well as to enhance and improve its ability to meet expectations” (Kirkpatrick & Kayser, 2009, p. ix). Therefore, this project will aim at evaluating all four levels of the Kirkpatrick model.

The evaluation planning encompassed a systematic needs assessment strategy that included reviewing stakeholders’ feedback data, organization’s goals, job descriptions, transfer-out rates, and enrollment reporting roster files. The data-collection methods used were online surveys, focus groups, structured observations, a training value questionnaire, and a job and task analysis questionnaire. Finally, benchmarking data and a review of the literature were conducted to identify the best practices in designing orientations for ESL students. Data was collected from July 25th, 2016 through September 24th, 2016.

Data-Collection Tools

Orientation Satisfaction Survey Summer 2016. An online survey was sent on July 25, 2016 to 46 new ESL students to ask their opinion on the orientation content, activities, and delivery method. Moreover, students were asked to rate the topics they were most interested in hearing about at the orientation. The survey was designed mostly with Likert-type scale closed-ended questions. However, one open-ended question was included to allow students to provide in depth input on their experience with the orientation. The ESL Program director reviewed and approved the survey, which was ultimately sent out by the Assistant Director to the students. Instructions and a cover email explaining the purpose of the survey and the completion date were sent to the

students, and their responses were entered anonymously. An email remainder was sent to all students and it included a link to the survey.

Academic Coordinators Online Survey. An online survey was sent to the 3 academic coordinators to know their perception about the orientation effectiveness, content, activities, and delivery method. The academic coordinators were also asked what resources were necessary to provide an effective orientation. The survey was designed mostly with Likert-type scale closed-ended questions. However, one open-ended question was included to allow the academic coordinators to provide in depth input on topics or activities that should be added, removed, or done differently for future orientations. The ESL Program director reviewed, approved, and set out the survey to the instructors on July 29th, 2016. Instructions and a cover email explaining the purpose of the survey and the completion date were sent to the instructors, and their responses were entered anonymously. A follow up email remainder was sent to all instructors and it included a link to the survey.

Academic Coordinator Job and Task Analysis. In light of the absence of specific orientation-related tasks in the job descriptions, the job analysis used task items defined in the best practices for designing new student orientations. The instructors were asked to rate these items in terms of their critical importance to their job. The purpose of this instrument was to gain a clear picture of what the instructors think their jobs entail and what is expected of them concerning the orientation. The information collected served as a basis for distinguishing what must be done to fulfill the new ESL students' needs.

ESL Director and Assistant Director Survey. An online survey was sent to the ESL Director and the Assistant Director on July 26th, 2016. The purpose of this survey was to know their perception about key elements of the current ESL orientation and the desired condition for a future orientation. In this survey, the ESL Director and Assistant Director were asked about the orientation effectiveness, content, and activities. The information collected helped identify the desired outcomes for this learning intervention.

Training Value Questionnaire. A Training Value Questionnaire was sent to the ESL program director to identify the targeted Return On Expectations (ROE), the organization's need, and the desired results. This questionnaire was used to make sure the orientation improves the ESL program's performance based on what the director considered valuable. The questions selected were taken from the tool presented in the article "Training Value Questionnaire" Nunn (2011). Five out of nine open-ended questions were reworded in different ways to help reveal the true business result, the leading indicators, the critical behaviors, and the required drivers of critical behavior. (Kirpatrick & Kayser, 2009; Nunn, 2011).

Focus Groups. Sleezer, Russ-Eft and Gupta (2014) write that "in the focus group interview method, people who have something in common are brought together and asked their opinions and ideas about a specific topic" (p.57). Therefore, two groups of students of the target population were selected. One focus group was made up of five students from China and the other focus group was made up of six students from Colombia. The purpose of each focus group was to determine the viewpoints of the two largest ESL student populations. In addition, the focus group members were asked to provide their feedback on ways to better serve their specific needs with regard to orientation. A list of open-ended questions was developed to start the conversation; however, there

were other questions as the discussion was going on. The questions were written in English with translation in the respective native language to facilitate understanding of the questions.

The sessions were conducted in person and each student received the focus group script. The focus group conducted with Chinese students was facilitated by one of the ESL program assistants, who is originally from China. During the session, she took notes and recorded the participants' responses. The focus group session with Colombian students was conducted in Spanish to facilitate the conversation, notes were taken, and the discussion was recorded as well. All the narrative reports were written and categorized by themes.

Structured observations. Observational data was collected in a structured fashion. Two observations were made at the beginning of the fall 2016 semester. One observation was conducted during the orientation to look at the current components of the instructional session. The items observed included but were not limited to warm-up, presentation, tools and materials, practice, evaluation, and follow-up. The other observation took place in the ESL office in order to identify the most commonly asked questions by students after orientation. The purpose was to discover the topics that were still unclear or not covered at the session.

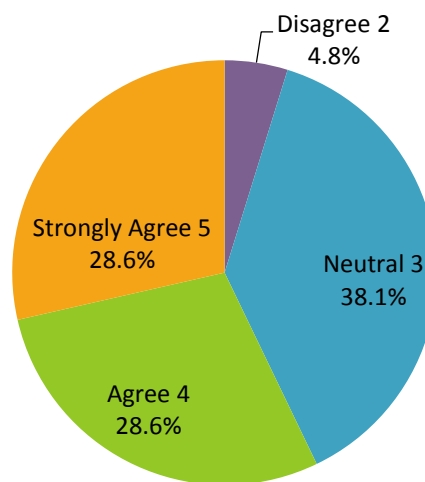
Orientation Satisfaction Online Survey Fall 2016. The orientation satisfaction online survey of the fall 2016 was sent to 95 new ESL students on September 15th, 2016. Students were asked their opinion on the orientation content, activities, and delivery method. The survey was designed mostly with Likert-type scale closed-ended questions. However, one open-ended question was included to allow students to provide depth input on their experience with the orientation.

Data Gathering Results

Orientation Satisfaction Survey Summer 2016. 45.6% (21 out of 46) of the students participated in the online survey. The data gathered fell into four major categories: Student Satisfaction, Delivery Format, Student Expectations, and Suggestions.

Student Satisfaction

Do you feel the orientation you received helped prepare you to be successful at UMB?







The orientation provided during the first week of classes helped me:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|-------------|-------------|-------------|----------------|
| Feel connected to UMass Boston (UMB) | 4.8% 1 | 4.8 % 1 | 23.8% 5 | 42.9 % 9 | 23.8 % 5 |
| Feel welcome at UMass Boston | 0.0 % 0 | 14.5 % 3 | 19.0 % 4 | 38.1 % 8 | 28.6 % 6 |
| Meet and interact with other new students | 4.8 % 1 | 0.0 % 0 | 33.3 % 7 | 28.6 % 6 | 33.3 % 7 |
| Explore resources for searching housing | 0.0 % 0 | 9.5 % 2 | 33.3 % 7 | 33.3 % 7 | 23.8 % 5 |

| | | | | | |
|--|-------------------|-------------------|--------------------|---------------------|--------------------|
| Learn about the information technology services available to ESL students (email, WISER, online payments) | 4.8 % 1 | 4.8 % 1 | 23.8 % 5 | 38.1 % 8 | 28.6 % 6 |
| Familiarize myself with the payment methods available at UMB | 0.0 % 0 | 9.5 % 2 | 28.6 % 6 | 33.3 % 7 | 28.6 % 6 |
| Get to the campus and around the campus | 4.8 % 1 | 0.0 % 0 | 33.3 % 7 | 33.3 % 7 | 28.6 % 6 |
| Find information on campus support services | 9.5 % 2 | 0.0 % 0 | 33.3 % 7 | 28.6 % 6 | 28.6 % 6 |
| Locate offices of interest to ESL students | 4.8 % 1 | 0.0 % 0 | 19.0 % 4 | 47.6 % 10 | 28.6 % 6 |

Delivery Format

When is the best time to deliver the orientation?

| Overall Rank | Item | Rank Distribution | Score | Total Respondents |
|--------------|---|--|-------|-------------------|
| 1 | Prior the beginning of the semester via online and one on-campus session with a leader staff/ Antes del inicio del semestre vía online y una sesión en el campus con un líder de orientación. (在学期开始前, 由学校概况介绍会的工作人员主持, 通过网络以及在校园内举行) |  | 39 | 17 |
| 2 | During the first week of classes on-campus with an orientation leader staff/ Durante la primera semana de clases en el campus con líder de orientación. (在开学的第一周, 由学校概况介绍会的工作人员主持, 在校园内举行) |  | 32 | 15 |
| 3 | Prior the beginning of the semester via online with an orientation leader staff/Antes del inicio del semestre vía online con un líder de orientación (在学期开始前, 由学校概况介绍会的工作人员主持, 通过网络在线举行) |  | 31 | 15 |
| | |  Lowest Rank Highest Rank | | |

Student Expectations

Please rate the topics you are most interested in hearing about at the orientation

| | Not at all interested- 1 | Not very interested- 2 | Neutral- 3 | Somewhat interested- 4 | Very interested- 5 |
|--|--------------------------------|------------------------------|---------------|------------------------------|--------------------------|
| Life on Campus /Vida en Campus (校园生活) | 0 0.0% | 1 5.0% | 6 30.0% | 7 35.0% | 6 30.0% |
| Group activities/ Actividades de Grupo (学校组织的集体活动) | 0 0.0% | 1 5.0% | 7 35.0% | 6 30.0% | 6 30.0% |
| Faculty and staff introduction/ Presentacion de profesores y administrativos (对教授和工作人员的介绍) | 0 0.0% | 0 0.0% | 8 38.1% | 8 38.1% | 5 23.8% |
| Housing /Alojamiento(住宿问题) | 0 0.0% | 1 5.0% | 8 40.0% | 6 30.0% | 5 25.0% |
| UMB Email/ Correo estudiantil (UMB邮箱) | 0 0.0% | 0 0.0% | 9 42.9% | 4 19.0% | 8 38.1% |
| WISER(Wiser网站) | 0 0.0% | 0 0.0% | 9 42.9% | 4 19.0% | 8 38.1% |

| | | | | | |
|--|-----------|-----------|------------|------------|-------------|
| Payment Methods/ Metodos de pago(支付方法) | 0 0.0% | 0 0.0% | 7 33.3% | 6 28.6% | 8 38.1% |
| Online Payments /Pagos online (网上支付) | 0 0.0% | 1 4.8% | 8 38.1% | 4 19.0% | 8 38.1% |
| Immunization Requirements/ Vacunas (免疫和疫苗要求) | 0 0.0% | 0 0.0% | 7 33.3% | 5 23.8% | 9 42.9% |
| Get to the campus and around the campus/ Como llegar al campus y sus alrededores(校园参观) | 0 0.0% | 0 0.0% | 8 38.1% | 7 33.3% | 6 28.6% |
| On campus support services/ Servicios de apoyo en el campus(校内的支持性服务) | 0 0.0% | 0 0.0% | 7 33.3% | 7 33.3% | 7 33.3% |
| Offices of interest to ESL students/ Oficinas de interes para estudiantes ESL (针对ESL学生服务的部门) | 0 0.0% | 0 0.0% | 6 30.0% | 6 30.0% | 8 40.0% |
| I-20(I-20文件) | 0 0.0% | 0 0.0% | 7 35.0% | 3 15.0% | 10 50.0% |

| | | | | | |
|--|-----------|-----------|------------|------------|-------------|
| U.S Culture/ Cultura de U.S.(美国文化) | 0 0.0% | 1 5.0% | 5 25.0% | 7 35.0% | 7 35.0% |
| Class etiquette/ Etiqueta en Clase (课堂礼节) | 0 0.0% | 0 0.0% | 7 35.0% | 7 35.0% | 6 30.0% |
| Student Employment/ Empleo para estudiantes (学生招聘信息) | 0 0.0% | 1 5.0% | 5 25.0% | 4 20.0% | 10 50.0% |
| Healey Library Services/ Servicios de la biblioteca(校园图书馆服务) | 0 0.0% | 0 0.0% | 5 26.3% | 5 26.3% | 9 47.4% |
| Student Clubs and Organizations/ Clubs y organizaciones de estudiantes(学生俱乐部和其他组织) | 0 0.0% | 1 5.0% | 6 30.0% | 6 30.0% | 7 35.0% |
| UMB ID(学生ID) | 0 0.0% | 1 5.0% | 5 25.0% | 4 20.0% | 10 50.0% |

Suggestion Box

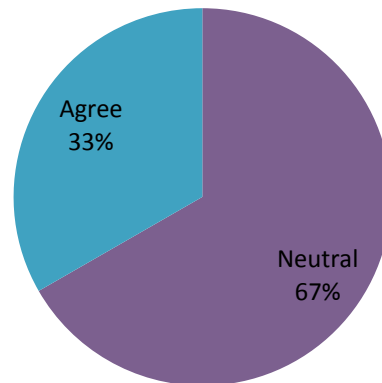
What topics or activities should be added, removed, or done differently for future orientations?

| | |
|---|---|
| <ul style="list-style-type: none"> • “A more extensive tour and more information of all the benefits we have as Umass students” • “Change the boring activities” • “Field trip” • “More activities for all university” • “More group exercise” • “Tell the attendance police very clear.” | <ul style="list-style-type: none"> • “Everything can be done in one day. Moreover, all campus support offices to students should be presented along with their email and contact person. More emphasis on student employment” • “Visit university” • “Add life on campus” • “Orientation should last one day” |
|---|---|

Academic Coordinators Online Survey. Coordinators response rate was 100% (3 out of 3). The data gathered fell into four categories: Coordinators’ Perception on Orientation Effectiveness, Orientation Content and Activities, Required Staff and Resources, and Delivery Format.

Coordinators' Perception on Orientation Effectiveness

Do you agree the orientation provided to new ESL students helped them prepare to be successful at UMass Boston?


















The orientation provided during the first week of classes helped students:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|-------------|--------------|--------------|----------------|
| Feel connected to UMass Boston | 0.0 % 0 | 0.0 % 0 | 66.7 % 2 | 33.3 % 1 | 0.0 % 0 |
| Feel welcome at UMass Boston | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100.0 % 3 | 0.0 % 0 |
| Meet and interact with other new students | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 66.7 % 2 | 33.3 % 1 |
| Explore resources for searching housing | 0.0 % 0 | 66.7 % 2 | 33.3 % 1 | 0.0 % 0 | 0.0 % 0 |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Familiarize themselves with the payment methods available at UMB | 0.0 % 0 | 0.0 % 0 | 100.0 % 3 | 0.0 % 0 | 0.0 % 0 |
| Get to the campus and around the campus | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100.0 % 3 | 0.0 % 0 |
| Find information on campus support services | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Locate offices of interest to ESL students | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |

Orientation Content and Activities

Please select the topics and activities covered in the summer 2016 orientation:

| Value | Percent | | Count |
|-------------------------------------|---------|--|-------|
| Life on Campus | 33.3% |  | 1 |
| Group/team activities | 33.3% |  | 1 |
| Faculty and staff introduction | 100.0% |  | 3 |
| UMB Email | 100.0% |  | 3 |
| WISER | 100.0% |  | 3 |
| Payment Methods | 33.3% |  | 1 |
| Get to campus and around campus | 33.3% |  | 1 |
| On campus support services | 33.3% |  | 1 |
| Offices of interest to ESL students | 33.3% |  | 1 |
| I-20/immigration responsibilities | 100.0% |  | 3 |
| U.S Culture | 33.3% |  | 1 |
| Class etiquette | 33.3% |  | 1 |
| Healey Library Services | 33.3% |  | 1 |
| Student Clubs and Organizations | 33.3% |  | 1 |
| UMB ID | 66.7% |  | 2 |

What topics or activities should be added, removed, or done differently for future Orientations?

“Housing and Transportation are too varied and specific to each student’s individual situation to be addressed broadly.”

“I think the topics are covered on a normal base are enough. Any more information than that would be overwhelming for the students. Also, unfortunately, some of the students do not speak English well enough to understand much of the information. Therefore, student information packets should be translated into more languages.”

“The area I think may be lacking is information on campus services and clubs/activities.”

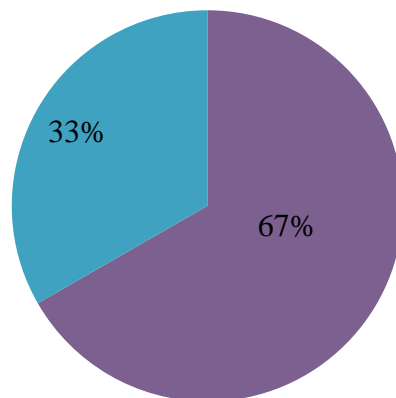
Required Staff and Resources

What resources (information, staff, materials, tools, and/or facilities) are necessary to provide an effective ESL student orientation?

| |
|---|
| Response |
| Directors and Coordinators from specific service areas, i.e. Representatives from Admissions, Bursar's Office, Health Services, etc. |
| The purpose of orientation is to give students basic information about their, schedules, responsibility regarding immigration and health services, make them aware of wisser/umb email and teach them how to log on or change their password. Students are also given a campus tour. The summer orientation was shorter than the fall/spring ones because the most students were not applying for matriculation |
| Projector, laptop, and teachers |

Delivery Format

When is the best time to deliver the orientation?



| Value | Percent | Count |
|---|---------|-------|
| Prior to the beginning of the semester via online and one on-campus session with a leader staff | 66.7% | 2 |
| During the first week of classes on-campus with an orientation leader staff | 33.3% | 1 |
| | Total | 3 |

Academic Coordinator Job and Task Analysis

Please rate the degree with which you agree or disagree that the following statements represent a critical part of your job.

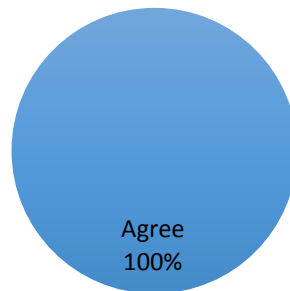
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|-------------|-------------|-------------|----------------|
| Develop a lesson plan to communicate the orientation content, objectives, materials and activities. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 33.3 % 1 | 33.3 % 1 |
| Incorporate into the lesson plan a variety of activities that help students make new friends, and meet faculty and staff. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Provide information about housing options. | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 | 0.0 % 0 |
| Instruct students about information technology services available to them (email, WISER, online payments). | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 33.3 % 1 | 33.3 % 1 |
| Show students how to get to UMass Boston and around campus. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Present information on campus support services. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100 % 3 | 0.0 % 0 |
| Help New ESL students locate offices of interest to them. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100 % 3 | 0.0 % 0 |
| Use technology to deliver the orientation content and enhance students' understanding. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 66.7 % 2 | 33.3 % 1 |

ESL Director and Assistant Director Survey

The ESL Director and the Assistant Director responded to the survey. The data gathered was organized into three main categories: Orientation Effectiveness, Impact on the Business, and Opportunities for Improvement.

Orientation Effectiveness

Do you agree the orientation provided to new ESL students helped them prepare to be successful at UMass Boston?

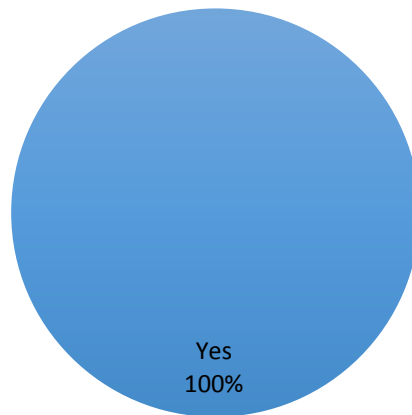


The orientation provided during the first week of classes helped students:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|--------|----------------|
| Feel connected to UMass Boston | 0.0 % | 0.0 % | 0.0 % | 100 % | 0.0 % |
| Feel welcome at UMass Boston | 0.0 % | 0.0 % | 50.0 % | 50.0 % | 0.0 % |
| Meet and interact with other new students | 0.0 % | 0.0 % | 0.0 % | 100 % | 0.0 % |
| Explore resources for searching housing | 0.0 % | 50.0 % | 50.0 % | 0.0 % | 0.0 % |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | 0.0 % | 50.0 % | 50.0 % | 0.0 % | 0.0 % |
| Familiarize themselves with the payment methods available at UMB | 50.0 % | 0.0 % | 50.0 % | 0.0 % | 0.0 % |
| Find information on campus support services | 0.0 % | 0.0 % | 100 % | 0.0 % | 0.0 % |
| Locate offices of interest to ESL students | 0.0 % | 0.0 % | 50.0 % | 50.0 % | 0.0 % |

Business Impact

In your opinion, is there any increased student traffic in the office or a long queue of emails during the beginning of each semester?



If your answer is yes, what is the impact of a long queue of emails or/and increased student traffic in the office?

| | |
|---|---|
| 1 | Better planned orientation or even having more materials (paper instructions) for students. |
| 1 | Stress and frustration for students and staff. |

Opportunities for Improvement

What topics or activities should be added, removed, or done differently for future Orientations?

| | |
|---|---|
| 1 | I believe the immigration aspect needs to be stressed much more importantly. Students should also become more familiar with payment processes. |
| 1 | There should be more activities focused on English language learning; tying together the information sharing component with specific instruction and practice in related English structures and vocabulary. |

What are the most frequently asked questions by students during the first three weeks of each semester?

| | |
|---|---|
| 1 | Can I get my student ID? Can I pay? I want to switch my classes, can I?! |
| 1 | How do I pay? How can I change my apartment or find a new roommate? How can I practice my English more? |

Training Value Questionnaire

1. What is the program need (opportunities for improvement)?

Effective --and fun--way to share a lot of important information with students new to Boston and UMB. A way to impress upon new standouts the unique opportunity they have and the importance of maximizing their effort and committing to their self-development

2. What business impact are we looking for?

Not sure how the idea of business impact is intended--, but we want students to be well-informed, able to navigate the system and become self-empowered, therefore basically happy with their UMB academic and social experience and able to move on to other opportunities.

3. Is this aligned with your vision and mission?

Yes

4. What does success look like to you?

regular influx of new and returning students who speak highly of their experience and recommend it to friends and family

5. What outcomes do you expect?

Students who can navigate the self-service type of interface we have. Students who understand the need to become independent, responsible, and well-informed.

6. What are the stakeholders' main priorities?

Don't understand the question well-- the various offices need to fulfill their purposes by sharing information; we all want students to graduate, and to do so, they need to be able to function in daily life, stay out of trouble and perform well in studies; students' parents want the children safe and productive, independent, and happy...

7. What contribution will the new orientation make to the program?

Students can get their actual learning activities underway more quickly and effectively if they have resolved their practical problems and concerns or believe they have the resources to solve problems.

8. What other benefits will the training produce other than the targeted business result?

Students who function better in daily life; who understand they can and must take responsibility and be accountable for their actions, progress, their achievements; students not afraid to make mistakes and willing to explore their opportunities.

9. What will be measured as evidence that the business need was met?

Students do not get into academic, immigration, or legal problems; or at least know enough about what help is available and the importance of seeking help if they find themselves with problems.

Focus Groups

The data gathered in the focus groups revealed a number of key findings related to what students value from the existing orientation and what they envision of it. These findings include 1) relevant topics, 2) length of orientation, 3) delivery system, 4) material and media for delivering instruction, and 5) business processes improvement.

Relevant Topics

The orientation of the summer 2016 semester included important information about UMB email, I-20 responsibilities, class etiquette, and the student ID card.

Relevant topics to ESL students include:

- Payment methods
- Contact information of the offices of interest to ESL students
- Student Organizations and Clubs
- Health insurance and vaccines
- Connection with the undergraduate and graduate admission offices.
- Information about scholarships
- F1 employment options and rules
- F1 Arrival/Departure

Length of Orientation

“The orientation was too long for what we really did. It should have taken one day to do the orientation activities and have official class the rest of the week. The students who come from Colombia want to take advantage of the weeks that we have at UMB to learn English. If we

recommend the ESL program at UMB to other friends, we would tell them “do not go the first week of the semester”. The orientation could have been delivered in one day, and then take advantage of the rest of the time”

“The time should be used well because we came to the university only for two or three hours each day”

“The orientation should be more useful and more productive”

“We could not store all the information in one week”

“Orientation should be received before arriving without paying for that week”

Delivery System

“It was a good idea to have groups of 10 people for the tour.”

“The orientation content should be presented in advance.”

“Setting up the UMB email account should be done before arriving to Boston.”

“The answers to students’ concerns should have been prepared before we arrived to study.”

“The orientation should be in the classroom.”

“Eliminate obvious places from the tour. It should include offices of interest to ESL students.”

“You can look at the university website but there is obviously a lot of information and so many entries”

Media Material for Delivering Instruction

“Provide brochures or handouts instead of verbal presentations”

“Verbal presentations, email, and PPT slides were not enough to understand the information”

“The orientation material should be written in the student’s native language”

Business Processes Improvement

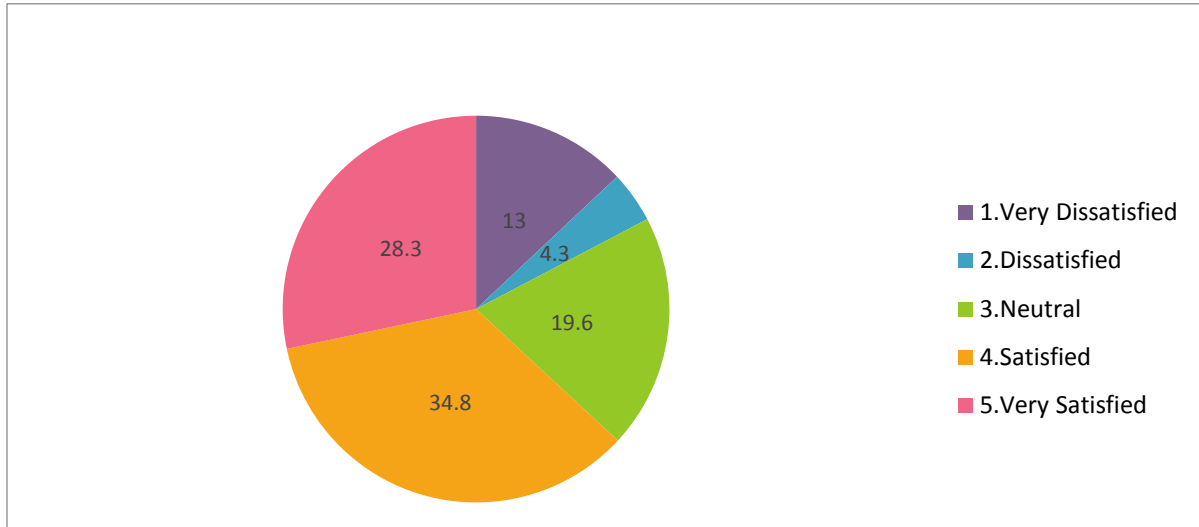
“At the orientation, the presenters talked about the ID, but it took three weeks to get the ID”

“The response time to students’ concerns/emails was too long. The university should treat us the same way they treat other college students”

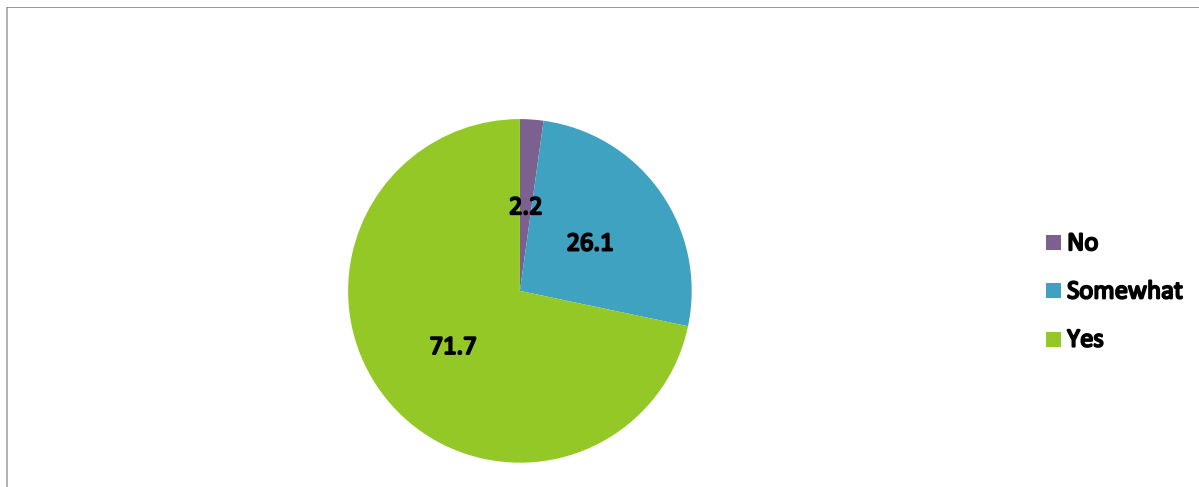
“Improve the time to send the class Schedule”

Orientation Satisfaction Survey Fall 2016. 48.4% (46 out of 95) of students participated in the survey.

Please rate your level of satisfaction with the fall 2016 orientation session:



My questions and concerns were addressed during the orientation week:



After attending orientation, I had a better understanding of:

| | No | | Somewhat | | Yes | |
|---|------|---|----------|----|-------|----|
| Resources for searching housing | 13% | 6 | 39.1% | 18 | 47.8% | 22 |
| Information technology services available to ESL students | 4.3% | 2 | 30.4% | 14 | 65.2% | 30 |

| | | | | | | |
|--|-------|----|-------|----|-------|----|
| Payment methods available at UMB | 19.6% | 9 | 30.4% | 14 | 50% | 23 |
| Campus student support services | 2.2% | 1 | 28.9% | 13 | 68.9% | 31 |
| I-20/Immigration regulations and how to maintain my legal status | 13.6% | 6 | 11.4% | 5 | 75% | 33 |
| Student employment services | 22.2% | 10 | 24.4% | 11 | 53.3% | 24 |
| Student ID | 0% | 0 | 17.8% | 8 | 82.2% | 37 |
| Class Etiquette | 2.2% | 1 | 20% | 9 | 77.8% | 35 |
| Immunization Requirements-University Health Services | 2.2% | 1 | 13.3% | 6 | 84.4% | 38 |
| University Health Insurance | 4.4% | 2 | 28.9% | 13 | 66.7% | 30 |
| Healey Library Services | 4.4% | 2 | 26.7% | 12 | 68.9% | 31 |

After the orientation, I learned how to:

| | No | | Somewhat | | Yes | |
|---|-------|----|----------|----|-------|----|
| Log on to the UMass Boston Email System | 0% | 0 | 6.5% | 3 | 93.5% | 43 |
| Log into WISER | 2.2% | 1 | 15.2% | 7 | 82.6% | 38 |
| Make online payments | 31.1% | 14 | 26.7% | 12 | 42.2% | 19 |
| Get to campus and around campus | 2.2% | 1 | 13% | 6 | 84.8% | 39 |
| Log into MY HEALTH BEACON portal | 23.9% | 11 | 21.7% | 10 | 54.3% | 25 |

When is the best time to deliver the orientation?

| Overall Rank | Item | Score | Total Respondents |
|--------------|--|-------|-------------------|
| 1 | During the first week of classes on-campus with an orientation leader staff | 79 | 38 |
| 2 | Prior the beginning of the semester via online and one on-campus session with a leader staff | 73 | 34 |
| 3 | Prior the beginning of the semester via online with an orientation leader staff | 67 | 36 |

Suggestion Box: What topics or activities should be added, removed, or done differently for future orientations?

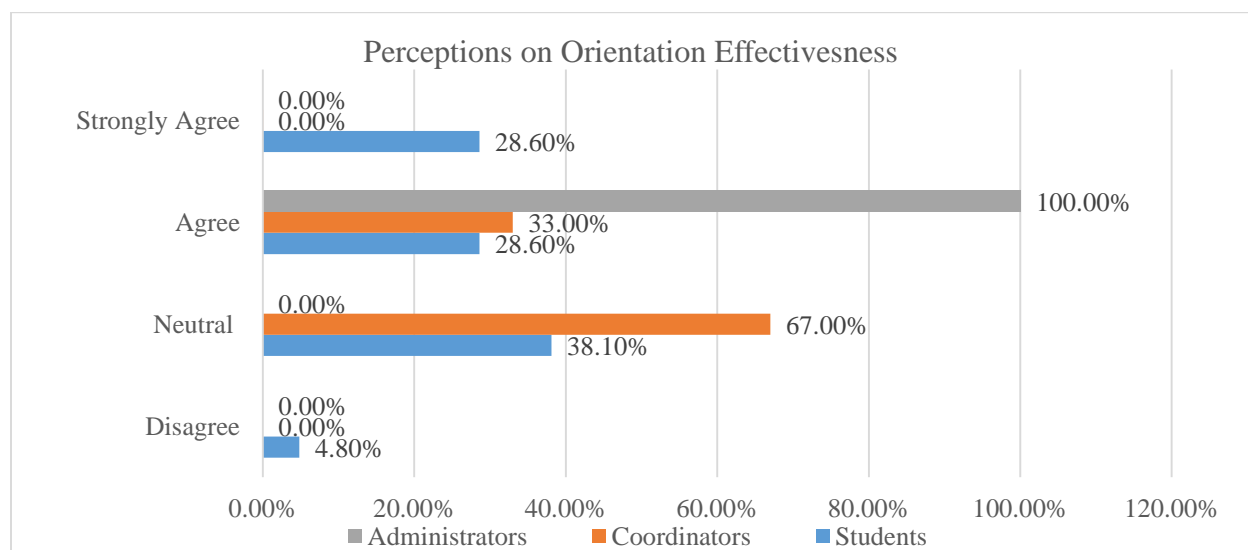
| |
|--|
| “Help students to get student ID easily” |
| “Do integration activities with the ESL students during the orientation week” |
| “Do some funny thing” |
| “Everything is ok” |
| “Everything is really good till now. Teachers are amazing and wonderful for students!” |
| “Game” |
| “Games” |
| “How UMASS works, regulations. Detailed map/transportation” |
| “I think we needs more discussion during class, students wants this” |
| “Now is ok” |
| “Scholarship's criterion and payment's modalities” |
| “add some activity” |
| “Game” |
| “more interesting” |
| “more simple” |
| “Reduce same thing and spend more time to repeat. Try hard to reduce put much time in do some activities, I think can uses these time in solve students' problem, such as drop class, transact student ID” |
| “Considero que principal información se deberían brindar en el idioma que el estudiante entiende, pues todo en ingles es dificil para los estudiantes que no entienden y se pierde mucha información importante” |
| “I think the orientation can do more about the environment around the school also can do some safety education” |
| “The Insurance information should be more clear and should talk about the how many levels there are in ESL Program” |

Analysis Report

As described before, surveys were sent to ESL students, academic coordinators, the program director, and the assistant director. The response rate for the Director and Assistant Director Survey was 100% (two out of two), academic coordinator response rate was 100% (three out of three), and student response rate was 45.6% (21 out of 46) for the survey conducted in summer, and 48.4% (46 out of 95) for the one conducted in fall.

Students' expressed satisfaction and academic coordinators' and administrators' perception of the orientation effectiveness:

If we look at the administrators' perspective, we find a 100% agreement that the orientation was effective in helping students have a successful start at UMB. In contrast to the administrators' responses, only one coordinator respondent out of the three (33%) thought that the orientation was effective. The students' overall satisfaction with the orientation was positive at 57.2%, with only 4.8% negative. However, it is noteworthy that 38.1% felt neutral about the orientation's impact on helping them have a successful start at UMB. This considerable percentage of students could be swayed over the satisfied group by implementing some modifications and adjustments to the current orientation to meet students' expectations.



| Students' responses | Disagree/ Neutral | Agree/ Strongly Agree |
|---|----------------------|--------------------------|
| Average | % | % |
| Feel connected to UMass Boston | 33.40% | 66.70% |
| Feel welcome at UMass Boston | 33.30% | 66.70% |
| Meet and interact with other new students | 38.10% | 61.90% |
| Explore resources for searching housing | 42.80% | 61.90% |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | 33.40% | 66.70% |
| Familiarize themselves with the payment methods | 38.10% | 61.90% |
| Find information on campus support services | 42.80% | 57.20% |
| Locate offices of interest to ESL students | 23.80% | 76.20% |
| Average | 35.71% | 64.90% |

When asking student how the provided orientation helped them in a variety of ways during the first week of classes, they on a combined average of 64.9%, agreed and strongly agreed that the orientation helped them with the majority of the items presented in the question. Although this expresses a positive perception of the orientation effectiveness, the percentage of students who disagreed and felt neutral indicates that on average 35.71% of the students did not feel very optimistic about the orientation helping them with all of the aforementioned topics, especially with exploring resources for housing, learning about payment methods, and receiving information on campus support services.

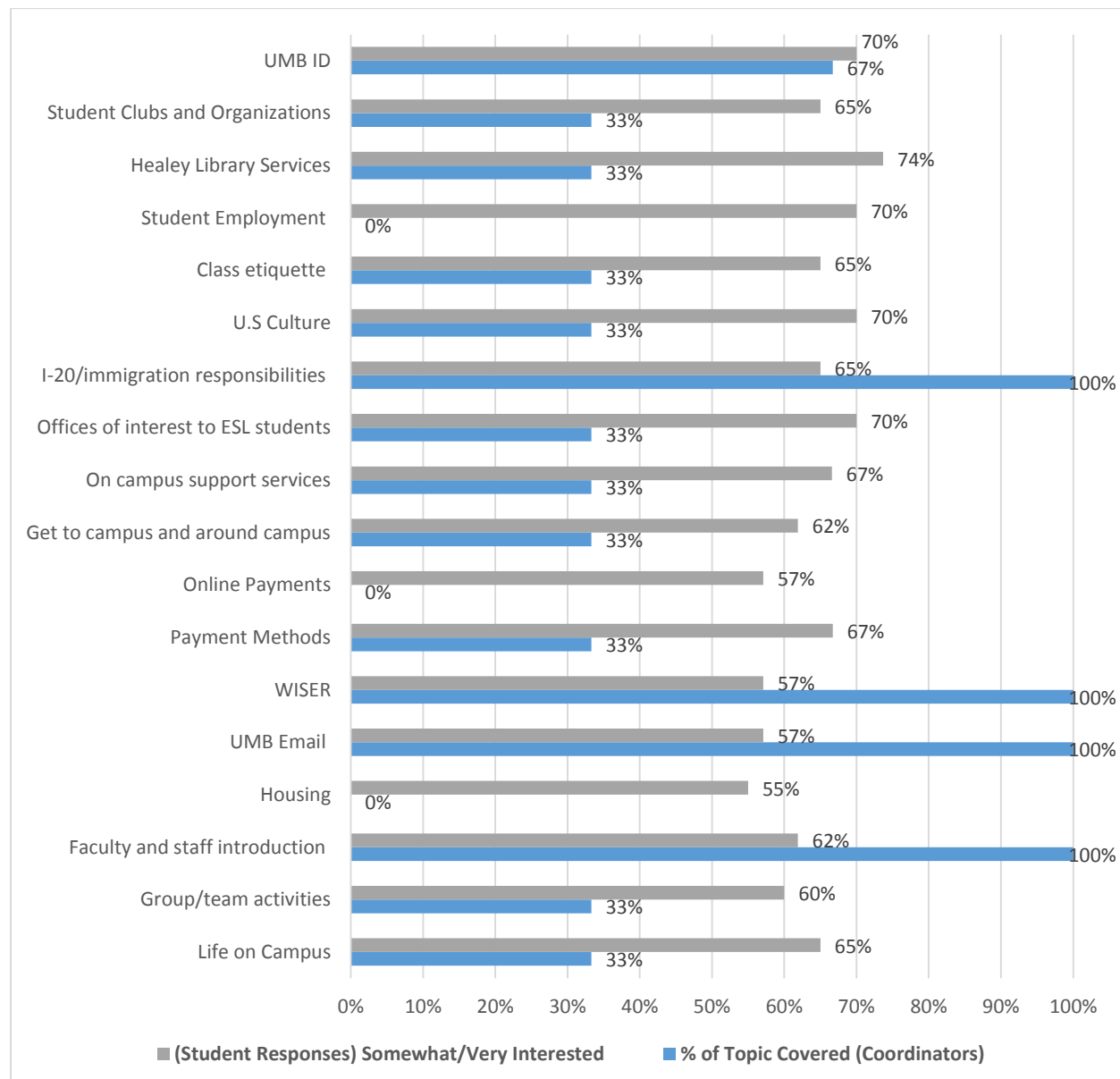
| | (Coord) Disagree/ Neutral | Agree/ Strongly Agree | (Admin) Disagree/ Neutral | Agree/ Strongly Agree |
|---|---------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Average | % | % | % | % |
| Feel connected to UMass Boston | 66.70% | 33.30% | 0.00% | 100% |
| Feel welcome at UMass Boston | 0.00% | 100% | 50% | 50% |
| Meet and interact with other new students | 0.00% | 100% | 0.00% | 100% |
| Explore resources for searching housing | 100% | 0.00% | 100% | 0.00% |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | 33.30% | 66.70% | 100% | 0.00% |
| Familiarize themselves with the payment methods available at UMB | 100% | 0.00% | 100% | 0.00% |
| Find information on campus support services | 33.30% | 66.70% | 100% | 0.00% |

In line with these results, a comparison between the coordinators' and the administrators' responses also identified "resources for housing" and "payment methods" as weaknesses of the

orientation. Two other weak areas that stood out from the administrators' responses were "information technology services available to ESL students (email, WISER, online payments)" and "information on campus support services".

Students' Expectations and Rating of Relevant Topics to Improve Current Orientation

Content



In an effort to understand students' needs and measure their interest level in orientation topics that exist or should be added to the orientation, students were asked to rate the topics they were most interested in hearing about. The students gave favorable responses to all the topics above with heightened interest in topics surrounding payment methods, immunization requirements, offices of interest, U.S culture, student employment, Healey library services, and UMB ID. However, a high average of 33% neutral response reoccurs again among students. This begs the question of whether the students are disinterested because these topics present no value to them or they are neutral simply because they do not comprehend the information due to format or substance of the topics presented.

When asked about what topics and activities were covered in the orientation, all 3 (100%) instructors agreed that the orientation included information about UMB email, WISER, and I-20 responsibilities. Only one (33%) of the instructors indicated that all the topics included on the table above were covered. These findings show a discrepancy between what the current orientation agenda covers and what the students would like it to cover. This difference illustrates that efforts to provide information on payments, immunization requirements, student employment, library services, and offices of interest need to be intensified. The data gathered in the focus groups reinforces that the aforementioned topics plus I-20 responsibilities and UMB ID constitute the most relevant topics to new ESL students.

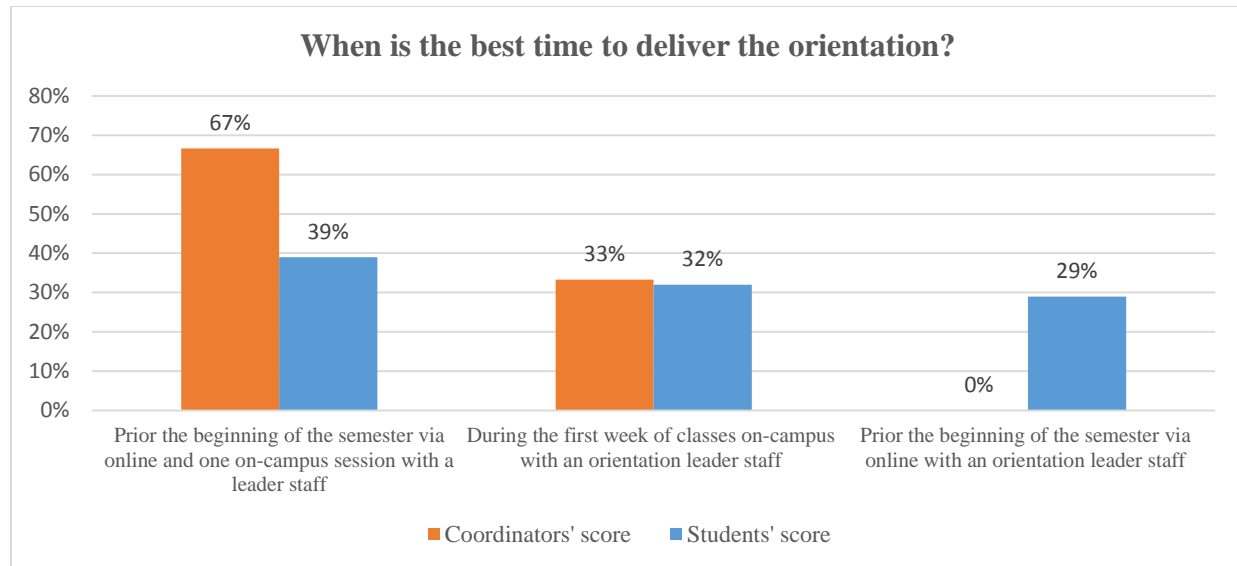
| |
|---|
| What topics or activities should be added, removed, or done differently ? |
| Students' Responses: |
| "More group exercises" |
| "Explain the attendance policy very clearly" |
| "Everything can be done in one day. Moreover, all campus support offices should be presented along with their e-mail and contact information. More emphasis on student employment" |
| "Orientation should last one day" |
| Coordinators' Responses: |
| "Housing and Transportation are too varied and specific to each student's individual situation to be addressed broadly" |
| "The areas I think may be lacking are information on campus services and clubs/activities." |
| Administrators' Responses: |
| "I believe the immigration aspect needs to be stressed much more importantly. Students should also become more familiar with payment processes." |
| "There should be more activities focused on English language learning; tying together the information sharing component with specific instruction and practice in related English structures and vocabulary." |

With reference to insights and suggestions on what could be improved for future orientations, common themes in students', academic coordinators', and administrators' responses included emphasize topics such as campus services, immigration, payments, and housing. The new ESL students also reported conducting a more extensive campus tour, having more group exercises, and holding the orientation in a shorter amount of time. These suggestions raise a challenge of having a very informative orientation within a shorter time frame. To dig deeper and understand why some students believe the orientation should last one day, follow-up questions were posed to student participants in the focus groups.

| Colombian Students' Responses: |
|---|
| Length of Orientation |
| "The orientation was too long for what we really did. It should have taken one day to do the orientation activities and have official class the rest of the week. The students who come from Colombia want to take advantage of the weeks that we have to learn English. If I recommend a friend to attend the program, I would tell that person to: "not go the first week of the semester". The reason is because the orientation could have been delivered in one day and the rest of the time could have been used much better" |
| "The time should be used well because we came to the university only for two or three hours each day" |
| "The orientation should be more useful and more productive" |
| "We could not store all the information in one week." |
| "Orientation should be received before arriving without paying for that week." |
| Delivery System |
| "It was a good idea to have groups of 10 people for the tour." |
| "The orientation content should be presented in advanced." |
| "Setting up the UMB email account should be done before arriving to Boston." |
| "The answers to concerns should have been prepared before we arrived to study." |
| "The orientation should be in the classroom." |
| "Eliminate obvious places from the tour. It should include offices of interest to ESL students." |
| "You can look at the university website but there is obviously a lot of information and so many entries." |

The data from the focus groups showed that participants from Colombia thought the length of the current orientation was too long. The orientation took up too many days that could not be fulfilled by short activities carried out each day for four days. Students felt the activities could have been done in one day and that during the other three days they should have received English learning classes. However, when asked how they were expecting to receive all the necessary information in one day, they all agreed that the length of the orientation would not be a matter as long as it presents useful and interesting topics to them. Furthermore, this group of students communicated that the orientation should be in the classroom. In this respect, the ESL director suggested to tie the information sharing component with specific instruction and practice focused on English language learning.

Coordinators' and Students' Perceptions of the Orientation Delivery Format



In terms of the timing and the delivery system of the orientation, suggestive responses highlighted that delivering the orientation via both avenues, online and on-campus with a leader staff, is the top choice of students and coordinators. Delivering the orientation “prior the beginning of the semester via online and one on-campus session with a leader staff” was ranked highest at 67%/39%. Additional insight about the delivery method was provided in the comment section of the coordinators. One of them believes the topics covered on a normal base are enough and any more information would be overwhelming for the students. The coordinator added that some of the students do not speak English well enough to understand much of the information, and therefore, it is necessary to have student information packets translated into more languages.

This affirmation opens up the opportunity to look into appropriate delivery methods that ensure the orientation content and material are accurate, clear, and understandable to all participants. The students’ feedback collected in the focus groups also provides input on important considerations that should be taken into account when selecting the delivery system. The data

shows that students' responses reflect a frequent pattern towards providing the orientation before they arrive to Boston. Focus group participants from China, for example, unanimously agreed that they should receive some basic information on how to get to school, life on campus, and details about the university prior to arriving at UMB. Other common threads found among the participants of this group are their desire to get to know the campus and classrooms before taking the placement test, understand the orientation content, and have more fun activities.

| Chine Students' Responses |
|---|
| Do you agree or disagree that you should receive orientation before arriving to UMass Boston? How do you feel about that? 你是否同意你应该在到达UMass Boston之前就参与迎新活动？你觉得如何？ |
| "Yes, I think it would be better if they send me or my agency an email to explain some basic information, such as how could I go to school; and give us more details during the orientation." |
| "Yes, I would like to receive some information about the environment of the campus, and after school activities. " |
| "Yes, I would like to know something about the school and the City." |
| "Yes, I agree because make me feel more comfortable to this University." |
| What were your questions or concerns before attending the first day of class at UMass Boston? 在UMass Boston 第一天上课之前，你的问题或疑问是什么？ |
| "The only problem is that I could not find the classroom on the first day " |
| "Not a big problem, it took some time to find the right classroom." |
| "I went to the wrong classroom on my first day." |
| " Interesting." |
| "What should I prepare for classes" |
| What are some of your thoughts about the orientation provided at the beginning of the semester? 你对于在学期初所提供的迎新活动有什么想法？ |
| "The last orientation I attended was not very good for me, because I was a full time ESL student, and there was no translator, I could not understand most of the content." |
| "More activities, don't talk about the rules over and over again. " |
| "It was good." |
| "Cancel some boring activities." |
| "Almost wonderful." |
| What do you consider the most desirable characteristics of the orientation? 你认为迎新活动中最满意的点是什么？ |
| "The leaders in the Orientation will explain things that I don't know or understand." |
| "Have a very clear purpose." |

| |
|---|
| Are there things you are dissatisfied with, that you would like to see changed? (If so) What are they? Why is that? How should they change? 有没有一些事情是你不满意、希望改变的？（如果有），是什么事情？为什么？如何改变？ |
| "Make it fun. And as a new student, I would like to know more about housing stuff." |
| "Don't start it too early, 10am will be the best." |
| "Not really, I felt it was good." |
| " Just make more fun" |
| What do you think is the most appropriate length of time for orientation? 你认为迎新活动最合适的时长是什么？ |
| "I think it would be better if it only takes 2 or 3 days; and for the placement test, it would be better to take it after 2 or 3 days when students get to know the campus." |
| "1 or 2 days, because at the first couple days were all talking, no activities." |

The focus groups' data revealed the students' preferences in terms of student grouping, media, and material for the instruction. As mentioned before, some ESL students stated that the orientation should take place in the classroom. In addition to this, they reported that it is pertinent to have groups of ten people for the tour. Moreover, student participants suggested that orientation content such as how to set up the UMB e-mail and answers to students' concerns should be prepared in advance. Lastly, they believed that information presented in brochures or handouts would better accommodate their learning needs than traditional verbal presentations.

| Students' Responses |
|---|
| "It was a good idea to have groups of 10 people for the tour." |
| "The orientation content should be presented in advanced." |
| "Setting up the UMB email account should be done before arriving to Boston." |
| "The answers to concerns should have been prepared before we arrived to study." |
| "The orientation should be in the classroom." |
| "Eliminate obvious places from the tour. It should include offices of interest to ESL students." |
| "You can look at the university website but there is obviously a lot of information and so many entries." |
| "Verbal presentations, email, and PPT slides were not enough to understand the information provided." |
| "The orientation material should be written in the student's native language." |

Business Partnerships and Resources Needed to Have a Sound Orientation

As regards business partnerships, one of the academic coordinators and the ESL program director coincide that the support of directors and coordinators from service areas such as Admissions, Bursar's Office, Health Service, etc. is essential to achieving positive outcomes with the orientation. Furthermore, one of the academic coordinators expressed that ESL teachers are also necessary to provide an effective orientation. With respect to materials and tools, one coordinator mentioned that a projector and a laptop are required for successful instruction. In contrast, students said that the information presented verbally, through PPT slides, and via e-mail did not completely match their language needs. Additionally, students emphasized the importance of brochures as a suitable media material.

Academic Coordinators' Job and Task Analysis Questionnaire

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|-------------|-------------|-------------|----------------|
| Develop a lesson plan to communicate the orientation content, objectives, materials and activities. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 33.3 % 1 | 33.3 % 1 |
| Incorporate into the lesson plan a variety of activities that help students make new friends, and meet faculty and staff. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Provide information about housing options. | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 | 0.0 % 0 |
| Instruct students about information technology services available to them (email, WISER, online payments). | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 33.3 % 1 | 33.3 % 1 |
| Show students how to get to UMass Boston and around campus. | 0.0 % 0 | 0.0 % 0 | 33.3 % 1 | 66.7 % 2 | 0.0 % 0 |
| Present information on campus support services. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100 % 3 | 0.0 % 0 |
| Help New ESL students locate offices of interest to them. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 100 % 3 | 0.0 % 0 |
| Use technology to deliver the orientation content and enhance students' understanding. | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 66.7 % 2 | 33.3 % 1 |

The majority of coordinator respondents (66.7%) agreed that except for “providing information about housing options”, all the task activities listed are important parts of their job. It is noteworthy that both, their own comment section and the students’ comment section did include observations aimed at improving those categories. Overall, the results suggest a positive outlook and commitment to the job and new ways of doing business.

Further Analysis

To learn more how the students envision future orientations, two structured observations were conducted and a new survey was sent to new ESL students after the fall 2016 orientation. The data gathered from the fall 2016 orientation satisfaction survey strengthened the findings from the summer 2016. Although student satisfaction increased by 5.9% from 57.2% to 63.1%, there was a combined 36.9% of students who felt neutral and dissatisfied. Moreover, the latest findings add to the previous results that resources for housing, payment methods, campus support services, student employment, university health insurance, and Healy library services should be integrated into the orientation. Additionally, as it can be seen from table (10), teaching students how to make online payments and log into My Beacon Health Portal can be addressed with proper effort and tools.

| | No | | Somewhat | | Yes | |
|---|--------|----|----------|----|--------|----|
| Log on to the UMass Boston Email System | 0% | 0 | 6.50% | 3 | 93.50% | 43 |
| Log into WISER | 2.20% | 1 | 15.20% | 7 | 82.60% | 38 |
| Make online payments | 31.10% | 14 | 26.70% | 12 | 42.20% | 19 |
| Get to campus and around campus | 2.20% | 1 | 13% | 6 | 84.80% | 39 |
| Log into MY HEALTH BEACON portal | 23.90% | 11 | 21.70% | 10 | 54.30% | 25 |

Structured observations

The components of the orientation session that were observed included: warm-up, presentation, practice, application and assessment, and follow-up.

Warm-up

The facilitators conducted a “Group Observations / Meet and Greet” session to have the opportunity to further assess students and for students to get to know each other in the program. Students expressed that this activity helped them feel comfortable with their new classmates and teachers. However, this activity took place only until the fourth day of the orientation. On the first day of the orientation, facilitators had the students checking-in and taking the placement tests.

Presentation

The facilitators shared the main content of the orientation through a lecture presentation style. Guest speakers sometimes asked questions to students in order to keep them engaged in the topics or to check participants’ comprehension of the content. However, the audience participation was very low or there was no participation at all. The majority of students did not seem to understand the questions.

The majority of the presenters used Power Point slides and pictures video to give adequate explanation of new concepts, only one guest speaker had a captioned video. Some of the PPT slides were clear, concrete, and simple to understand, while others had too much text on them. The audiovisual materials used were PPT presentations and a YouTube captioned video. The presenters and students said that there was too much information in one day.

Practice

There were not activities set up to give the participants a chance to practice what was learned during the presentations.

Application and Assessment

Opportunities for students to apply what they learned were not observed in the orientation, except for the day when instructors and IT staff helped students set up their UMB email accounts. There were not activities to assess the participants' application of the concepts.

Follow-up

Follow-up activities or memory aids were not observed at orientation.

Observation in the ESL office

The most commonly asked questions by students after orientation were:

- Can I get MBTA discounted tickets?
- How can I change or reset my e-mail password?
- Where classes are going to take place?
- When and where can I get the student ID?
- When, where, and how can I pay the tuition?
- How can I use the library?
- How can I pay from my country?

Problem Statement

New ESL students often display confusion during their transition to UMass Boston. Students lack the relevant information about the university services, academic resources, the individuals, and offices of interest available to assist them in their success. The current orientation program falls short in providing essential information about the student life on campus and it does not fully address some of the topics that students are most interested in hearing about. In addition, the majority of new ESL students do not adequately understand the information presented in the orientation due to their limited English proficiency. To that end, the lecture style presentation used at orientation, the lack of opportunities for student participation, and the limited tools and

instructional materials do not seem to be effective.

In turn, this situation affects the efficiency of other organizational processes. The ESL Program experiences unusual increased student traffic and a long queue of emails during the first week of classes each semester. Therefore, the time that staff and faculty spend to individually respond to each student's questions delays the progress of class scheduling, the WISER account activation, class registration and other daily operations. The results from the needs assessment reported a 63.1% level of student satisfaction with the orientation. The purpose of this project is to develop a comprehensive orientation plan that enables all new ESL students to get more involved in the university, use the information technology services, get to campus, and recognize the campus services. Accordingly, by helping new ESL students with making a smooth transition into UMass Boston, the ESL program expects to decrease student traffic, reduce the long queue of emails, and increase student satisfaction by 20%.

Literature Review

The aim of the literature review was to look into theoretical and empirical perspectives in the fields of adult, e-learning, and English language acquisition education to establish a framework for designing a comprehensive orientation for English as a Second Language (ESL) students. This study covered five main aspects: the importance of orientations, diversity in the ESL classroom, technology for ESL students, collaboration, and implications for educators.

The Importance of Orientation Programs. There is a consensus among researchers regarding the critical role that student orientation programs play in supporting efforts to market services to students, facilitate students' transition, aid student success, and contribute to student retention. Being a window to disseminate information about campus services and make student's

first impression of the new community, orientations constitute a priority event for any educational program. According to Robinson, Burns and Gaw (1996), “orientation programs facilitate student learning in three general dimensions: transition process, academic integration, and social integration” (p.55). For Vincent Tinto (1994), social integration can be achieved by providing students the informal information that they require to create interaction with offices and others on campus. Mayhew, Vanderlinden, and Kim’s work (2010) also claimed that orientation programs have the ability to influence students’ academic and social engagement. Therefore, an orientation should provide strong foundation to acculturate students to the institution, build community, and set expectations and support for academic success.

Diversity in the ESL Classroom. Planning for student diversity in today’s classroom has been stressed in the literature. ESL classrooms, for example, are particularly characterized by learners who have varied backgrounds, abilities, and learning styles. Therefore, designing curriculum, selecting delivery systems, and creating materials that embrace, support, and challenge the entire range of ESL learners must be met for learning to occur. Pisha and Coyne (2001) write that rooted in constructivist principles and neuroscience advances, Universal Design for Learning (UDL), developed by CAST, can be useful not only to learners with special needs, but to everyone. The authors suggest that UDL principles, by combining Vygotsky’s three conditions for learning: the recognition system, the strategic system, and the engagement system with the triune brain theory, offer a strategic structure to design and implement accessible and supportive learning environments to all learners. This of course brings up that ESL learners, a group of students that requires support due to varying cultural backgrounds, English levels proficiency, and learning goals, could be benefited from instruction that is designed to provide all students equal access to

learning.

The idea of integrating principles that accommodate classroom diversity into the design of educational settings is also discussed by Joan M. McGuire and Sally S. Scott in their article *An Approach for Inclusive College Teaching: Universal Design for Instruction* (2006). Similarly to Pisha and Coyne (2001), McGuire and Scott state that is essential to provide inclusive instruction to heterogeneous groups of learners. However, their study focuses more on the application of the nine Universal Design for Instruction (UDI) principles to foster learning for a broad range of learners. Although this article presents the perceptions of college students with disabilities about methods that positively affect their learning, their insight provides an action plan for future implementation of UDI into any learning setting.

According to this study, a comprehensive course syllabus with information about course expectations, policies, and assignments was noted as helpful. Moreover, the student participants stated that advanced organizers and support materials are simple ways to make learning easier. The students also reported that they found extremely helpful to be presented the information in multiple formats such as handouts, PowerPoint slides, videos, and Blackboard. This study invites the attention of institutions of higher learning to foster a welcoming classroom climate. Many participants of this study perceived as a positive experience the value of small class size for classroom rapport and effective communication with the instructor (McGuire & Scott, 2006).

McGuire and Scott's (2006) research showed that participants suggested that personalizing the class, establishing an open environment, and using a circular seating arrangement greatly contribute to making a large class less intimidating. The findings of this study also demonstrated that bringing some association to what is taught to real life experience aids student attention and interest. The findings report that frequent and formative feedback benefit students' progress.

Students also expressed appreciation for instructors who are aware of individual learning needs and adjust the pace of instruction in order to assure the large majority of the class reach understanding before moving on. Concerning effective tests and exams, students indicated the importance of consistency between class lecture and discussion and what is actually contained in the test.

In accordance with the results previously described, the value of integrating UD (Universal Design)-based educational frameworks lies on the fact that student diversity on campuses makes it imperative to create flexible and engaging learning experiences. ESL learners as an important part of colleges need to be empowered to participate fully in their academic community. Rao, Smith and Wailehua (2015) note that technology is especially suitable for implementing UD environments and supporting a broad range of learners. By providing multiple ways to present content through text, audio, video, and web-based software, technology facilitates learners' comprehension of knowledge, demonstrations of knowledge and skills, and engagement. It is, therefore, fair to assume that technology-rich environments such as online learning could increase the ability of English language students to gain command of given concepts.

Technology for ESL Students. Research studies recognize the importance of technology in providing scaffolds for learners who need extra support. Pino (2008) argues that ESL students, in addition to being culturally and linguistically diverse, often present feelings of anxiety, frustration, and fear of making mistakes when they are in front of others in a traditional classroom setting. Therefore, the author highlights that web-based language instruction can eliminate or minimize those constraints by promoting independent learning in a non-threatening environment. She emphasizes that in web-based instruction, ESL students can practice listening, speaking,

reading, and writing skills and interact with instructors and peers at their own convenience. Along with the time and location flexibility, web-based instruction offers a multi format rich with video clips, graphics, audio, interactive activities, and authentic contexts that allow students to learn the language faster and in an exciting manner.

Waters (2007) notes that computer technology is the equivalent to a universal language system. This statement implies that by exploiting the multimedia capabilities of computer-mediated instruction, ESL learners can be immersed in the world around them while they build their language skills. According to Waters (2007), computer environments introduce ESL students to the new language not by defining words in another language, but by linking it to real-life contexts, precisely how people acquire their native language. In this sense, technology is perceived not as a tool for supporting learning, but as a medium to provide authentic language instruction. Consequently, computer technology is vital to present information in a way that digital native ESL learners are used to. They could read over and over, record their voices, slow down audio or video, and they can do it privately while still collaborating with peers and instructors.

The use of computer technology generally referred as e-learning has been acknowledged as a contributing factor in second language acquisition. Blending e-learning components with face-to-face class is an increasingly used delivery method for instruction of ESL learners. Coryell and Chlup (2007) describe that e-learning encompasses an array of choices such as synchronous, asynchronous computer mediated communication, management learning systems, online streaming audio and video, Internet language learning meeting places, chat, forums, etc. Coryell and Chlup conducted surveys and focus groups with directors and instructors of adult ELL programs (2007). The results showed that educational technologies are promising to better serve ESL learners because they offer relevant and immediately usable content. Overall, the findings of

their study suggest that multimedia learning tools lend themselves to offer students and instructors accessibility and flexibility in ways to capture, store, retrieve, and demonstrate knowledge and skills.

A similar line of research looked at using educational technologies to create engaging, meaningful, and fun instructional interventions that assist with ESL students' mastery in learning. In her article *Designing effective curricula with an interactive collaborative curriculum design tool (CCDT)* (2015), Khadimally lays out an interactive instructional product designed to enable ESL students to improve their performances both inside and outside the classroom. She lists Google Drive, Cloud platform, iMovie, YouTube, blogs, wikis, Visual Thesaurus, Prezi, Twitter, Facebook, etc., as examples of interactive and collaborative technologies. By utilizing these technologies into instruction, it is expected that students become self-directed, construct their own meanings, and incorporate them into the real world. Additionally, Khadimally (2015) writes that teachers currently have two powerful tools for classrooms, media increasing the efficiency and engagement of presentational instruction and learning management systems that deliver a limited amount of customized content to students.

In addition to the strengths and opportunities offered by web-based ESL instruction, some limitations also emerged from the literature. A common concern is that failure to keep pace with technology presents concerns and frustrations for many ESL students (Pino, 2008). Pino (2008) adds that at times, many web-based instructional programs fall short in being able to build a global common ground for intercultural understanding. She also notes that while some programs are designed to facilitate interaction, technology cannot substitute for face-to-face engagement among students. On that point, Waters (2007) agrees by indicating that although the use of computer technology in ESL instruction reaches students on their terms, key technology is good for one-to-one interaction.

In this regard, several studies have also anticipated how to address technology integration approaches to maximize learning. While Cho (2012) writes that two other common concerns with online learning are that students may feel lost and socially isolated and that immediate feedback cannot be provided to learners, he suggests that implementing an online student orientation (OSO) could solve these concerns. Cho indicates that online student orientations help learners adapt to the online learning community, learn how to navigate the CMS (course management system), and engage in the course activities. In addition to that, Rao et al. (2015) remark that online settings demand learners to be self-disciplined, to have a high degree of comfort and proficiency with technology and to be able to work without the guidance of others. However, they propose that by providing collaborative experiences through emerging multimedia tools students can construct, monitor, and demonstrate their own learning.

Collaboration. The significance of collaboration for an effective use of technology to maximize learning is identified in the relevant literature. When learners work together, they are able to recognize the value in the activity while developing useful skills in the process (Coryell & Chlup, 2007). The results from their study revealed that in order to facilitate socially-constructed knowledge, wide use of group collaboration and peer-pairing is required when implementing a blended approach to ESL instruction. For Pisha and Coyne (2001), the array of new web-based multimedia when thoughtfully integrated, can be expected to facilitate learning, lower frustration, and stimulate engagement in the learning process. Providing regular feedback and conducting synchronous sessions to clarify concepts and solve students' concerns are also important for building interaction and collaboration (Rao et al., 2015).

Implications for Educators. The final theme displayed in the literature correspond to recommendations for administrators and instructors for a successful application of UD-frameworks and new technologies into learning environments. As stated by Pisha and Coyne (2001), the revolution of educational technologies and new paradigms for learning makes traditional models of teaching inherent in the Industrial Age unsuitable to prepare learners to participate fully in the Digital Age. They maintain that two of the skills required for educators of this millennium are the ability to shape the presentation of content to meet each student's needs and the ability to periodically assess to document student progress and to improve instruction. Waters (2007) claims that new technology tools make it possible for teachers to switch the focus from themselves as givers of information at the front of a room, to act more as facilitators. Two other recommendations that echoed for English language programs were "training students how to do something before asking them to do it and allowing students enough time to complete tasks and assignments" (Coryell & Chlup, 2007, p.270).

Recommendations

Based on the results from the needs assessment, some adjustments in the overall instructional strategy along with other interventions are necessary to meet students' needs. The targeted areas for improvement are orientation content, delivery system, presentation, participation, and assessment.

The new ESL student orientation should be seen more as an opportunity to build knowledge, skills, and attitudes rather than just a basic information session for students. Given the diverse nature of ESL learners, adopting UDL (Universal Design for Learning) principles will create an inclusive and supportive orientation program. This implies that the orientation's learning

objectives, methods, instructional materials, and assessments must be designed to support the new ESL learners' comprehension, provide them opportunities for practice, and increase their engagement.

Orientation Content. In terms of content, the orientation program's design should include topics and activities geared towards emphasizing information on the following topics:

- Resources for housing
- Information technology services
- Payment methods
- Campus support services
- Offices of interest to ESL students
- Student employment
- Immigration responsibilities
- Healey Library services
- Immunization requirements and health insurance
- UMB ID
- Getting to campus
- Student activities and leadership

Since a short-term ESL program does not afford students the luxury of time to learn all that they are most interested about in the university and the program, they would need to receive pre-arrival information. In the American International Recruitment Council (AIRC) Best Practices in International Recruitment, Di Maria, Kacenga and Buckholt (n.d.) write “the foundation for success begins with a pre-departure orientation provided to students” (p.24). Consequently, the topics identified as pre-arrival information are as follow:

- Resources for housing
- Immunization requirements and health insurance
- Payment methods
- Information technology services
- Getting to campus

Delivery System. Delivering the orientation in a blended format, online and in-person, will be the most appropriate delivery system for the new ESL students. The online component will give them access to learning all the necessary information at their convenience before and after arriving at UMB. Moreover, providing an on-campus session will allow students to make sense of the information, put it into practice, and interact face-to-face with staff, faculty, and peers. A web-based orientation with a Learning Management System (LMS) such as Blackboard, could offer multiple ways to present the orientation content, set interactive activities, assess students, and provide feedback.

Concerning the on-campus session, the first day should begin with a welcoming environment instead of the English placement test. Although the placement testing is conducted to identify students' English abilities in order to place them in the appropriate groups, tests usually add to new ESL students' anxiety and frustration. Welcoming students to UMB and creating a social introductory and bonding environment will better grab their attention and interest in the orientation process. A welcoming environment can be fostered through staff, faculty, and students' introductions, guest speakers' presentations, team-building activities, and games. During the first day on campus, it is also recommended that students be informed of the objectives for the orientation and the agenda for the remainder of the week.

Testing and assessing students' English ability to create their class schedule should take place on the second day of the on-campus orientation. During the rest of the week, the orientation should be conducted in the classroom by each ESL instructor. A small class size will permit a process-focused orientation setting suitable for ESL learners' varying cultural backgrounds, English language proficiency, and learning styles.

Presentation, Participation, and Assessment. For a fun and useful way for students to access, absorb, and put into practice the orientation content, it is recommended to switch the lecturer presentation style to a constructivist teaching approach. A constructivist approach will allow new ESL students to learn in context through challenging and fun hands-on activities. It could also help students develop knowledge, skills, and attitudes by collaborating with peers and through the use of multimedia. Therefore, authentic activities, assignments, and assessments should be designed in a variety of formats to give students flexibility in understanding, applying, and demonstrating their newly acquired knowledge.

In thinking of a way to tie the information sharing component with practice focused on English language learning, incorporating new technologies into the orientation programming holds promise. This may include online orientation, e-learning modules, web.2 teaching tools, and other multimedia options. Having an LMS that delivers orientation content in various formats including text, audio, video, and social media will allow ESL learners to practice listening, speaking, reading, and writing skills in the context of life on campus. Furthermore, a blended orientation program will provide students with an enriched learning experience that goes beyond the classroom and supports their varying language abilities. On the web, students could privately read over and over, record their voices, slow down audio or while still collaborating with peers and instructors.

Business Process Improvement. It is essential that administrators and instructors stay current with new approaches to learning and new technological tools to inform the orientation design. Adopting UDL principles and new technology into the orientation programming require the buy-in from all stakeholders. Therefore, to foster coordinators' and instructors' ownership of the change in process, administrators could establish a cooperative relationship to support

professional development for teachers throughout UDL implementation. This professional development can be in the form of group sessions or workshops that help teachers advance their knowledge of how UDL and instructional technology can be applied. On the other hand, administrators could reinforce the application of UDL by reviewing instructor's lesson plans to ensure all students have equal access to learning.

It is recommended to update coordinators' and instructors' job descriptions to include essential functions pertaining to the student orientation. Moreover, it is important to create collaborative group sessions to discuss goals and performance expectations, provide support, and communicate performance feedback. Finally, improving student record-keeping and other metrics such as transfer-out rates and retention rates will greatly inform how the program is functioning and provide a baseline for future improvements.

Stakeholders

The stakeholders involved in this training intervention fall into three major groups: primary stakeholders, secondary stakeholders, and tertiary stakeholders. The key stakeholders are the ESL director, the assistant director, and the new ESL students. The key stakeholders' expectation is that new ESL students will be able to navigate the self-service interface that UMass Boston has and be well-informed about campus services and academic resources. By assisting new ESL students in their adjustment to the program and the university, the key stakeholders expect to decrease student traffic in the office, reduce the long queue of emails, and increase student satisfaction with orientation by 20% or higher. The new ESL students will invest their time, attention, and participation in the orientation program. In return, they expect to get acquainted with the new community and learn about its services and academic resources.

The ESL academic coordinators, the 18 instructors, and the directors of other UMB offices of interest to ESL students form the secondary stakeholders group. The ESL coordinators and instructors have a positive outlook and commitment to their job and new ways to collaborate on best practices and instructional technology. Talking with S. Wanucha (personal communication, July 29, 2016) instructors will benefit from the orientation by having motivated, independent, and well-informed students who can get their learning activities underway more quickly and effectively. The directors of offices of interest to ESL students will share important information about their areas to the ESL students. In this sense, the orientation program will be a platform for them to market their services and demonstrate how they contribute to ensure students' academic and social success.

Finally, the tertiary stakeholders group consists of private agencies, corporate partners, and students' parents. Private agencies and corporate partners hope for the orientation initiative to bring a positive impact on their sponsees' satisfaction and performance. As result, the tertiary stakeholders will enhance their reputation as contributors of financial support for the participants to access high-quality English programs abroad and, of course, parents want their children to be safe, productive, independent, and happy.

Audience

New students of the ESL program at UMass Boston are the intended audience of the orientation. The ESL students at UMB are non-native speakers at all levels of language proficiency (Beginner, Elementary, Low-intermediate, Intermediate, High-intermediate, and Advanced). This audience consists of students and professionals who range in age from 17-50, with the largest group between 17-35 years of age. This age cohort corresponds to the Millennials, a group of learners fascinated by new technologies (Howe & Strauss, 2000). Therefore, it is expected that

individuals within this demographic be technologically-oriented and team-oriented. Additionally, the new ESL students constitute a very diverse group of learners who have varying cultural backgrounds, learning styles, and educational goals.

Learners have general knowledge of immunization requirements, health insurance, and housing. However, this group of learners does not have prior experience in accessing the UMB information technology services nor do they have prior knowledge of the academic and social climate of the university. New ESL students believe the information provided at orientation will help them make a successful transition and integration in the university community. Moreover, they value experiential learning, web-based instruction, and working with peers as a result of growing up in the context of the digital age and social media. ESL participants come from different educational backgrounds with some completing high school or college, while others are seasoned professionals. The majority of the students are originally from China, Korea, Colombia, Saudi Arabia, Vietnam, and Venezuela. They differ in strengths, weaknesses, sense of responsibilities, and levels of motivation. Asian and Arabic students are generally motivated to study English in order to seek admission to undergraduate degree programs. South American students, in contrast, mostly aim at improving their conversational English skills for professional purposes.

Resources Available

The ESL program has sixteen classrooms available and an auditorium with a capacity of two hundred people. The classrooms and the auditorium are equipped with a whiteboard, laptop, overhead projector, and speakers. The entire facility has high-speed internet and Wi-Fi access. In addition to the IT help desk, the program has two IT professionals available to help faculty with systems and other technological concerns. All UMass Boston members have a university email account and through it they have access to a variety of information technology services. The

faculty body is composed of three academic coordinators and thirteen instructors. The administrative team is comprised of the ESL director, the assistant director, and two program assistants.

A CourseSite is a free online learning environment powered by the latest Blackboard technology that the ESL program could use to set up the orientation. It can give significant power beyond the traditional classroom by allowing presentation of the orientation materials, communication and collaboration among students and instructors. CourseSites is available anytime, 24/7 via the Internet. goo.gl/eiMUXE

Delivery Method

Taking into consideration the wide variety of orientation topics identified by students, coordinators, and administrators, one week of orientation will not be sufficient. Moreover, some topics constitute important pre-arrival information. Therefore, the proposed delivery method is a three-week instructor-facilitated and blended online/in-person format. The first two weeks will be conducted by a facilitator via the CourseSites LMS and will give students access to learning necessary information at their convenience before arriving at UMB. Weekly discussions, small group work, and individual activities will provide opportunities for student-to-content, student-to-student, and student-to-instructor interactions.

The last week of the orientation will be conducted on campus. The first day will consist of a collaborative large-group meeting with all new ESL students, faculty, staff, and guest speakers at the auditorium. For the remainder of the week, the orientation should be delivered in the classroom by each instructor with cooperative groups of ten to fifteen new ESL students. During that week, students will mainly work on hands-on activities such as group icebreakers, team-building activities, a campus tour, and a campus scavenger hunt.

Phase II: Design

Learning Objectives

The learning objectives have been defined in response to the success outcomes that the stakeholders expect to accomplish. In their book *Kirkpatrick Then and Now* (2009), Kirkpatrick and Kayser state that “Once you know what outcomes you are trying to accomplish, the next important consideration is the critical behaviors (Level 3) that the training graduates will have to consistently perform on the job to support them” (Kirkpatrick & Kirkpatrick, 2009, p. 105). In this instance, the instructional goal for the new ESL students at UMB is to interact with campus community members, access the information technology services, get to campus, and recognize the campus services, resources, and offices of interest. To achieve this goal, the students will need to demonstrate each of the tasks described in the learning objectives.

Instructional Goal. By participating in the orientation, the new ESL students at UMB will interact with campus community members, access the information technology services, get to campus, and recognize the campus services, resources, and offices of interest.

Learning Objectives. By participating in the orientation, the new ESL students at UMB will:

- Connect with classmates, faculty, and staff before and after arriving at UMB
- Log on to the UMass Boston email system using the Office 365 Web Access Portal
- Set up the UMB email account on an Android or iOS mobile device
- Log in to WISER using the campus email user ID and password
- Connect to UMB-student secure Wi-Fi with an Android or iOS device
- Search for housing using UMB resources and Non-UMass Boston options
- Identify the immunization requirements and health insurance policy

- Log into My Health Beacon portal using the campus email user ID and password and upload the immunization records
- Differentiate the payment options available at UMB
- Explore how to make online credit/debit card payments
- Get to campus and the Bayside/ Mount Vernon building (MTV) from JFK/UMass station
- Recognize immigration responsibilities
- Discover and use academic resources on campus
- Locate offices of interest to ESL students on campus

Required Drivers

In addition to defining the learning objectives, the Kirkpatrick principle #4, Value Must Be Created Before It Can Be Demonstrated, highlights the importance of identifying required organizational drivers and necessities for success at Level 3. The required organizational drivers that will reinforce, monitor, and encourage that new ESL students interact with campus community members, access the information technology services, get to campus, and recognize the campus resources are the following:

- Weekly activities checklist
- Hand-on activities
- Weekly assignments
- Job-aids
- Peer-to-peer support
- IT support for the instructors in the use of audiovisual equipment in the classroom.
- Formative assessment
- Follow-up on feedback

Necessities for success

- Involvement of management, ESL coordinators, instructors, coordinators of other areas in the orientation initiative
- Group sessions or workshops that help teachers advance their knowledge of how UDL and instructional technology can be applied
- Update coordinators' and instructors' job descriptions to include essential functions pertaining to the student orientation
- Administrators and coordinators could monitor the application of UDL by reviewing instructor's lesson plans to ensure all students have equal access to learning.
- The orientation should be mandatory to all students

Instructional Strategy

The orientation's macro-strategy consists of a combination of cognitive and constructivist strategies. It also incorporates UDL principles and new technologies into the learning environment. In order to support the new ESL students' internal mental process of learning, the orientation outline is based on Gagne's five events of instruction: pre-instructional activities, content presentation, learner participation, assessment, and follow-through activities (as cited in Dick, Carey, & Carey, 2009). Furthermore, in the interest of helping students transfer their learning experiences to life on campus, the structure includes collaborative activities and authentic assessments that situate learners in the real context. Anderson (2008) states that "learners learn best when they can contextualize what they learn for immediate application and personal meaning" (p.19). In addition, all five events of instruction integrate UDL principles to provide cognitive and constructivist supports to the diverse range of learners. Lastly, congruent with constructivist perspectives and the UDL framework, the instructional strategy adopts new technologies to mediate contextual learning.

Cho (2012) writes that for the success of online learning environments, it is important to guide the students about where to seek help, how to participate in activities, and how to communicate with peers and the facilitator. Therefore, the online component starts with an orientation to demonstrate students how to navigate the CourseSites(Blackboard) and where to find the content, materials, and activities. In this unit students will also find the orientation syllabus, an overview of the orientation, and tutorials on how to use the instructional tools. Additionally, the orientation module will include the online facilitator's introduction and contact information.

In addition to the orientation to the course site, three modules were designed:

Week 1: Meet and Greet, Information Technology Services, and Searching for Housing.

Lesson goal: This week the new ESL students will build rapport with classmates, explore how to access the information technology services offered to ESL students, and look at the different alternatives to search for housing.

Learning Objectives

At the end of this week students will:

- ❖ Connect with classmates and the online facilitator
- ❖ Log on to the UMass Boston email system for the first time and set up your email account on an Android or iOS mobile device
- ❖ Log in to WISER using the campus email user ID
- ❖ Connect to UMB-student secure Wi-Fi with an Android or iOS device
- ❖ Search for housing using UMB resources and Non-UMass Boston options

Learner-content interaction (media/activities):

- ❖ Introductions via VoiceThread
- ❖ E-learning module on Information Technology Services
- ❖ Housing Search Guide SlideShare presentation

Readings and Materials

Required:

UMass Boston Email FAQ https://www.umb.edu/it/getting_services/email/umb_email_faq
Finding Housing https://www.umb.edu/life_on_campus/housing/findinghousing

Optional:

Rental Listing Scams Rental (Listing Scams.pdf)

Learner-learner interaction (activities):

- ❖ Introduce Yourself via VoiceThread
- ❖ Search for housing alternatives, choose one option, and post it to the Discussion Forum:
Housing Listing
- ❖ Complete the Contact Directory Form
- ❖ Leave a comment on one of your classmates' introduction via VoiceThread

Formative or summative assessment:

- ❖ Create one screenshot of your email page and one of you WISER home page and attach them to your assignment. Here is an example of the screenshot.
- ❖ Complete e-learning simulations and tests
- ❖ Discussion Forum: Housing Listing
- ❖ Introductions and comments in the VoiceThread
- ❖ Students' Feedback Survey

Follow-through activities

- ❖ Infographic
- ❖ Facilitators' feedback

Week 2: Campus Services and Getting to Campus.

Lesson goal: This week learners will identify the immunization requirements and the Student Health Insurance policy. Additionally, the students will learn how to log into My Health Beacon portal and upload the immunization records. Also, they will recognize the payment options available at UMB and examine how to make online payments. Finally, the new ESL students will spend some time exploring the agenda for the on-campus session and learning how to get to campus.

Learning Objectives

At the end of this week students will:

- ❖ Recognize the UMB immunization requirements and Student Health Insurance plan policy
- ❖ Log into My Health Beacon portal and upload the immunization records
- ❖ Differentiate the payment options available at UMB
- ❖ Explore how to make online credit/debit card payments
- ❖ Get to campus and to Bayside/Mount Vernon building (MTV) from the JFK/UMASS train station

Learner-content interaction (media/activities):

- ❖ VoiceThread on Immunization Requirements and Health Insurance
- ❖ Screencast tutorial on how to log into My Health Beacon portal and upload the immunization records
- ❖ UMB Payment Methods Video
- ❖ Screencast tutorial on how to make online payments and wire transfers
- ❖ Google Map and video on how to get to MTV from the JFK/UMASS train station
- ❖ YouTube video on how to get to campus from the JFK/UMASS train station

Readings and Materials

Required:

Immunization Requirements https://www.umb.edu/healthservices/information_for_new_students

Student Health Insurance https://www.universityhealthplans.com/letters/letter.cgi?group_id=329

Optional:

Payment Information https://www.umb.edu/bursar/payment_information

Learner-learner interaction (activities):

- ❖ Post on the Discussion Board about what you are most worried about on your first day at UMB
- ❖ Comment on the VoiceThread about Immunization Requirements and Health Insurance
- ❖ Build a concept map with your group about your assigned topic(immunization requirements/ health insurance/payment methods)
- ❖ Post a brief narrative/picture/ or a snapchat video of your experience getting to campus for the first time on the class blog.

Formative and summative assessment:

- ❖ Concept Map
- ❖ Discussion Forum: Peer Helpers
- ❖ Comments on the slides of the VoiceThread
- ❖ Screenshot of My Health Beacon portal home page
- ❖ Students' posts on the class blog
- ❖ Students' Feedback Survey

Follow-through activities

- ❖ Google Map
- ❖ Facilitators' feedback

Week 3/ On-campus session : Academic Resources and Offices of Interest

Lesson goal: During this week the students will meet other classmates, faculty, and administrators. Additionally, students will spend some time practicing group skills and exploring academic resources and offices of interest at UMass Boston.

Lesson learning objectives: At the end of this week students will:

- ❖ Interact with classmates, staff, and faculty on-campus
- ❖ Recognize immigration responsibilities
- ❖ Discover and use academic resources on campus
- ❖ Locate offices of interest to ESL students

Learner-content interaction (media/activities):

- ❖ PPT presentation on class etiquette
- ❖ Prezi on immigration responsibilities
- ❖ Presentation and video about the Office of Diversity and Inclusion/ Title IX
- ❖ VoiceThread on UMB academic resources
- ❖ SlideShare about offices of interest to ESL students

Readings and Materials

Required:

Academic Support Programs https://www.umb.edu/academics/vpass/academic_support/tutoring

Healey Library <https://www.umb.edu/library/account/barcode>

Student employment

https://www.umb.edu/life_on_campus/student_employment/opportunities/hiring

Optional:

International Students FAQ

https://www.umb.edu/academics/global/iss/frequently_asked_questions

Learner-learner interaction (activities):

- ❖ Classroom ice-breaker and team building activities
- ❖ Brochure-making
- ❖ Think-pair-share
- ❖ Campus Tour

Formative and summative assessments:

- ❖ Observations
- ❖ Rubrics
- ❖ Scavenger Hunt Tasks Form
- ❖ Students' feedback Survey

Follow-through activities: New ESL student handbook

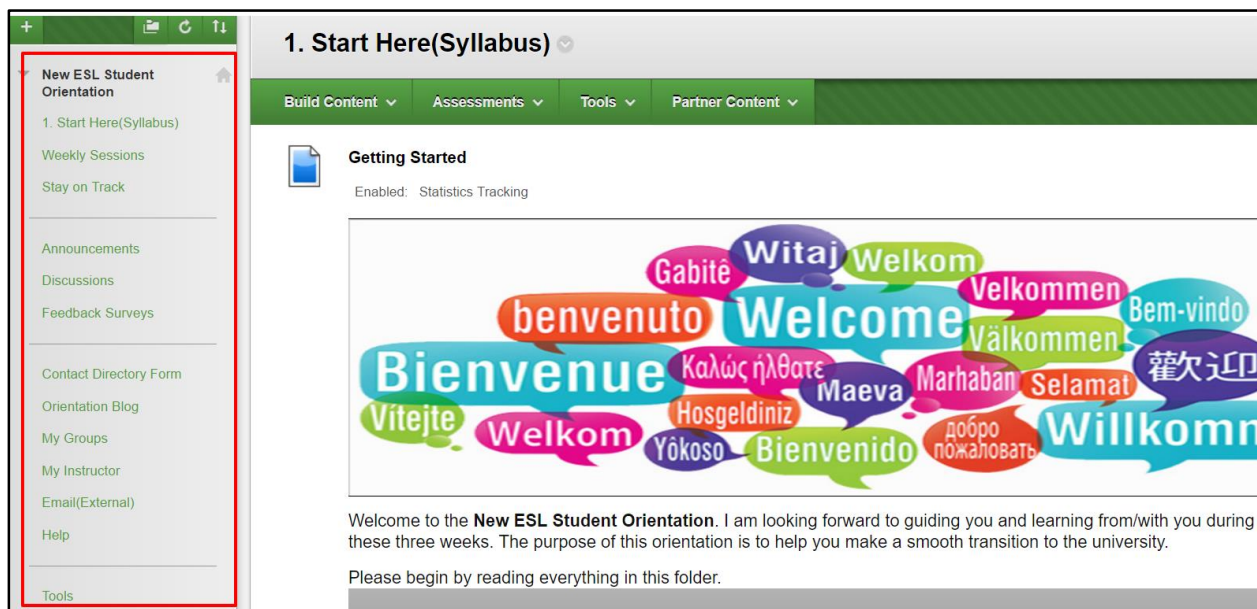
Phase III: Develop

Introduction

The development phase consisted of outlining the lessons for each week, developing materials, curating and remixing content, producing multimedia, and implementing the design into the LMS (CourseSites.) The information, instructions, readings, and materials needed to teach the content were determined based on the topics and objectives for each week. The information required was available on the UMass Boston's website. However, it contained a vast amount of information that it was necessary to zoom in on what was most relevant to the purpose of the orientation. The information was collated, analyzed, and contextualized to be delivered to ESL students. The majority of the instructional materials were specifically developed for lessons to inform, build procedural skills, and promote attitudes. Producing multimedia included creating and testing video clips, VoiceThread presentations, screencasts, SlideShare presentations, infographics, and paper handouts. In addition, an e-learning module on UMB information technology services was created. The existing media materials available online were curated and remixed to create products relevant to the ESL students' learning needs.


Instructional Materials

A prototype of the learning access environment was built in CourseSites using an array of features that promote a constructivist pedagogy. Some of the key features used were the discussion board, mashups, group work, SCORM player, assignments, etc. The orientation to the site and three weekly sessions were implemented into the LMS using educational social media tools to support coaching, mentoring, and online knowledge sharing. Examples of educational social media included mobile learning, blogs, social networking, YouTube, and Google forms. In order to provide content accessibility, the course menu was set up with direct hyperlinks to the orientation content, activities, groups, discussions, and tools. In addition, alternative means of access to the orientation materials in a variety of formats included captions, videos, audio, and written text.



Facilitating ease of use. The orientation to the online site was built in a folder titled “1.Start Here”, which is the first folder that students will need to look at. The materials and media integrated into this folder include a welcome video with captions and a screencast video to demonstrate how to navigate the orientation site and where to find the course content and tools. An accessible orientation syllabus saved in PDF format, a VoiceThread on the orientation

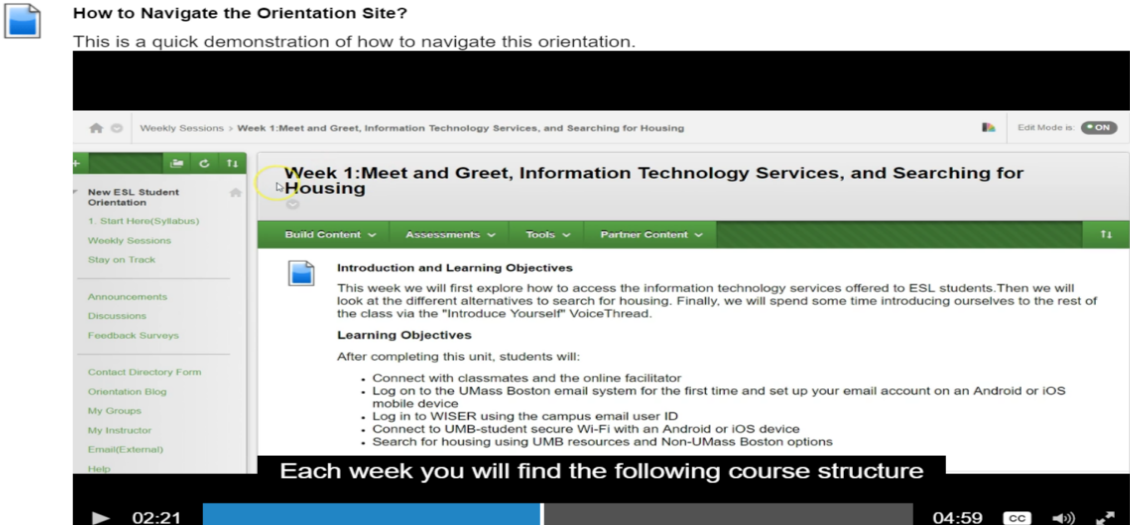
overview, and the instructor introduction were also created and incorporated into this folder. The orientation syllabus defines the expectations, course description, learning objectives, and methods of instruction. Additionally, it introduces students to the purpose of the orientation, the technical requirements, and the required readings. Links to external content, a list of the activities and assessments, and the schedule were also included in the syllabus. The final component of the “1.Start Here” folder are hyperlinks to student support services such as “Orientation Questions and Answers” and CourseSites technical help.



00:04 00:25

New ESL Student Orientation Syllabus

Please download a copy of the orientation syllabus so you will have it handy [New ESL Student Orientation Syllabus Summer 2017.pdf](#)



How to Navigate the Orientation Site?

This is a quick demonstration of how to navigate this orientation.

Weekly Sessions > Week 1: Meet and Greet, Information Technology Services, and Searching for Housing

Week 1: Meet and Greet, Information Technology Services, and Searching for Housing

Introduction and Learning Objectives

This week we will first explore how to access the information technology services offered to ESL students. Then we will look at the different alternatives to search for housing. Finally, we will spend some time introducing ourselves to the rest of the class via the “Introduce Yourself” VoiceThread.

Learning Objectives

After completing this unit, students will:

- Connect with classmates and the online facilitator
- Log on to the UMass Boston email system for the first time and set up your email account on an Android or iOS mobile device
- Log in to WISER using the campus email user ID
- Connect to UMB-student secure Wi-Fi with an Android or iOS device
- Search for housing using UMB resources and Non-UMass Boston options

Each week you will find the following course structure

02:21 04:59

Structuring the learning environment. The orientation session was organized with a schedule chart and folders with hyperlinks for direct access to the content of each week. In order to help the students focus on the content and learning, the interface was designed representing clarity and consistency by keeping the same course structure for each week. The learning objectives, content, participation activities, assessments, and follow-through activities are presented in the same pattern each week. This way the ESL students are able to proceed with the orientation material with confidence. Each week, therefore an introduction to the topics and the learning objectives are presented. Then, a checklist of the activities to be completed within the week is outlined.

Weekly Sessions

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Campus Services and Getting to Campus Weekly Schedule

| | | |
|--------|----------------|--|
| Week 1 | May 15- May 21 | Meet and Greet, Information Technology Services, and Searching for Housing |
| Week 2 | May 22- May 28 | Campus Services and Getting to Campus |
| Week 3 | May 30- June 4 | Academic Resources and Offices of Interest |

Week 1: Meet and Greet, Information Technology Services, and Searching for Housing

Week 2: Campus Services and Getting to Campus

Week 3: Academic Resources and Offices of Interest.

Introduction and Learning Objectives

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- Log in to WISER using the campus email user ID
- Connect to UMB-student secure Wi-Fi with an Android or iOS device
- Search for housing using UMB resources and Non-UMass Boston options

Weekly Checklist

Here is a checklist of activities you need to complete this week:

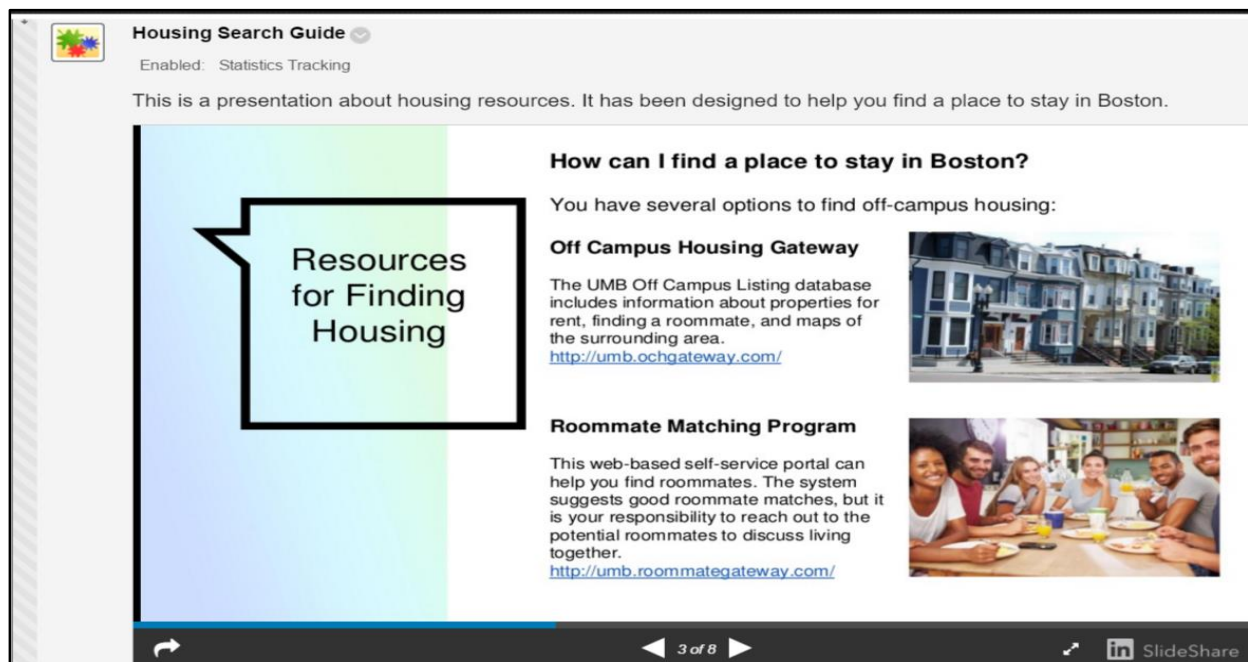
By Wednesday (midnight)

- Complete the e-learning module on Information Technology Services
- Search for housing listings, choose one option, and post it to the Discussion Forum: Housing Listing.
- Add your contact information to the Google Spreadsheet Contact Directory
- Introduce Yourself via VoiceThread

By Sunday (midnight)

- Leave a comment on one of your classmates' introduction via VoiceThread
- Log on to your UMB e-mail and create a screenshot of the home page and upload it to the assignment link.
- Complete the Feedback Survey

Providing multiple means of representation. The materials created to present the orientation content include text, audio, video, computing, and social media elements. Examples of these types of media include an e-learning module, several Web 2.0 tools such as a SlideShare presentation, VoiceThreads, captioned videos, YouTube, Google Maps, and links to readings available online and for off-line reading. All the information was presented in English because even though the ESL students constitute a diverse group with varying cultural backgrounds and English level proficiencies, the one thing they all have in common is their desire to learn English. In pursuance of promoting cross-linguistic understanding, the materials combined text and representational graphics in the form of symbols, icons, and photos. A linguistic alternative was created for learners with limited English proficiency by providing within the content section a link to Bing, an electronic translation tool on the web.



The image shows a SlideShare presentation titled "Housing Search Guide". The presentation is designed to help users find a place to stay in Boston. It features a large speech bubble graphic on the left that says "Resources for Finding Housing". The main content area is divided into two sections: "Off Campus Housing Gateway" and "Roommate Matching Program". Each section includes a brief description and a link to the respective resource. The "Off Campus Housing Gateway" section mentions the UMB Off Campus Listing database and provides the link <http://umb.ochgateway.com/>. The "Roommate Matching Program" section describes a web-based self-service portal and provides the link <http://umb.roomategateway.com/>. There are two photographs: one of a row of blue and white townhouses, and another of a group of diverse young adults sitting around a table and eating. The presentation is displayed on a SlideShare interface, with navigation controls at the bottom indicating it is slide 3 of 8.

Housing Search Guide
Enabled: Statistics Tracking

This is a presentation about housing resources. It has been designed to help you find a place to stay in Boston.

Resources for Finding Housing

How can I find a place to stay in Boston?

You have several options to find off-campus housing:

Off Campus Housing Gateway

The UMB Off Campus Listing database includes information about properties for rent, finding a roommate, and maps of the surrounding area.
<http://umb.ochgateway.com/>

Roommate Matching Program

This web-based self-service portal can help you find roommates. The system suggests good roommate matches, but it is your responsibility to reach out to the potential roommates to discuss living together.
<http://umb.roomategateway.com/>

3 of 8

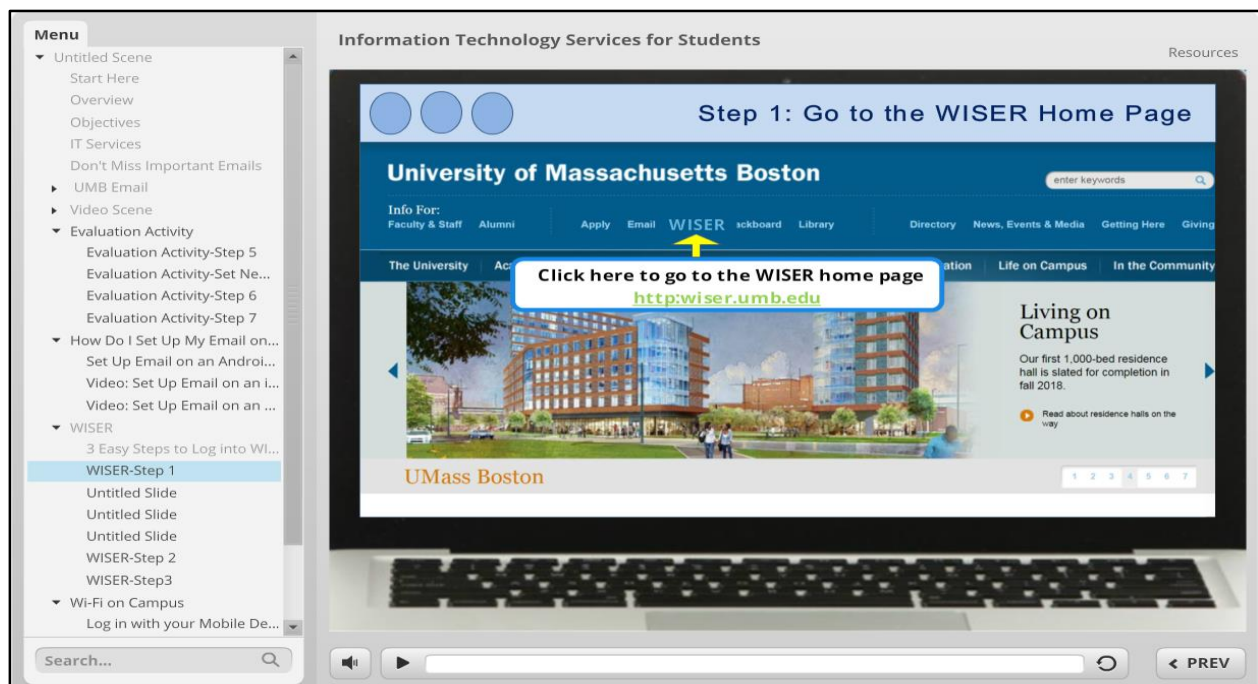
SlideShare

E-learning module. The e-learning module was designed to help new ESL students acquire procedural skills needed to access the IT services offered at UMass Boston. The module was created with Articulate Storyline 2. This training was personalized by implementing the name element available through the data entry field since learners like to see their name displayed. Pedagogical agents and a conversational style were also implemented in the module. In addition, it integrated a vast array of interactions to keep the learners engaged. Since this training was performance-based, it was appropriate to incorporate explanations, demos, practice activities, simulation tests, and feedback. Taking into consideration that ESL learners have low knowledge of the domain and limited English proficiency, it was critical to apply the multimedia principle, using text and illustrations.



The contiguity principle was also presented by placing text next to the corresponding graphics and synchronizing audio with corresponding graphics. Concerning the modality principle, it was not practical to implement it in some of the sections because ESL learners are not familiar with the vocabulary. Therefore, it was critical to make on-screen text available when audio and graphics were displayed to provide reference support (Clark & Mayer, 2011). Similarly, the redundancy

principle 2: Consider Adding On-Screen Text to Narration in Special Situations was applied when the narration was long and contained unfamiliar vocabulary for ESL students. Regarding the coherence principle 2: Avoid e-Lessons with Extraneous Graphics, this was applied by avoiding the use of decorative graphics, sounds, and text.



SlideShare and VoiceThread presentations

These materials included information relevant to the learning objectives and it was presented by asking and responding to key questions about the topics. This method was used in order to familiarize the students with the vocabulary and demonstrate how to formulate questions relating to student affairs and services. This type of media was created to present information, facts, and concepts.


Searching for Housing

Does UMass Boston(UMB) have residence halls?


No. UMB does not have any on-campus housing. The Office of Student Housing (OSH) and the ESL program assist students in finding off-campus housing by providing listings of apartments, rooms, home-stay, and short term accommodations.

Students must, on their own, meet with the landlords, inspect the apartments, and make the lease arrangements.

https://www.umb.edu/life_on_campus/housing/findinghousing



Reach the Office of Student Housing



◀ 2 of 8 ▶


SlideShare

SlideShare. This presentation about housing resources was designed to help ESL students find a place to stay in Boston. The presentation was initially created in PowerPoint using a free template available at www.slidescarnival.com. Then it was uploaded to SlideShare to be embedded into the LMS (CourseSites). The slides conveyed visual analogues to represent information relating to housing (e.g. symbols, icons, or images). A QR code and hyperlinks were used to lead students to sites and Facebook communities where they can learn more about housing opportunities.

Like the UMass Boston Office of Student Housing Facebook page.

This is a FB page where landlords and students post about housing they have available.


Here is the link
<https://goo.gl/T8qdgF>



Join the UMass Boston ESL Group on Facebook.

This is a FB group where other ESL students post about housing opportunities and availability.

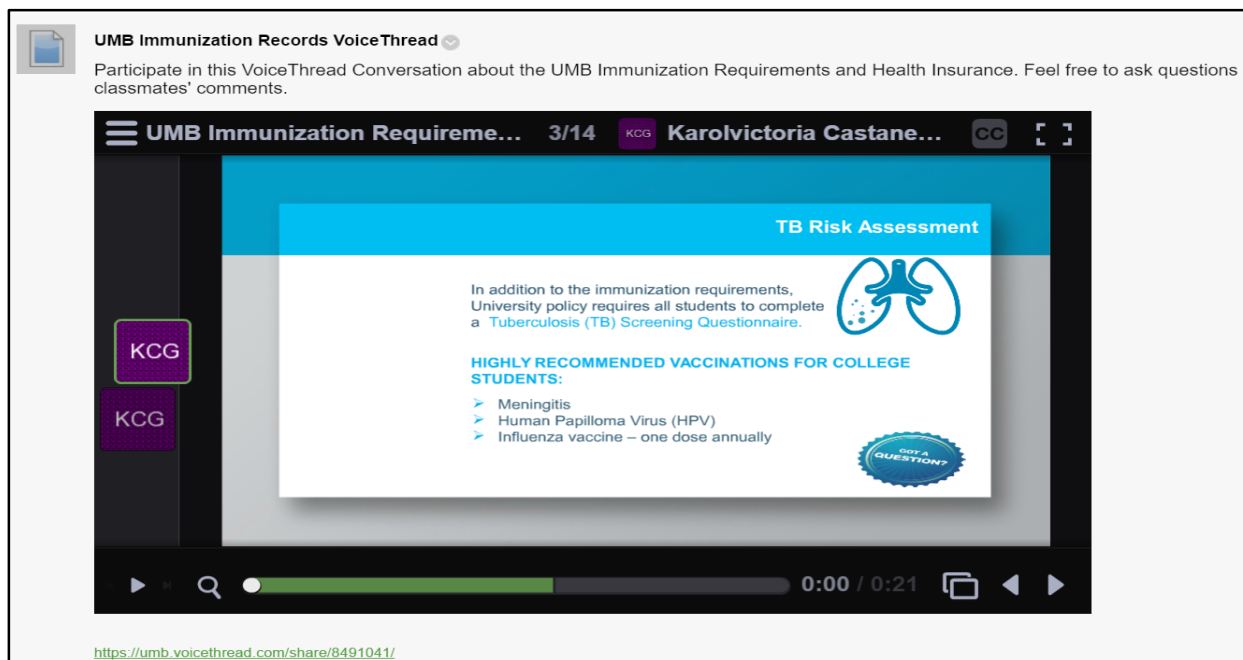
Here is the link
<https://goo.gl/mf1dSo>



◀ 5 of 8 ▶

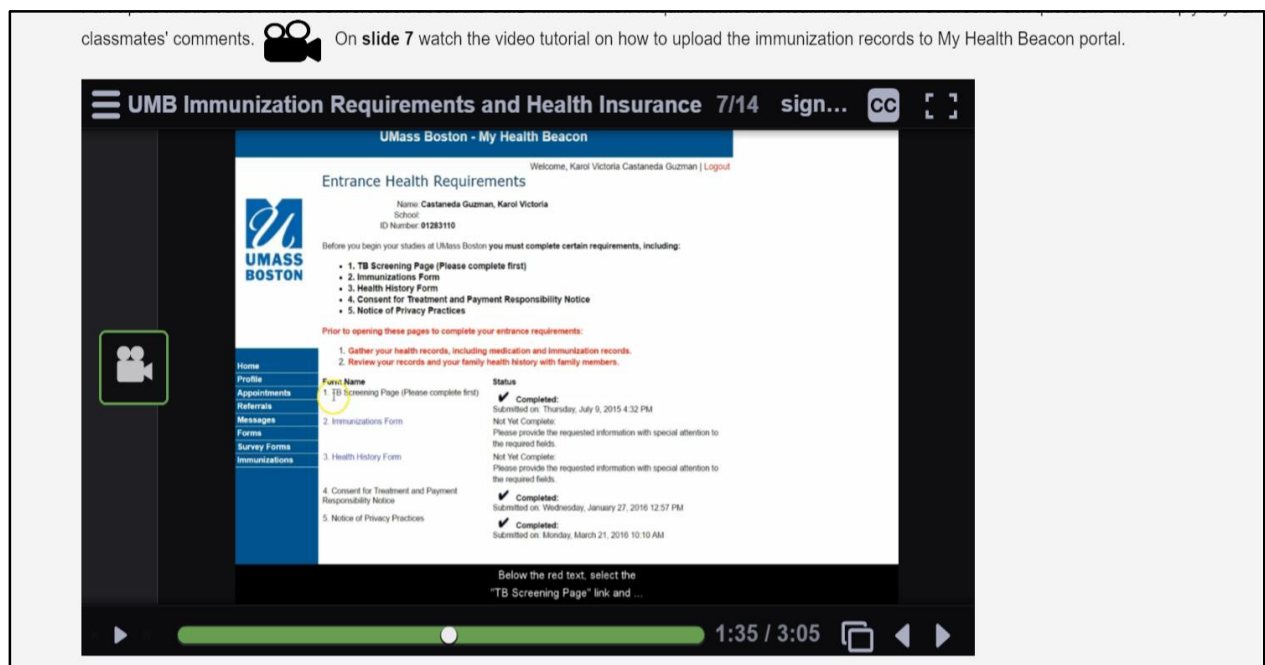
SlideShare

VoiceThread. This flash-based animation was created to present the information, concepts, forms, and videos relating to UMB immunization requirements and health insurance. The slides were built in PowerPoint using a simple free template available at www.slidescarnival.com. The information was presented through multiple media, especially, on-screen text, icons, and symbols. A table was integrated to simplify, organize, and visualize the information about the health insurance cost. Hyperlinks were integrated to lead students to external information. Once the PPT slides were finished, they were uploaded to VoiceThread. In VoiceThread, audio and text annotations were added to provide alternatives for auditory and visual information. Moreover, links to the downloadable immunization form and TB screening questionnaire were created. In addition to the slide presentation, a video tutorial on how to upload the immunization records to My Health Beacon portal was added to the VoiceThread.



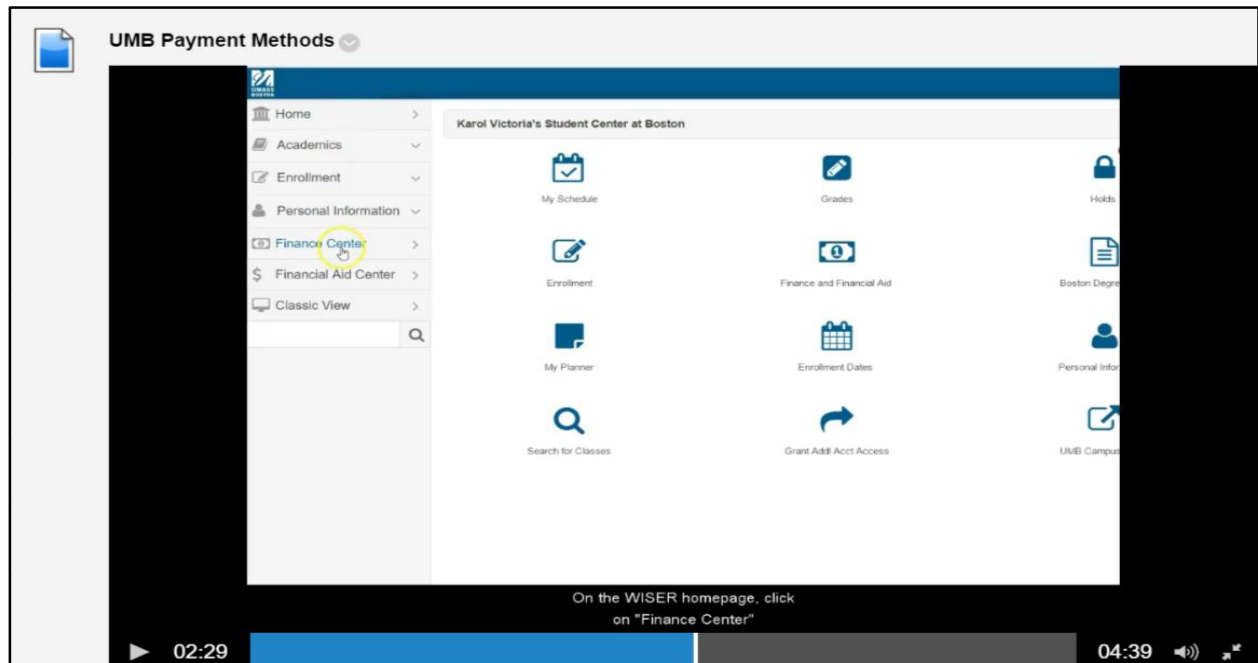
Screencasts, YouTube videos, and Google Maps.

The other set of materials contained words and transformational graphics such as screencasts and YouTube Videos to illustrate procedures. For example, a YouTube video showing how to get to campus and a screencast video demonstrating how to upload the immunization records to My Health Beacon portal. The videos' length was limited to 3-5 minutes maximum. The accessibility to the media materials was increased by embedding the videos, VoiceThreads, SlideShare presentations, and Google maps into the orientation site. A medium size was selected to facilitate visibility and avoid extra clicks.

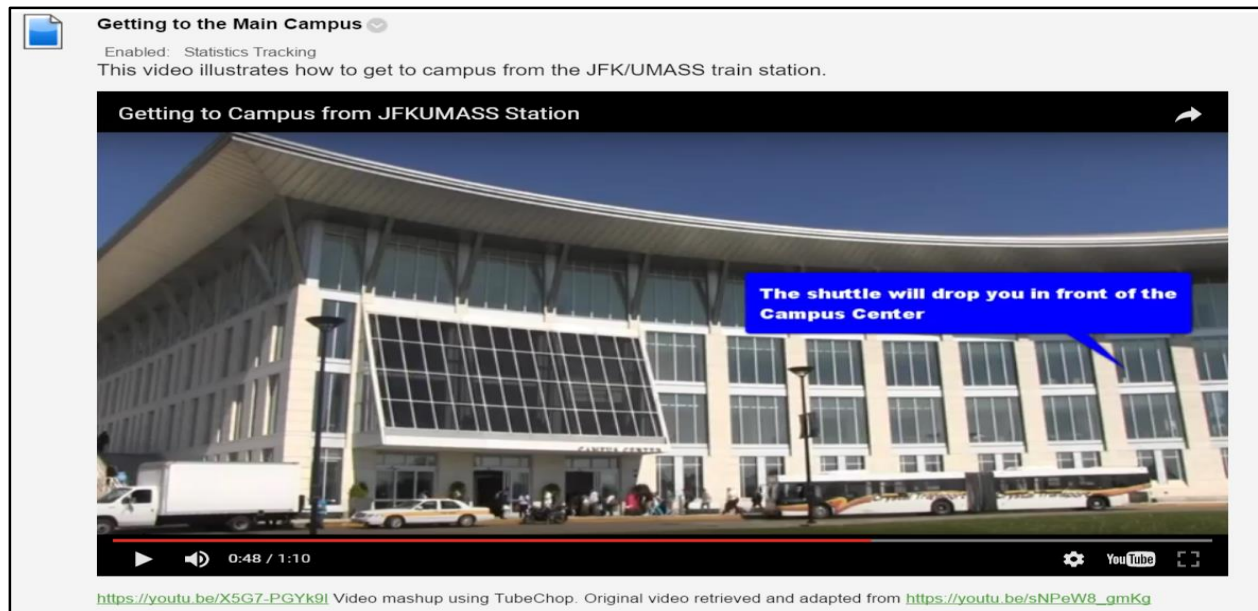


Screencasts. Two screencast videos were created using the Pro Recorder features of the Web 2.0 tool, Screencast-O-Matic. One screencast was created to demonstrate how to upload the immunization records to My Health Beacon portal. The other was created to illustrate the step-by-step process of making online debit and credit card payments through WISER. The screencasts were accompanied with audio and captions. The contiguity principle 2 was applied by synchronizing audio with the corresponding graphics. In addition, the screencasts were created in

a real and authentic context. The demonstrations were recorded and the instructions were documented working with the actual WISER and My Health Beacon platforms. This educational tool is suitable for ESL learners because it allows them to learn in a self-directed fashion and hands-on approach. ESL students will be able to practice at home, slow down the videos, and watch them over and over.



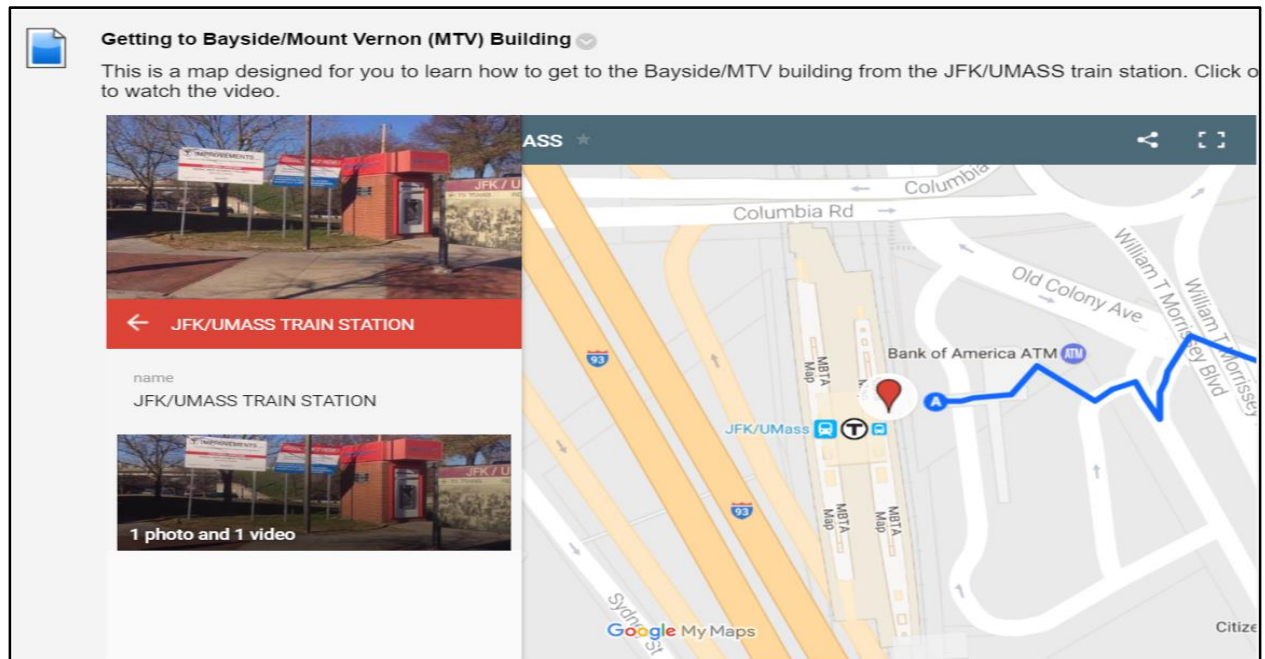
YouTube videos. A video mash-up was created by adapting an existent video about how to get to the UMass Boston campus available on YouTube at <https://goo.gl/EiQMTD>. The YouTube video was cut using the tool TubeChop and edited with Screencast-O-Matic. Captions and background audio were integrated into the video. The final product was uploaded to YouTube and embedded into the LMS.



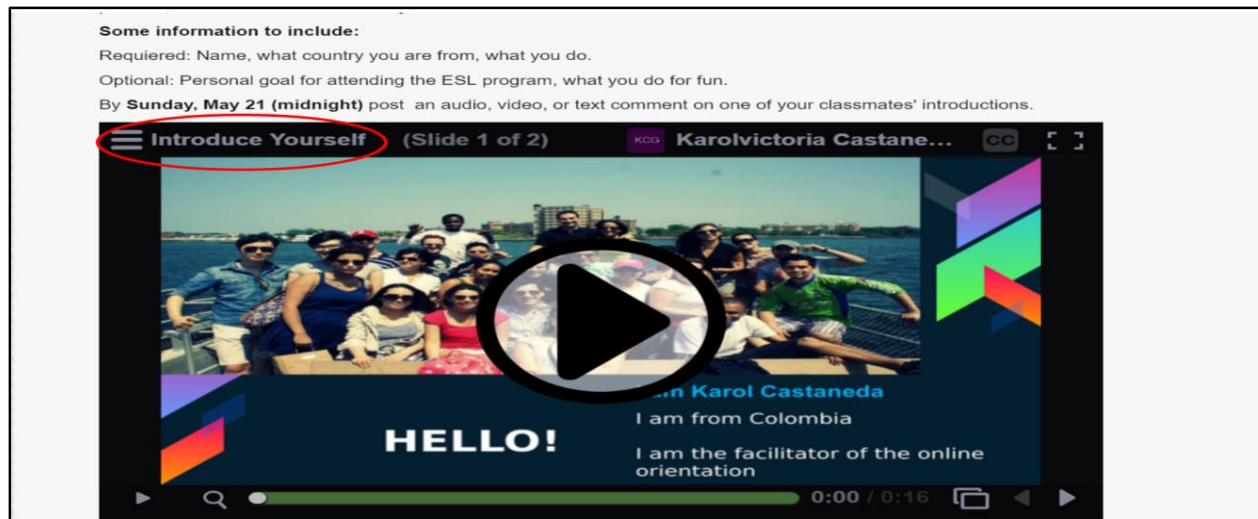
Another YouTube video to demonstrate how to get to the Bayside/Mount Vernon (MTV) building was recorded using an iPhone 5S. The video was made using the Web 2.0 tool Movie Maker. Audio, transitions, and visual effects were integrated to accompany the scenes. The video shows the real way to get to the MTV building and emphasizes the key points and road signs that students should follow to get to their destination. Once the video was finished, it was uploaded to YouTube to make it available online. The YouTube video was embedded into a Google Map.



Google Map. An online map was created using My Maps to provide the ESL students with a fun, visual, and authentic approach to explore how to get to the Bayside/MTV building from the JFK/UMass train station. A marker was added to the map on the JFK/UMass station point in order to display a pop-up window with a picture of the exit to UMass Boston and the video showing the real way to get to the MTV building.



Providing multiple means of engagement. During the development of instructional materials, several participation activities were designed to allow students to interact with the instructor and with each other. A VoiceThread presentation was created to offer a space for all students to introduce themselves to the class. The instructions made for this activity give students autonomy to choose the type of media they want to use to interact with peers. VoiceThread affords community building, collaboration, and communication with peers by allowing students socialize with others through audio, video, photos, or text comments.



A discussion board was set up with three main forums to have during the orientation. The first discussion is about the orientation questions and answers. The second discussion is “Housing Listings” and it is about helping each other find a place to stay in Boston. The last discussion is “Peer Helpers” and consists in posting and answering questions about what students are most worried about on their first day of class. This social media element was built to encourage inquiry, group work, and the use of classmates as resources. Additionally, the discussions that were set up situate the ESL students in tasks that are authentic and relevant to their lives. Also, a checklist of activities that need to be done was built in each weekly session to guide students’ personal goal-setting and expectations.

<https://youtu.be/X5G7-PGYk9I> Video mashup using TubeChop. Original video retrieved and adapted from https://youtu.be/sNPwW8_gmKg

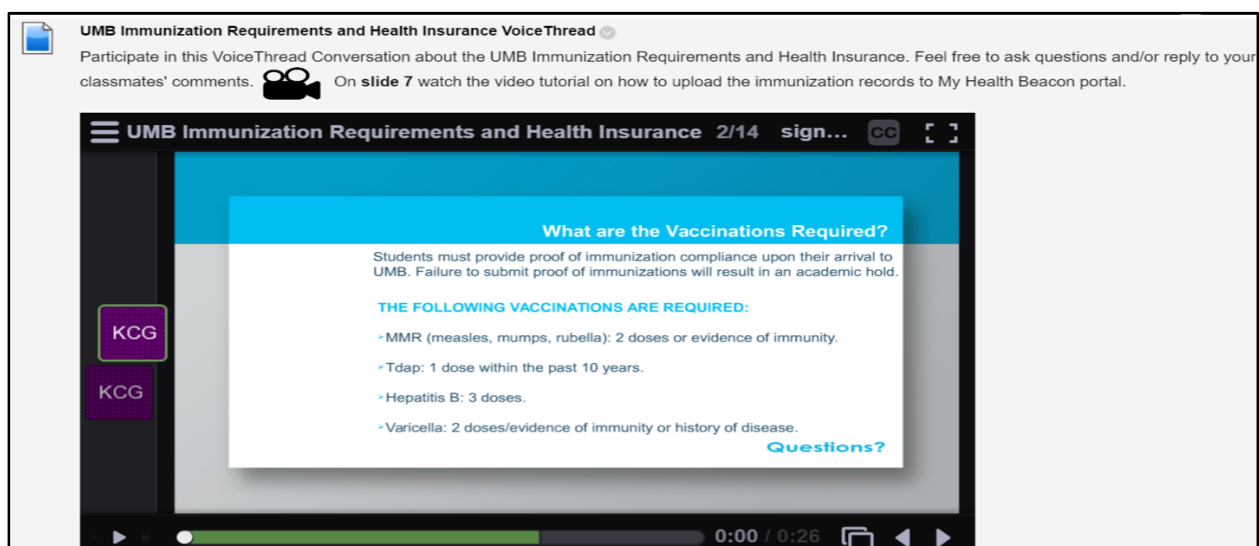
Participation
 The following are the **participation activities** for this week:

- Comment on the VoiceThread about Immunization Requirements.
- Post on the Discussion Board about what you are most worried about on your first day of class.

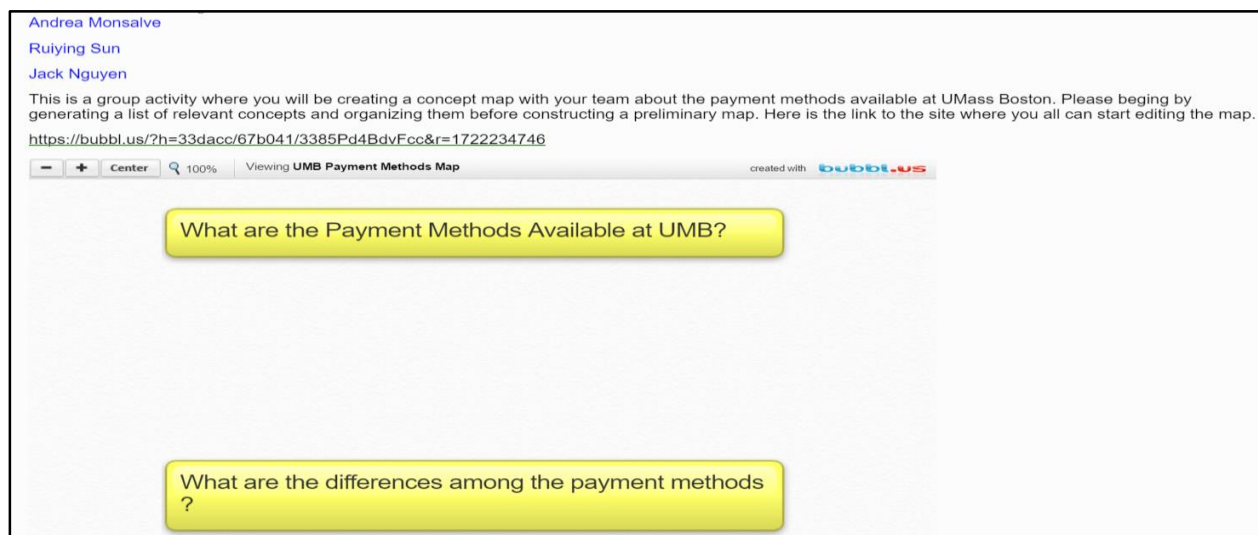
Peer Helpers
 This is a Peer Helpers Forum where you will answer to the question, **what are you most worried about on your first day of class?**. Then you will help overcome concerns by replying to one of your classmates' post.

Campus Tour. A campus tour agenda was prepared to list the different stops on the tour that will be host during the on-campus session. The list includes visits to the campus services, academic resources on-campus, and offices of interest to ESL students. This document was created using Microsoft Word, saved as a PDF document, and attached to the content in CourseSites so that students can download a copy to have it handy (See Appendix J).

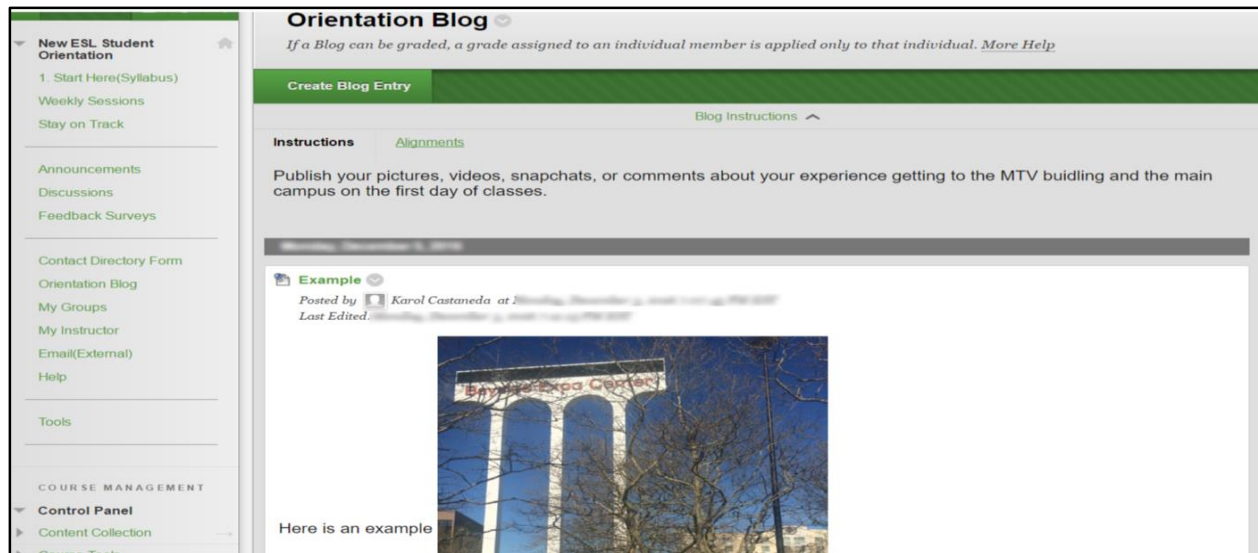
Providing multiple means of action and expression. The instructional materials created to support performance-based assessment activities include a variety of multimedia and instructional tools. All the assessment activities were prepared to require the ESL students to apply their knowledge and skills from the topics covered to complete authentic tasks in which they can demonstrate mastery of the learning objectives. A quiz, knowledge checks, and simulations were included in the e-learning module about information technology services. For this topic, an assignment activity about logging on to the UMB email account and taking a screenshot of the email homepage was also prepared to allow students to have multiple ways to demonstrate their knowledge. A VoiceThread about UMB Immunization Requirements and Health Insurance was created to enable ESL students and the facilitator hold conversations and provide feedback around information, images, forms, and videos.



Concept Map. A concept map activity was developed using a free mind map tool called Bubbl.us. This activity was arranged to foster peer collaboration by having brainstorming groups to create a concept map about an assigned topic from the orientation. Prompt questions were incorporated into the concept maps to provide a baseline and stimulate students' participation. This media element constitutes an excellent tool for students to structure information and represent the concepts learned in the orientation. In addition to being a collaborative tool for composition, the concept map will be a visual aid to help the students understand and remember about the UMB payments available, the immunization requirements, and the health insurance policy.



Orientation Blog. This social media tool was incorporated into the LMS with the intent of offering a space for community building. This instructional technology tool also provides a platform for students to showcase their videos, snapchats, pictures, or comments about their personal experience getting to campus and the Bayside/MTV building on the first day of classes.



Scaffolds were used to visualize the desired outcome of each activity. For example, checklists, prompts, guides, and directions. In each weekly session, a checklist of activities that need to be done was built to guide students' personal goal-setting and expectations. Discussion prompts were prepared to elicit students to participate and express their opinion. Modeling activities were integrated to show students how to do their introductions, how to access the information technology services, and how to make online payments. Guides to illustrate how the assignments should look like were attached to the directions. Videos to show how to use the Discussion Board, Blogs, and VoiceThread were also incorporated into the online orientation.

Participation

There will be five(3) quick and easy activities for this week:

1. Introduce Yourself via VoiceThread (Here is a link to a video clip demonstrating how to add a slide to VoiceThread <http://www.tubechop.com/watch/7954734>)
2. Complete the Contact Directory Form
3. Leave a comment on one of your classmates' introduction via VoiceThread (Here is a link to a video tutorial on how to comment on VoiceThread <https://www.youtube.com/watch?v=llT9xv2PgD4>)

Introduce Yourself **Instructions**

Enabled - Statistics Tracking

The goal of this exercise is for each of you to meet and get to know the other students in this class. By **Wednesday, May 17** add a single PowerPoint slide, video, pictures, or an audio introduction of yourself on the VoiceThread.

Some information to include:

Required: Name, what country you are from, what you do.

Optional: Personal goal for attending the ESL program, what you do for fun.

By **Sunday, May 21 (midnight)** post an audio, video, or text comment on one of your classmates' introductions.

Introduce Yourself (Slide 1 of 2) sign... CC []

Campus Scavenger Hunt Form. A campus scavenger hunt was planned for the on-campus session to allocate time for hands-on practice discovering academic resources and locating offices of interest to ESL students. A campus scavenger hunt form was created to provide instructions about the goal of the activity. The form also includes the items students must collect and the trivia questions they need to respond based on what they learned from the campus tour (See Appendix K).

Providing follow-through activities

Feedback surveys. Weekly feedback surveys were created in order to follow-up with the students on remaining questions and concerns after the orientation. Each survey consists of the three following questions prepared to develop the students' self-assessment and reflection: "What was the most useful information you gained this week? Why?", "What was the most confusing aspect of this week for you? This can be process or content related", and "Please provide any comments, ideas, or concerns that you are willing to share as a testimonial." This instrument was created using the survey feature in CourseSites. Additionally, a performance aid to illustrate the steps for logging into the UMB Information Technology (IT) Services was created using the Web 2.0 tool Piktochart. The visual aid was designed in a step-by-step format to help students complete the

procedures to log in to the UMB email, WISER, and connect to the campus Wi-Fi. The visual aid can be printed and downloaded from CourseSites (See Appendix L).

UDL principles addressed by Week 1: Meet and Greet, Information Technology Services, and Searching for Housing

| UDL | Instructional Strategy | Instructional Materials |
|---|---|--|
| Multiple Means of Representation | Pre-instructional activities and content presentation | <ul style="list-style-type: none"> • Syllabus and course overview • Screencast on how to navigate the site • Introduction and learning objectives • E-learning module on IT services • SlideShare presentation on Housing • Readings |
| Multiple Means of Engagement | Learner participation | <ul style="list-style-type: none"> • VoiceThread for students' introductions • Google contact directory form • E-learning module practice activities |
| Multiple Means of Action and Expression | Assessment and follow-through activities | <ul style="list-style-type: none"> • E-learning module quiz and simulation tests. • Housing Listing discussion board • UMB email page screenshot assignment • Feedback survey • Visual aid about IT services |

UDL principles addressed by Week 2: Campus Services and Getting to Campus

| UDL | Instructional Strategy | Instructional Materials |
|---|---|---|
| Multiple Means of Representation | Pre-instructional activities and content presentation | <ul style="list-style-type: none"> • Captioned videos about payment methods • Screencast on how to make online payments • VoiceThread about immunization records/Health insurance • Screencast on how to upload immunization records to My Health Beacon portal • Google Map • YouTube videos about how to get to campus and the MTV building |
| Multiple Means of Engagement | Learner participation | <ul style="list-style-type: none"> • Peer helpers discussion board • VoiceThread comments |
| Multiple Means of Action and Expression | Assessment and follow-through activities | <ul style="list-style-type: none"> • Peer helpers discussion board • VoiceThread comments • Concept Map activity • Orientation blog • My Health Beacon screenshot assignment • Feedback Survey |

UDL principles addressed by Week 3 (on-campus): Academic Resources and Offices of Interest

| UDL | Instructional Strategy | Instructional Materials |
|---|---|--|
| Multiple Means of Representation | Pre-instructional activities and content presentation | <ul style="list-style-type: none"> • PPT presentation on U.S culture • PPT presentation on class etiquette • Prezi on immigration responsibilities • Presentation and video about the Office of Diversity and Inclusion/ Title IX • VoiceThread on UMB academic resources • SlideShare about offices of interest to ESL students |
| Multiple Means of Engagement | Learner participation | <ul style="list-style-type: none"> • Classroom ice-breaker, team building activities • Campus tour agenda |
| Multiple Means of Action and Expression | Assessment and follow-through activities | <ul style="list-style-type: none"> • Think-pair-share form • Campus scavenger hunt form • Brochure-making • Feedback survey |

Phase IV: Implementation

Implementation

The official project implementation will be during the beginning of the summer 2017 semester. A prototype of the orientation was presented to take into account formative assessment from peers and faculty of the Instructional Design program at UMass Boston. The assessment instrument to conduct the review of the course was a rubric created by faculty of the Instructional Design program licensed under the Creative Commons Attribution-Share Alike license. This rubric is based on the best practices in blended and online teaching guidelines (See appendix M). An orientation pilot will be conducted with ESL students attending the spring 2017 semester in order to receive their opinions and catch any issues with the content, instructional materials, and tools. The instrument to collect this data will be the weekly feedback surveys incorporated within each weekly session. The prototype will be also presented to stakeholders for formative review in order to identify opportunities for improvement and guide the final production. The data collection instrument will be a stakeholder formative assessment survey (See Appendix (N)).

Improvement plan

The initial feedback received from faculty members and peers suggested some improvements that needed to be made to the orientation. These incorporated improvements consisted of editing the e-learning module on IT services, fixing spelling and technical issues, and providing more sense of the facilitator presence. In order to promote the e-learning module effectiveness, it was necessary to add a quiz in order to check the learners' comprehension of what the e-mail account is used for. Moreover, a video demo on the steps to log on to the e-mail account was added using the Record Screen in Articulate Storyline 2. Hotspots were enlarged to improve

functionality along with some added roll-overs to provide learners with hints during the evaluation activities.

Spelling, audio, and technology issues were revised; however, more feedback is expected in this regard. Opportunities for student-facilitator and student-student interaction were added to provide more sense of the facilitator presence. These opportunities were provided by adding VoiceThread discussions, forums, and assignments for individual instructor feedback. Also, a personal introduction from the facilitator was created to socialize, build bonds, and get comfortable with the students. The additional feedback expected from peers, experts, stakeholders, and the pilot group will be integrated before implementing the final orientation product.

Phase V: Evaluation

Evaluation Plan

As indicated previously, this project was based on the “need for feedback to assess the success and impact of the training as well as to enhance and improve its ability to meet expectations” (Kirkpatrick & Kirkpatrick, 2006, p. ix). Formative assessments were conducted during the analysis, design, development, and prototype implementation phases. A summative evaluation will be performed during the remaining phases of execution and demonstration of value. The evaluation plan will evaluate at all four levels of the Kirkpatrick model.

This plan presents several measurement instruments such as surveys, weekly feedback surveys, hands-on activities, peer reviews, checklists, rubrics, observations, and business indicators. These methods will be used to collect data about students’ satisfaction with the orientation, the extent to which they access the IT services, get to campus, and recognize the campus services, resources, and offices of interest. Additionally, the measurement instruments will

determine what changes in performance resulted from the orientation and demonstrate the value obtained from the learning intervention.

Methods

The data-collection methods that will be used in this evaluation are online surveys, a hands-on activity, a job activity self-assessment instrument, and behavior observation checklists. This process will also include a review of organizational records on enrollment, student complaints, and transfer-out rate.

Level 1 Motivation: New ESL Student orientation satisfaction Survey

An online survey will be sent at the end of the orientation to the new ESL students attending the summer 2017 semester to ask their opinion on the facilitators' performance, instructional strategy, and course materials. The survey will be designed mostly with Likert-type scale closed-ended questions. However, one open-ended question will be included to allow the students to provide in-depth input on their experience with the orientation programming.

Level 2 Learning: Weekly feedback surveys, hands-on activities

Weekly feedback surveys will be available at the end of each week to take a closer look at what students think they have learned. The feedback surveys will be designed with three open-ended questions about what was the most useful information students gained each week, what was the most confusing aspect of each week, and what can be improved. Learning will also be assessed during the training itself, with hands-on activities focused on accessing the information technology services, getting to campus, and recognizing the campus services, resources, and offices of interest. Instructions and checklists will be provided to the ESL students to guide the process of completing the tasks.

Level 3 Performance: Hands-on Activities, ESL Academic Coordinator Observation, and Administrators' Perception on Students' Performance Survey.

A variety of authentic hands-on activities will be conducted to provide the ESL students with the opportunity to demonstrate mastery of the learning objectives. Also, by virtue of their proximity to the students, ESL academic coordinators will be key to evaluating Level 3. The ESL academic coordinators will use structured observation to monitor how the ESL students apply the skills learned in the orientation. Finally, the ESL Director and the Assistant Director will complete an online survey about their perception of the learners' capability to perform the learned skills after the orientation.

Level 4 Business Results: Review of Organizational Records

Concerning the impact of the orientation program on the organization (ESL program), a review of organizational data such as enrollment records, student complaints, and transfer-out rate will be carried out. The purpose of this review is to report on the values that indicate the degree of spread, or variation, in the data. The records from the Spring, Summer, and Fall 2016 semesters will be compared with the records obtained at the end of the Summer and Fall 2017 semesters. This comparison will be essential to make inferences, to examine relationships, or to test for significant differences among variables. Additionally, the ESL program will solicit feedback from students at the end of the Summer 2017 New ESL Student orientation as part of measuring the students' satisfaction.

Evaluation Requirements

The component of the evaluation at Level 1 will revolve around the question: Was the orientation program successful from the ESL students' perspective? At this level, it will be important to gather the learners' opinions concerning their experience with the training initiative. Since this is a new format for the orientation, it will be essential to collect evidence of the learners' satisfaction regarding program objectives, course materials, content relevance, facilitator knowledge, and the delivery method. Level 1 evaluation will also solicit information during the learning phase to monitor potential opportunities for improvement. The facilitator will use the information collected through formative evaluations to improve the design and method of the instruction.

The evaluation at Level 2 will examine if the ESL students can perform the tasks required to interact with campus community members, access the information technology services, get to campus, and recognize the campus services, resources, and offices of interest. At this point it will be critical to collect evidence proving that there has been skill development as a result of the New ESL Student Orientation program. The extent of skill development will be determined by the criteria established for the hands-on activities and assessments. The facilitator needs this information in order to verify the effectiveness of the learning design and content in addition to justifying to the key stakeholders the value of the training solution in relation to the business goals.

The evaluation at level 3 will measure if the ESL students reliably perform the new skills to create lesson plans on the job. At this stage, it will be critical to determine if the learners are using the skills taught in the orientation program to access the information technology services, get to campus, and recognize the campus services, resources, and offices of interest after the orientation. It is also equally important to determine if the business partners have addressed

barriers to learning transfer. In other words, it is important to determine how much support and accountability was provided by the ESL coordinator, the IT department, the assistant director, and management in order to reinforce, monitor, encourage and reward performance of critical behaviors.

For the evaluation at level 4, it is necessary to evaluate what has improved within the organization as a result of the orientation. At this stage the ESL students' competence to access the information technology services, get to campus, and recognize the campus services, resources, and offices of interest will be measured in terms of student satisfaction, transfer-out rate, and enrollment rate. It will be demonstrated that the orientation initiative was critical to the business needs if the new organizational records show an increase in student satisfaction. The increase in student satisfaction will be determined by comparing the new records against the baseline data collected in the needs assessment. Moreover, it is important to determine if the transfer-out rate drops and the enrollment rate increases, thus resulting in profitable activity for the ESL program.

Evaluation of Participants

The instructional designer, the coordinators, the ESL instructors, the ESL Director, the Assistant Director, and the new ESL students will participate in the evaluation. The evaluation at Level 1 will include the instructional designer, the ESL instructors, and the students. Level 2 will include the participation of the instructors and the instructional designer. In the next level, Level 3, the ESL coordinators, the instructors, the ESL Director, the Assistant Director, and the students attending the Spring 2017 semester will participate in the evaluation. Ultimately, the instructional designer in partnership with the director and assistant director will complete the evaluation at Level 4.

Instrumentation

| Kirkpatrick Level | Evaluation Tool | Participant |
|------------------------------|---|---|
| Level 1 | <ul style="list-style-type: none"> • Orientation satisfaction survey spring 2017 | <ul style="list-style-type: none"> • Instructional Designer • Coordinators • Instructors • Students |
| Level 2 | <ul style="list-style-type: none"> • E-learning simulations and tests • Hands-on activities • Weekly Students' feedback surveys | <ul style="list-style-type: none"> • Instructors • Instructional Designer • Students |
| Level 3 | <ul style="list-style-type: none"> • Structured observation • Checklist for hands-on activities • Scavenger Hunt Tasks Form • Screenshots of UMB email home page, WISER home page • Concept Map • Brochure-making • Administrators' Perception on Students' Performance Survey | <ul style="list-style-type: none"> • Instructors • Coordinators • ESL students |
| Level 4 | <ul style="list-style-type: none"> • Tracking enrollment spreadsheet • Transfer-out records • Tracking student complaints • Tracking student traffic and queue of emails • Tracking student satisfaction with the orientation | <ul style="list-style-type: none"> • Instructional Designer • Director • Assistant Director |

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Appendix A

Student Orientation Satisfaction Online Survey Summer 2016

1) How would you rate the University of Massachusetts Boston's website as a source for orientation? Como calificaría el sitio web de UMB como recurso para orientación de los estudiantes? (作为学校概况介绍会的来源之一，你如何评价UMass Boston 的网站？它是否对你了解学校有所帮助？) *

() Poor-1 () Fair-2 () Average-3 () Good-4 () Excellent-5

2) The orientation provided during the first week of classes helped me: La orientación brindada durante la primera semana de clases me ayudó a: (开学第一周的这场学校概况介绍会帮助我：) *

| | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 |
|---|--------------------------------|-----------------------|----------------------|--------------------|-----------------------------|
| Feel connected to UMass Boston (UMB) | () | () | () | () | () |
| Feel welcome at UMass Boston | () | () | () | () | () |
| Meet and interact with other new students | () | () | () | () | () |
| Explore resources for searching housing | () | () | () | () | () |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | () | () | () | () | () |
| Familiarize myself with the payment methods available at UMB | () | () | () | () | () |
| Get to the campus and around the campus | () | () | () | () | () |
| Find information on campus support services | () | () | () | () | () |
| Locate offices of interest to ESL students | () | () | () | () | () |

3) When is the best time to deliver the orientation? Cuando es el mejor momento para brindar la orientación? (你觉得学校概况介绍会在什么时候举行最合适?) *

_____Prior the beginning of the semester via online with an orientation leader staff/Antes del inicio del semestre via online con un líder de orientación (在学期开始前, 由学校概况介绍会的工作人员主持, 通过网络在线举行)

_____Prior the beginning of the semester via online and one on-campus session with a leader staff/ Antes del inicio del semestre vía online y una sesión en el campus con un líder de orientación. (在学期开始前, 由学校概况介绍会的工作人员主持, 通过网络以及在校园内举行)

_____During the first week of classes on-campus with an orientation leader staff/ Durante la primera semana de clases en el campus con líder de orientación. (在开学的第一周, 由学校概况介绍会的工作人员主持, 在校园内举行)

4) Do you feel the orientation you received helped prepare you to be successful at UMass Boston? Usted siente que la orientación que usted recibió ayudo a prepararlo para tener un comienzo exitoso en UMB? (你觉得这场学校概况介绍会帮助你了解到足够的信息吗?) *

() Strongly Disagree 1 () Disagree 2 () Neutral 3 () Agree 4 () Strongly Agree 5

5) What topics or activities should be added, removed, or done differently for future orientations?Que temas o actividades deben ser incluidas, removidas, o realizadas de una manera diferente para futuras orientaciones?((你觉得在未来的学校概况介绍会上还可以添加或改变哪些话题和活动?)*

6) Please rate the topics you are most interested in hearing about at the orientation/ Por favor califique los temas que usted estaría mas interesado en escuchar en una orientación(你最想在学校概况介绍会中了解的事情是:)*

| | Not at all interested- 1 | Not very interested- 2 | Neutral- 3 | Somewhat interested- 4 | Very interested- 5 |
|-----------------------------------|--------------------------------|------------------------------|---------------|------------------------------|--------------------------|
| Life on Campus | () | () | () | () | () |
| Group activities | () | () | () | () | () |
| Faculty and staff introduction | () | () | () | () | () |
| Housing | () | () | () | () | () |
| UMB Email | () | () | () | () | () |
| WISER | () | () | () | () | () |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Payment Methods | () | () | () | () | () |
| Online Payments | () | () | () | () | () |
| Immunization | () | () | () | () | () |
| Get to the campus and around the campus | () | () | () | () | () |
| On campus support services | () | () | () | () | () |
| Offices of interest to ESL students | () | () | () | () | () |
| I-20 | () | () | () | () | () |
| U.S Culture | () | () | () | () | () |
| Class etiquette | () | () | () | () | () |
| Student Employment) | () | () | () | () | () |
| Healey Library Services | () | () | () | () | () |
| Student Clubs and Organizations | () | () | () | () | () |
| UMB ID | () | () | () | () | () |

7) Suggestion Box/Buzon de Sugerencias(你的建议)

Please share with us any additional comments or ideas that would help us improve the orientation. Por favor comparta con nosotros comentarios adicionales o ideas que podrían ayudarnos a mejorar la orientación.(你有其他的意见或者建议给我们吗?)

Appendix B

Academic Coordinators Online Survey

1) Do you agree the orientation provided to new ESL students helped them prepare to be successful at UMass Boston?*

() Strongly Disagree () Disagree () Neutral () Agree () Strongly Agree

2) The orientation provided during the first week of classes helped students:*

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| Feel connected to UMass Boston | () | () | () | () | () |
| Feel welcome at UMass Boston | () | () | () | () | () |
| Meet and interact with other new students | () | () | () | () | () |
| Explore resources for searching housing | () | () | () | () | () |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | () | () | () | () | () |
| Familiarize themselves with the payment methods available at UMB | () | () | () | () | () |
| Get to the campus and around the campus | () | () | () | () | () |
| Find information on campus support services | () | () | () | () | () |
| Locate offices of interest to ESL students | () | () | () | () | () |

3) Please select the topics and activities covered in the summer 2016 orientation: *

[] Life on Campus

[] Group/team activities

[] Faculty and staff introduction

[] Housing

- ☐ UMB Email
- ☐ WISER
- ☐ Payment Methods
- ☐ Online Payments
- ☐ Get to campus and around campus
- ☐ On campus support services
- ☐ Offices of interest to ESL students
- ☐ I-20/immigration responsibilities
- ☐ U.S Culture
- ☐ Class etiquette
- ☐ Student Employment
- ☐ Healey Library Services
- ☐ Student Clubs and Organizations
- ☐ UMB ID

4) What resources (information, staff, materials, tools, and/or facilities) are necessary to provide an effective ESL student orientation? *

5) What topics or activities should be added, removed, or done differently for future Orientations?*

6) When is the best time to deliver the orientation?*

- ☐ Prior the beginning of the semester via online with an orientation leader staff
- ☐ Prior the beginning of the semester via online and one on-campus session with a leader staff
- ☐ During the first week of classes on-campus with an orientation leader staff

Appendix C

Academic Coordinator Job and Task Analysis

1) Please rate the degree with which you agree or disagree that the following statements represent a critical part of your job.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|------------------------------|-----------------|----------------|--------------|---------------------------|
| Develop a lesson plan to communicate the orientation content, objectives, materials and activities. | () | () | () | () | () |
| Incorporate into the lesson plan a variety of activities that help students make new friends, and meet faculty and staff. | () | () | () | () | () |
| Provide information about housing options. | () | () | () | () | () |
| Instruct students about information technology services available to them (email, WISER, online payments). | () | () | () | () | () |
| Show students how to get to UMass Boston and around campus. | () | () | () | () | () |
| Present information on campus support services. | () | () | () | () | () |
| Help New ESL students locate offices of interest to them. | () | () | () | () | () |
| Use technology to deliver the orientation content and enhance students' understanding. | () | () | () | () | () |

Appendix D

ESL Director and Assistant Director Survey

1) Do you agree the orientation provided to new ESL students helped them prepare to be successful at UMass Boston?*

() Strongly Disagree () Disagree () Neutral () Agree () Strongly Agree

2) The orientation provided during the first week of classes helped students:*

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Feel connected to UMass Boston | () | () | () | () | () |
| Feel welcome at UMass Boston | () | () | () | () | () |
| Meet and interact with other new students | () | () | () | () | () |
| Explore resources for searching housing | () | () | () | () | () |
| Learn about the information technology services available to ESL students (email, WISER, online payments) | () | () | () | () | () |
| Familiarize themselves with the payment methods available at UMB | () | () | () | () | () |
| Find information on campus support services | () | () | () | () | () |
| Locate offices of interest to ESL students | () | () | () | () | () |

3) What topics or activities should be added, removed, or done differently for future Orientations?*

4) What are the most frequently asked questions by students during the first three weeks of each semester?*

5) In your opinion, is there any increased student traffic in the office or a long queue of emails during the beginning of each semester?

() No () Yes

6) If your answer is yes, what is the impact of a long queue of emails or/and increased student traffic in the office?

Appendix E

Training Value Questionnaire

1) What is the program need (opportunities for improvement)?

2) What business impact are we looking for?

3) Is this aligned with your vision and mission?

4) What does success look like to you?

5) What outcomes do you expect?

6) What are the stakeholders' main priorities?

7) What contribution will the new orientation make to the program?

8) What other benefits will the training produce other than the targeted business result?

9) What will be measured as evidence that the business need was met?

Appendix F

Focus Groups

Protocol

This focus group is conducted as part of a strategic needs assessment that focuses on students' perceptions of the student orientation. All focus group responses will be grouped for reporting and, therefore, individual responses will remain confidential.

Script

Thank you for meeting with me. The purpose of this focus group is to discuss about the summer 2016 ESL student orientation and to get your feedback on opportunities for improvement. I have a list of questions to get us started, and there may be other questions as we talk.

Sample Questions

1. What are some of your thoughts about the orientation provided at the beginning of the semester?
2. What do you consider the most desirable characteristics of the orientation?
3. Are there things you are dissatisfied with, that you would like to see changed? (If so) What are they? Why is that? How should they change?
4. What do you think is the most appropriate length of time for orientation?
5. Do you agree or disagree that you should receive orientation before arriving to UMass Boston? How do you feel about that?
6. What were your questions or concerns before attending the first day of class at UMass Boston?
7. Did you have any questions or concerns during the first two weeks of classes?
8. Did the orientation program help you to know what campus resources are available to ESL students?
9. After attending orientation, were you able to learn about the payment methods available?

Focus Group with Chinese Students

1. What are some of your thoughts about the orientation provided at the beginning of the semester? 你对于在学期初所提供的迎新活动有什么想法?
2. What do you consider the most desirable characteristics of the orientation? 你认为迎新活动中最满意的点是什么?
3. Are there things you are dissatisfied with, that you would like to see changed? (If so) What are they? Why is that? How should they change? 有没有一些事情是你不满意、希望改变的? (如果有), 是什么事情? 为什么? 如何改变?
4. What do you think is the most appropriate length of time for orientation? 你认为迎新活动最合适的时长是什么?
5. Do you agree or disagree that you should receive orientation before arriving to UMass Boston? How do you feel about that? 你是否同意你应该在到达UMass Boston之前就参与迎新活动? 你觉得如何?
6. What were your questions or concerns before attending the first day of class at UMass Boston? 在UMass Boston 第一天上课之前, 你的问题或疑问是什么?
7. Did you have any questions or concerns during the first two weeks of classes? 在学期最初的两个星期, 你是否有任何问题或疑问?
8. Did the orientation program help you to know what campus resources are available to ESL students? 迎新活动是否帮助你了解了可用于ESL学生的校园资源?
9. After attending orientation, were you able to learn about the payment methods available? 参加了迎新活动后, 你是否能够了解可用的付款方式?

Appendix G

Student Orientation Satisfaction Online Survey Fall 2016

1) Please rate your level of satisfaction with the fall 2016 orientation session. Por favor indique su nivel de satisfacción con la orientación del semestre de otoño de 2016. 请评价你对2016年度夏季学期学校情况介绍会的满意程度

☐ 1. Very Dissatisfied ☐ 2. Dissatisfied ☐ 3. Neutral ☐ 4. Satisfied ☐ 5. Very Satisfied

2) My questions and concerns were addressed during the orientation week/ Mis preguntas y preocupaciones fueron abordadas durante la semana de orientacion/ 我的疑问和困惑在介绍会上得到解答

☐ No ☐ Somewhat ☐ Yes

3) After attending orientation I had a better understanding of:/ Despues de asistir a la orientacion yo tuve un mejor entendimiento de :/ 参加了学校概况介绍会后, 我更了解了 : *

| | No | Somewhat | Yes |
|--|-----------------------|-----------------------|-----------------------|
| Resources for searching housing/ Recursos para buscar alojamiento/(住宿问) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information technology services available to ESL students/ Servicios de tecnologia para estudiantes ESL/ 提供给ESL学生的信息技术服务 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Payment methods available at UMB/Metodos de pago/ (支付方法) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Campus student support services/ Servicios de apoyo para estudiante en el campus/ 校 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I-20/Immigration regulations and how to maintain my legal status/ Regulaciones de inmigracion y como mantener el estatus legal/ (I-20移民法规和如何保持合法身份) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student employment services/ servicios de empleo para estudiantes/学生校园 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student ID/ Carne de estudiante/ (学生ID) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class Etiquette/ Comportamiento en clase/ (课堂礼节) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Immunization Requirements-University Health Services/ Vacunas/(免疫和) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| University Health Insurance/UMB Seguro de Salud/学校医疗保险 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Healey Library Services/ Servicios de la biblioteca/(校园图书馆服务) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4) After the orientation, I learned how to: / Despues de la orientation yo aprendi como:/在学校情况介绍会后，我学会并了解了：

| | No | Somewhat | Yes |
|---|-----|----------|-----|
| Log on to the UMass Boston Email System/Conectarme al correo de la universidad/登陆UMB电子邮箱系统 | () | () | () |
| Log into WISER/Conectarme a WISER/登陆WISER | () | () | () |
| Make online payments/Hacer pagos online/网络支付 | () | () | () |
| Get to campus and around campus/llegar al campus y alrededores/了解校园及周边 | () | () | () |
| Log into MY HEALTH BEACON portal/ Conectarme a MY HEALTH BEACON portal/登陆MY HEALTH BEACON校园医疗服务系统 | () | () | () |

6) When is the best time to deliver the orientation? Cuando es el mejor momento para brindar la orientación?
(你觉得学校概况介绍会在什么时候举行最合适?)

*

_____Prior the beginning of the semester via online with an orientation leader staff/Antes del inicio del semestre via online con un líder de orientación (在学期开始前，由学校概况介绍会的工作人员主持，通过网络在线举行)

_____Prior the beginning of the semester via online and one on-campus session with a leader staff/ Antes del inicio del semestre vía online y una sesión en el campus con un líder de orientación. (在学期开始前，由学校概况介绍会的工作人员主持，通过网络以及在校内举行)

_____During the first week of class on-campus with an orientation leader staff/ Durante la primera semana de clases en el campus con líder de orientación. (在开学的第一周，由学校概况介绍会的工作人员主持，在校内举行)

7) Suggestion Box: What topics or activities should be added, removed, or done differently for future orientations?Que temas o actividades deben ser incluidas, removidas, o realizadas de una manera diferente para futuras orientaciones?((你觉得在未来的学校概况介绍会上还可以添加或改变哪些话题和活动?)

*

Appendix H

Observation Form

Learning Components of the Orientation Session

Introduction

1. Did the facilitator(s) provided an opportunity for participant to introduce themselves and share something about their background?
2. Did the facilitator(s) share the objectives of the orientation and review the agenda with the participants?

Presentation

1. What presentation style(s) did the facilitator(s) use (lecture, discussion, role-play, game, etc.
2. Did the facilitator(s) check students' comprehension of the content? How?
3. What audiovisual materials did the trainer use to support the presentation?

Practice

1. Did the facilitator(s) set up activities to give students a chance to practice what was learned during the presentation?
2. What materials were used to report small group work?

Application and Assessment

1. How did the students apply what they learned and practiced?
2. Did the students have the opportunity to showcase how they applied what they learned at orientation?

Follow-through activities

1. Were all students' questions answered during the orientation?
2. Did the facilitator(s) give students a follow-up task or a memory aid?

Appendix I

New ESL Student Orientation Syllabus Summer 2017

University of Massachusetts Boston (UMB or UMass Boston)

English as a Second Language (ESL) Program

Karol Castaneda, B.S.B.A., Instructional Design, M.Ed. student.

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Google Hangouts: jfkproductionofmediamaterials@gmail.com

Office Hours: virtual office hours by request

Note: During the first week of this orientation, I will communicate with you via your personal **email account**. For the next two weeks, I will communicate with you via your **UMB email account**.

The orientation begins Monday May 15 and ends Friday June 2

Course Information

Course Title: New ESL Student Orientation

Prerequisite Skills:

Basic Computer Skills, which include:

- Operating system skills (e.g. opening applications, file management)
- Microsoft Word and Microsoft PowerPoint application knowledge
- Internet Skills (e.g. ability to navigate the Internet, search, upload, and download files)

Course Description

This orientation is designed to inform new English as a Second Language (ESL) students about life on campus, payment information, immunization requirements, campus resources, and offices of interest. This orientation will also help new ESL students acquire procedural skills needed to access the information technology services and make online payments. Through e-learning modules, discussions, and various activities, we will explore the requirements due before the beginning of classes, housing resources, the testing agenda, and how to get to campus and the Mount Vernon (MTV) Building. This orientation will use a range of interactive and collaborative instructional strategies and materials to provide new ESL students with multiple means of representation, expression, and engagement.

Course Objectives:

By fully participating in this orientation, you should be able to:

- Connect with classmates, faculty, and staff before and after arriving at UMB
- Log on to the UMass Boston email system using the Office 365 Web Access Portal
- Set up the UMB email account on an Android or iOS mobile device
- Log in to WISER using the campus email user ID and password
- Connect to UMB-student secure Wi-Fi with an Android or iOS device
- Search for housing using UMB resources and Non-UMass Boston options
- Identify the immunization requirements and health insurance policy
- Log into My Health Beacon portal using the campus email user ID and password and upload the immunization records
- Differentiate the payment options available at UMB
- Explore how to make online credit/debit card payments
- Get to campus and to Mount Vernon building (MTV)
- Recognize immigration responsibilities
- Discover and use academic resources on campus
- Locate offices of interest to ESL students on campus

Technical Requirements

This orientation will be delivered through CourseSites. You will need internet access and the capability to upload PowerPoint presentations, use the discussion board, VoiceThread, and Google Docs. You will also need to check your personal email account every day during the first week of the orientation. For the last two weeks of the orientation, you will need to set up your UMB email account and make sure to check it regularly.

Required Readings

UMass Boston Email FAQ https://www.umb.edu/it/getting_services/email/umb_email_faq

Finding Housing https://www.umb.edu/life_on_campus/housing/findinghousing

Immunization Requirements https://www.umb.edu/healthservices/information_for_new_students

Other Readings

Other readings as assigned, articles are listed in the orientation each week. Some articles are available electronically on the University of Massachusetts Boston (UMass Boston) website and others are available for offline reading.

Course Policies

Participation:

Attendance is mandatory for this orientation. The Discussion Board and the VoiceThread collaboration space make up our classroom, so logging in defines your presence. I expect you to let me know ahead of time if you will be unable to participate in a specific activity. Email is the best way to notify me.

You are expected to log on to the course website **a minimum of three times a week** and to post a contribution to the discussion at that time. You are expected to complete the weekly activities by Sunday (midnight) of each week.

Group Work:

This orientation is a good opportunity to get to know your classmates ahead of time. You are expected to interact with your peers through online discussions and activities. Therefore, one of the skills you will practice in this orientation is working in team activities. You will be expected to be a good team member and contribute to the best of your ability to the team effort.

Norms to ponder:

We want this orientation to be a safe space for learning and acclimating to life on campus together.

Required Activities

For more details on learner activities, see CourseSites. Due dates are specified in CourseSites.

Participation and assessment activities are outlined in the following table. This orientation is non-graded, but it is mandatory. This means that you won't be assessed, but you are required to complete all the activities in order to receive your class schedule.

| Week | Participation Activities | Assessment Activities |
|------|---|--|
| 1 | <ul style="list-style-type: none"> • Introduce Yourself via VoiceThread. • Complete the Contact Directory Form. • Leave a comment on one of your classmates' introduction via VoiceThread. | <ul style="list-style-type: none"> • Search for housing listings, choose one option, and post it to the Discussion Forum: Housing Listing • Complete the simulation tests in the UMB Information Technology services e-module. • Log on to your UMB email and take a screenshot of your email page and upload it to CourseSites. |
| 2 | <ul style="list-style-type: none"> • Comment on the VoiceThread about Immunization Requirements. • Post on the Discussion Board about what you are most worried about on your first day of class. | <ul style="list-style-type: none"> • Build a concept map with your group about your assigned topic. • Log in to My Health Beacon portal, go to the "Forms" link and create a screenshot of the "Entrance Health Requirements" page. • Post on the class blog a picture, video, snapchat, or a brief comment of your experience getting to the MTV building and the main campus on the first day of class. |
| 3 | <ul style="list-style-type: none"> • Classroom ice-breaker and team building activities. • Campus Tour | <ul style="list-style-type: none"> • Think-pair-share • Campus Scavenger Hunt • Brochure-making |

Methods of Instruction

This is an instructor-facilitated and blended orientation. The first two weeks will be conducted via the CourseSites course management system. Weekly discussions, small group work, and individual activities will provide opportunities for student-to-content, student-to-student, and student-to-instructor interactions. The last week of the orientation will be conducted on campus. During that week students will mainly work on hands-on activities such as group ice-breakers, a campus tour, and a scavenger hunt.

A variety of multimedia will be incorporated including video clips, narrated streaming PowerPoint presentations, VoiceThread presentations, articles, weekly discussion forums, interactive E-Learning, and weekly formative activities.

Orientation Schedule

| Week | Topics | Objectives |
|---------------------------|---|---|
| Week 1: May 15- May 21 | Meet and Greet, Information Technology Services, and Housing | <ul style="list-style-type: none"> • Connect with classmates, faculty, and staff before and after arriving at UMB • Log on to the UMass Boston email system using the Office 365 Web Access Portal • Set up the UMB email account on an Android or iOS mobile device • Log in to WISER using the campus email user ID and password • Connect to UMB-student secure Wi-Fi with an Android or iOS device • Search for housing using UMB resources and Non-UMass Boston options. |
| Week 2 May 22-May 28 | Campus Services and Getting to Campus | <ul style="list-style-type: none"> • Identify the immunization requirements and health insurance policy • Log into My Health Beacon portal using the campus email user ID and password and upload the immunization records • Differentiate the payment options available at UMB • Explore how to make online credit/debit card payments • Get to campus and to Mount Vernon building (MTV) |
| Week 3 May 30-June 1 | Academic Resources and Offices of Interest | <ul style="list-style-type: none"> • Recognize immigration responsibilities • Discover and use academic resources on campus • Locate offices of interest to ESL students on campus |

References and Resources

UMass Boston Email FAQ

https://www.umb.edu/it/getting_services/email/umb_email_faq

Finding Housing

https://www.umb.edu/life_on_campus/housing/findinghousing

Payment Information

https://www.umb.edu/bursar/payment_information

Immunization Requirements

https://www.umb.edu/healthservices/information_for_newstudents

Student Health Insurance

https://www.universityhealthplans.com/letters/letter.cgi?group_id=329

Making payments via bank-to-bank transfer

https://www.umb.edu/editor_uploads/images/bursar/Info_Sheet-Western_Union_Bank-to-Bank_Transfer.pdf

Academic Support Programs https://www.umb.edu/academics/vpass/academic_support/tutoring

Appendix J

**CAMPUS TOUR AGENDA
NEW ESL STUDENT****TIME MANAGEMENT**

We will start the Campus Tour at 11 a.m. The tour will be finished at 12 noon.

1. Undergraduate Admissions Office
2. Advising Center
3. International Student and Scholar Office
4. Office of Student Activities and Leadership
5. Bursar's Office
6. Student Employment Services
7. ESL Program Office
8. Fitness Center
9. Printing Stations
10. Computer Labs
11. Healey Library
12. Graduate Admissions Office
13. University Health Services

Appendix K

**CAMPUS SCAVENGER HUNT**
NEW ESL STUDENTS**TIME MANAGEMENT**

We will start the scavenger hunt at 1:00 p.m. This activity will end at 2: 00 p.m. Remember to bring a camera or use the camera on your cell phone. Each item is worth one point, unless otherwise noted!

INSTRUCTIONS:

- Complete the Scavenger Hunt Form and find the items in the list
- At least 2 group members must be present in every picture.
- The same 2 group members cannot be in the same picture more than 1 time.
- Items you take pictures of must be plainly visible.
- Check items off as you complete them.
- Number the buildings on your map in the order you visited them.

SCAVENGER HUNT FORM

1. Pick up a copy of a free college newspaper. What is it called? _____
2. Ask a student the name of the mascot, what is it? _____
3. Visit the Bursar's Office and pick up the **In-House Payment Plan form.**_____
4. Take a picture of a computer lab. Where was it located? _____
5. Find the Healey library, go to the Circulation Desk with your UMass Boston ID card, and ask the library staff for the barcode sticker _____
6. Find the fitness center, what are their hours? _____



7. Find the name of two student groups or associations on campus:

1. _____ 2. _____

8. Find the undergraduate admissions office and pick up a copy of the application.
When is the deadline? _____

9. Go to the advising center and get the **workshops schedule**. Where was it located? _____. What is the name of the ESL students' advisor?

10. Find the University Health Services Office, take a picture of it, and pick up the Immunizations form. _____

11. Take a picture of the ESL program office. Where was it located? _____

12. Find the Office of Student Activities and Leadership, ask the staff about 2 services they provide to ESL students

1. _____ 2. _____

13. Take a picture of the International Student and Scholar Office. Where was it located? _____

14. Find a printer station and print one (1) page of any content _____

15. Go to the Student Employment Services office and get a brochure of its services _____.

Appendix L

Visual Aid

UMB Information Technology (IT) Services for Students

7 Steps to Log on to the UMass Boston Email System for the First Time



#1
Look Up Email Address
<https://goo.gl/Nl5hSD>



#2
Identify Temporary Password
<https://goo.gl/g9RbN1>



#3
Set Up Profile
<https://mypassword.umb.edu/>



#4
Review Password Policy
<https://mypassword.umb.edu/>



#5
Change Password
<https://mypassword.umb.edu/>



#6
Log In with your Full UMB Email and New Password
<http://webmail.umb.edu/>



#7
Select Language and Time Zone
<https://goo.gl/qd8UI>

Log into WISER for the First Time in 3 Easy Steps



#1
Go to the WISER Home Page



#2
Click on the Student Log-in Link



#3
Log in with your UMB email username and password

Connect to Wi-Fi On-Campus with an iOS or Android Mobile Device



1. Go to settings
2. Tap Wi-Fi
3. Select the "UMB-Student-Secure network"
4. Enter email address
5. Enter password
6. Tap "join"
7. At certificate tap "trust"



1. Go to settings
2. Tap Wi-Fi
3. Select the "UMB-Student-Secure network"
4. Enter email address
5. Enter password
6. Tap "connect"

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Appendix M
Best Practices in Blended and Online Teaching Rubric

| | Below standards: | Effective: | Exemplary: | N/A |
|---|---|---|---|-----|
| I. Learner orientation and support 20 Points | Information on course objectives, course format, and course requirements not included, or partially included. | Information on course objectives, course format, and course requirements included, but not easy to access or understand. | Information on course objectives, course format, and course requirements included, and is clearly presented and easy to understand. | |
| | Guidance on how to use the online environment not included in the course. | Guidance on how to use the online environment included in the course, but not easy to access or to understand. | Guidance on how to use the online environment included in the course, and is easy to access and understand. | |
| | Information on how to contact the instructor or how to get technical support not included in the course. | Information on how to contact the instructor or how to get technical support included in the course, but not easy to access or to understand. | Information on how to contact the instructor or how to get technical support included in the course, and is easy to access and to understand. | |
| II. Organization and aesthetics 20 Points | Course is poorly organized. Students cannot easily understand the key components and structure of the course. | Course is organized and navigable. Students can understand the key components and structure of the course. | Course is well-organized and easy to navigate. Students can easily understand all components and structure of the course. | |
| | Course pages are visually and functionally inconsistent. | Most course pages are visually and functionally consistent. | All course pages are visually and functionally consistent. | |
| | The aesthetic design of the course does not present and communicate course information clearly. | The aesthetic design of the course presents and communicates course information clearly. | The aesthetic design of the course presents and communicates course information clearly and even enhances the communication factor of the course. | |
| III. Instructional design 20 Points | Course objectives are not clearly defined and do not align to learning objectives in individual lessons. | Course objectives are defined, but do not align with learning objectives in individual lessons. | Course objectives are clearly defined and aligned to learning objectives in individual lessons. | |
| | Learning objectives in individual lessons are absent. | Learning objectives in individual lessons are vague or incomplete. | Learning objectives in individual lessons are clear and well-stated. | |
| | Learning objectives are not supported by content and learning activities. | Learning objectives in individual lessons are supported by some relevant content, but few learning activities. | Learning objectives in individual lessons are supported by relevant content and by appropriate learning activities. | |
| | There are few or no assessment activities; those that may exist are not aligned with objectives. | Assessment activities are somewhat aligned with objectives and instructional activities. | Assessment activities are closely aligned with learning objectives and instructional activities in each lesson. | |

| | | | | |
|---|---|---|---|--|
| IV. Content and delivery 20 Points | Multimedia elements are limited or non-existent; those that are included detract from student learning. | Some multimedia elements are used and are relevant to student learning. | A variety of multimedia elements are skillfully used to promote student learning. | |
| | Instructional units (lessons) are long and unvaried. | Instructional units (lessons) are chunked into short, digestible segments, but are unvaried. | Instructional units (lessons) are chunked into short, digestible segments and vary presentation, activities, and pacing to create an interesting learning experience. | |
| | Instructional materials are not always relevant to the objectives or are confusing or boring. | Instructional materials are relevant to the content and are clear. | Instructional materials are completely relevant to the content, and are clear and engaging. | |
| | Course includes no activities other than reading and assessment to promote learning; or activities included do not match learning objectives. | Course includes activities that are aligned with learning objectives to promote learning. | Course includes a variety of interesting, relevant, and engaging activities that are aligned with learning objectives to promote learning. | |
| | Course uses no technology tools to facilitate communication and learning, or uses them inappropriately. | Course appropriately uses some technology tools to facilitate communication and learning. | Course innovatively uses a range of technology tools to facilitate communication and learning. | |
| V. Social dynamics 20 Points | Course includes no information about the instructor and has no sense of instructor presence. | Course includes some information about the instructor, but has no sense of instructor presence. | Course includes information about the instructor and has a sense of instructor presence. | |
| | Course includes no opportunity for the student to interact with the instructor. | Course includes some opportunities for the student to interact with the instructor. | Course includes numerous opportunities for the student to interact with the instructor. | |
| | Course includes no opportunity for students meet one another. | Course includes an ice breaker exercise. | Course includes an ice breaker exercise that builds the foundation for an online community. | |
| | Course includes few or no opportunities for students to interact with one another. | Course includes some opportunities for students to interact with one another. | Course includes ample opportunities for students to interact with one another and leverages the learning community as a tool for instruction. | |
| Comments: | | | | |

Appendix N

Stakeholder Formative Assessment Survey

- 1) Instructions make clear how to get started and where to find the orientation components?
- 2) The orientation learning objectives describe outcomes that are measurable?
- 3) The participation activities promote interaction and active learning?
- 4) The assessment activities measure the stated learning objectives?
- 5) The media and supporting materials contribute to students' mastery of the learning objectives?
- 6) The educational technology tools promote understanding across languages?
- 7) Course navigation facilitates ease of use?
- 8) Course multimedia facilitate ease of use?
- 9) What topics or activities should be added, removed, or done differently?