Experience 1: Graduate Student Exit Survey

Our office put together a survey to give to all graduate students as they graduate to find out what they thought about their experience at FGCU as graduate students. The survey gathers information on their advisor/mentor relationships, experiences in the classroom, with our office, and with other offices on campus. This survey will help us to better serve our graduate students and see where improvement can be made within our department and others. My role in this survey was to take the survey and enter all the information on FGCU’s online survey tool called Checkbox Survey Server. This was a program that did not require training, so I just taught myself and played around with the settings to get what I wanted. The way I set it up was approved by our office and everyone thought it looked professional. The next step was to set up the reporting tool, so I emailed Lenore Benefield for assistance with that part of this project. According to Williams (2009), “Most higher education institutions collect feedback of some sort or another from their students. It normally takes the form of individual service questionnaire surveys and modular evaluation questionnaires. Whole. Satisfaction surveys are multidimensional and the concept is complex (Wiers-Jenssen et al., 2002) but their value in providing valid information from students themselves for senior management in developing internal improvement processes has been shown by experience in many institutions where such processes have been run over several years (Williams and Cappuccini, 2007)” (p.267).

Standards: Standard 8: Learning, Accountability & Assessment & Standard 7: Technology

Standard 8 is reflected in this activity because we are being proactive in our pursuit to improve our service to graduate students and make their experience better.

Standard 7 is reflected in this activity because I had to learn a new software to upload the survey.

Experience 2: Program Growth Assistance

After our regular Wednesday staff meeting, we met with David Steckler who is in charge of the Compliance Specialist Certificate program. He gave us some background information on the program and expressed his concern that if we didn’t get the out-of-state tuition waiver for this online program, he thinks it won’t be successful. Apparently the accrediting agencies for the program won’t be happy if we don’t waive the out-of-state rate because they want to make it a national program. Our suggestions included that he have a current website where prospective students can get all the information they need on the program and feature the adjunct professors teaching the courses. Another way we would help him is to redesign his current brochure and have it printed on nice paper. It was interesting to hear him speak about the many qualified professionals in the field that he could get to teach the classes. We warned him that adjuncts are not always in it for the long haul and that before we grow his program, we need to make sure we
have the resources to back it up. This is a problem we have had recently with the College of Business as there are not enough classes for the number of students in the graduate programs. Resource allocation is an important concept to the educational administrator. We did have to tell David that he will not reap the monetary benefits from the growth of this program as we don’t have any performance-based incentives in place. He understood that and said he wasn’t doing it for the money. According to Liefner (2003), “If administrators decide to use market forces or performance measures for the internal allocation of budgets, they should keep in mind that the long-term success of their institution is based on the qualifications and abilities of the people they employ. Performance-oriented methods of budgeting should make sure that resources could be reallocated to those units and individuals who have been successful in the past or demonstrate excellent promise for the future. (p. 487)”

**Standards: Standard 3: Managing the Learning Environment**

Standard 3 is reflected in this activity because we are aware of the impact of limited resources on the university and on our programs and we are warning new programs that we cannot help grow a program that doesn’t have the resources. This is not fair to the students or to faculty/staff.

**Experience 3: Photography Lecture**

Last Wednesday I was a guest lecturer in James Greco’s Photography course here at the university. I felt honored that he wanted me to teach his students some lessons on building a photography business and how I handle my sessions. I truly enjoyed sharing my knowledge with these students and James said they enjoyed me. I’ve taught some computer classes for Lee County Parks and Recreation while I interned there in college, but I hadn’t felt the joy of teaching in a very long time. It was a neat experience and James invited me back to teach in the fall and I can’t wait!

**Standards: Standard 2: Instructional Leadership**

Standard 7 is reflected in this activity because I was able to share my knowledge about photography with students and teach a class.

**Experience 4: Newsletter**

I met with Bob Klein to start setting up my newsletter. He discussed the ways he finds his inspiration for his creativity and some techniques to use for certain design elements. An example was that he likes to use complementing colors and with FGCU’s blue and green colors, he said that orange/yellow works best. He also told me that sans serif font works best for readability and aesthetics. He also showed me how he sets up for newsletter and brochures and the use of columns with content. It is important to give yourself enough margins and gutters so the text is not cut off in printing. After taking some of his advice, I was able to set up our newsletter on InDesign and I used some inspiration from the research I had done for coming up with a visually pleasing layout. I am happy with how it turned out and it gives us room for four to five stories on two pages. I am meeting with Jennifer and Debora this week to discuss content for the newsletter and I will show them my design.
Standards: Standard 7: Technology

Standard 7 is reflected in this activity because I am working with InDesign to design and layout our newsletter.

Experience 5: Website Redesign

This past week I met with Dave to work on some more advanced techniques in Red Dot. He showed me how to set up our Homepage by cropping pieces of the Photoshop layout and inserting the graphic into Red Dot. We also had to change the html template to fit our new graphics. So, I took what I learned from him and fixed the homepage and created our new Prospective Student page. This page looks similar to the homepage, but has different topics and links. While meeting with Dave, he showed me a few other short cuts and answered some of the questions I had about Red Dot.

Standards: Standard 7: Technology

Standard 7 is reflected in this activity because I am working with Photoshop & Red Dot to create and change the graphics for the homepage and finishing our new website.

References
