



# Analysis Report

EME6613-19Spring oW61

Prepared for Mr. Wills Brown and the UCF SGA

## Group 5

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## Overview

The Student Body Senate is the legislative branch of the Student Government Association (SGA) at University of Central Florida (UCF) and is composed of up to sixty-nine students who are either elected by the student body each year or appointed by the Student Body President and confirmed by the Student Body Senate. The Senate Onboarding course is intended to be in addition to the training received from either Fall Retreat (for elected Senators) or Orientation (for appointed Senators). Mr. Wills Brown, the Student Body Senate Advisor through the Office of Student Involvement, served as subject matter expert. Select current senators provided additional input on the final product.

Target learners for the course are students who are newly confirmed to be a part of the Student Body Senate at UCF. Target learners may be new to the Student Body Senate and its processes, or may have experienced Student Body Senate before and need to be exposed to updated information. The course will be divided into seven modules estimated to take three hours each to complete; therefore, the entire course will be approximately twenty-one hours in length.

Senate Onboarding will be offered as an online course. The learners will access all content and complete related assessments through Realizeit, an external software application added to Canvas, UCF's learning management system (LMS).

The following Analysis Report outlines a goal analysis for the Senate Onboarding course, a subordinate skills analysis, and a learner and context analysis.

## Goal Analysis

As illustrated in **Figure 1**, newly confirmed Senators to the UCF Student Body Senate will identify the rules and expectations for senators, actively pursue college advocacy in platforms and initiatives, participate in Senate meetings, serve on at least one of the seven Student Body Senate Committees, communicate with assigned registered student organizations (RSOs), collaborate with other branches and partners, and write clear and effective legislation.

These objectives make up the seven modules of this course. Each module is estimated to take approximately three hours each to complete.

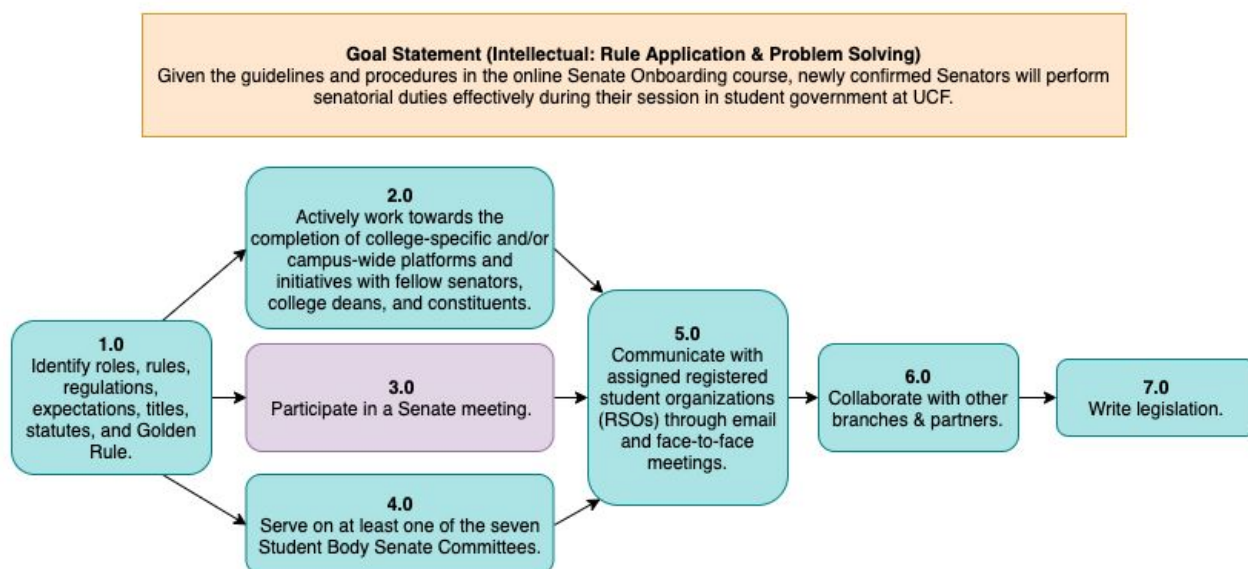
The goal statement was written by the group and approved by the current senator for the College of Engineering and Computer Science Seat 4, Thais Jimenez, and Mr. Wills Brown (SME). It states that:

*Given the guidelines and procedures in the online Senate Onboarding course, newly confirmed Senators will perform senatorial duties effectively during their session in student government at UCF.*

The goal statement is classified as an **intellectual, rule application, and problem solving skill** based on Gagné’s taxonomy.

The goal analysis illustrated in **Figure 1** identifies seven major steps needed in order for newly confirmed senators to effectively serve during their session(s). The following sections of this analysis report will focus on Step 3.0: “Participate in an SGA meeting.”

**Figure 1.** Goal Statement & Goal Analysis Diagram for Senate Onboarding Course



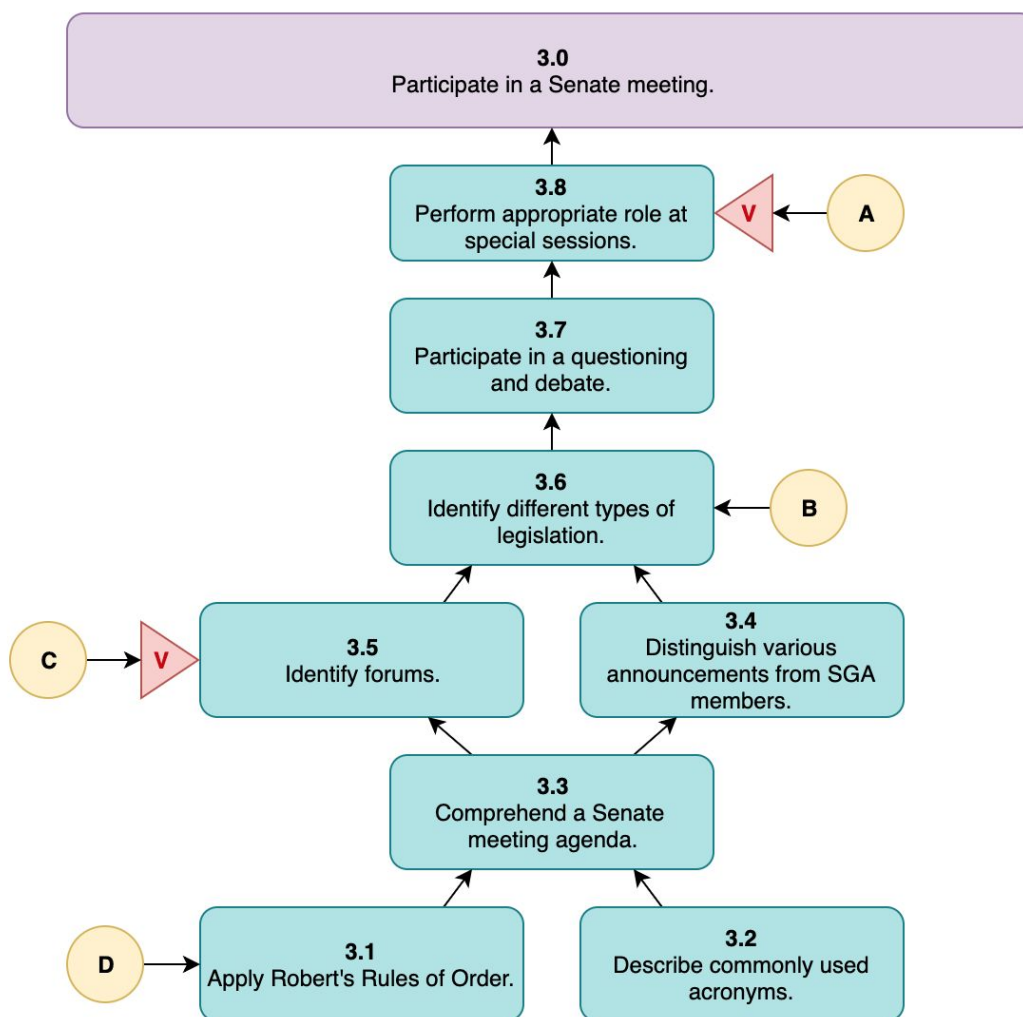
## Subordinate Skills Analysis

The following figures in the subordinate skills analysis detail the subordinate skills that fall under Step 3.0: “Participate in a Senate meeting.”

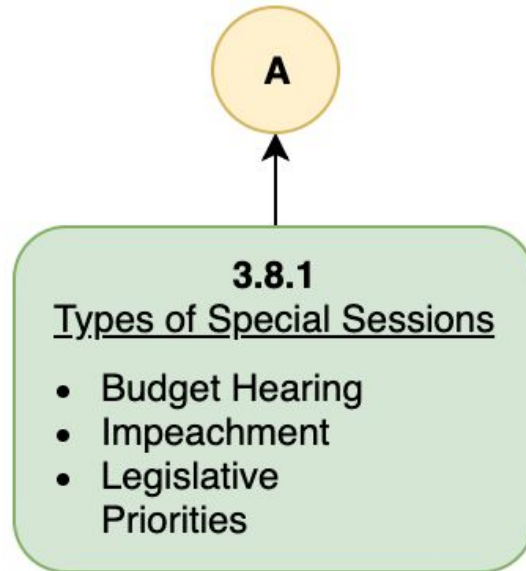
After completing this module in Realizeit, Senators will be able to apply Robert’s Rules of Order, describe commonly used acronyms, comprehend an SGA meeting agenda, identify forums, distinguish various announcements from SGA members, identify different types of legislation, participate in questioning and debate, and perform appropriate roles at special sessions.

There are no identified entry skills for Step 3.0.

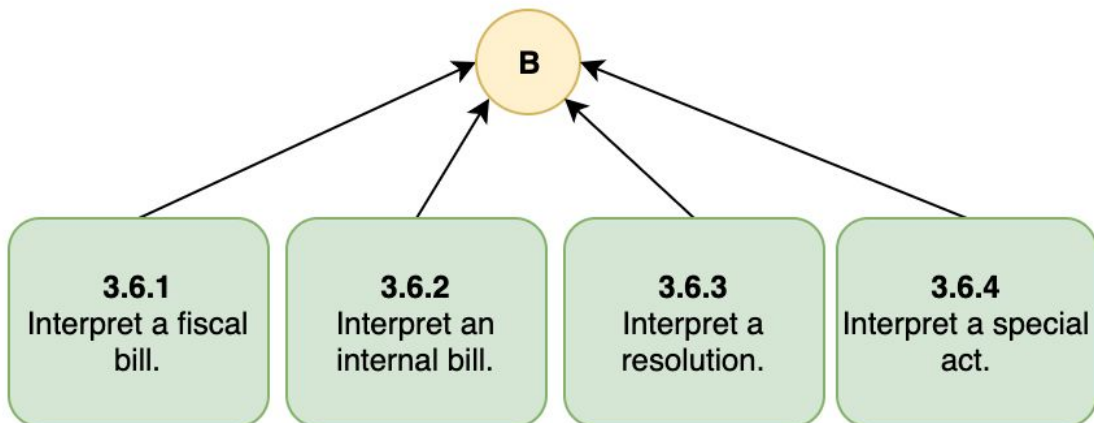
**Figure 2.** Subordinate Skill Analysis Diagram for Senate Onboarding Course



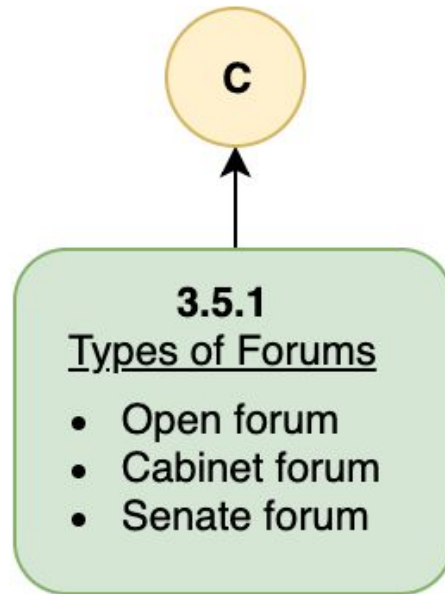
**Figure 3.** Subordinate Skill Analysis Diagram for Step 3.8: “Perform appropriate role at special sessions.”



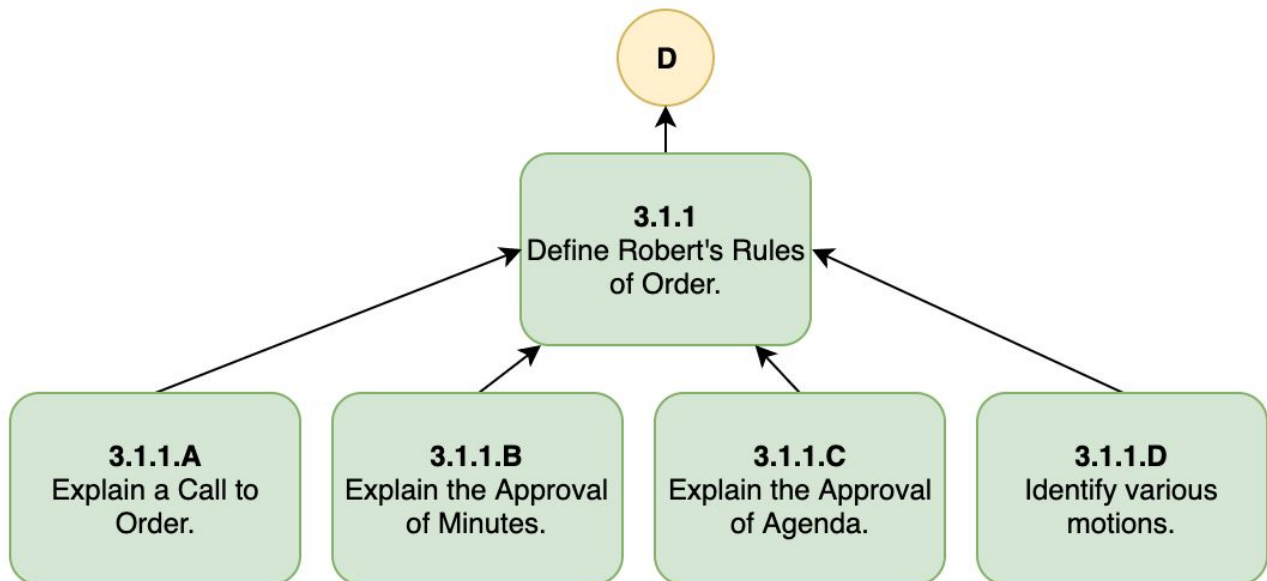
**Figure 4.** Subordinate Skill Analysis Diagram for Step 3.6: “Identify different types of legislation.”



**Figure 5.** Subordinate Skill Analysis Diagram for Step 3.5: “Identify forums.”



**Figure 6.** Subordinate Skill Analysis Diagram for Step 3.1: “Apply Robert’s Rules of Order.”



## Learner Analysis

Prior to designing effective instruction, a learner analysis must be conducted. A target learner survey was delivered to the target learners through Qualtrics. For the design purposes of this course, the target learners were identified as the Student Body Senate at UCF, a heterogeneous combination of undergraduate and graduate students representing the student population. In Spring 2019, the Student Body Senate contained 59 active Senators. A copy of the target learner survey is located in **Appendix A**, and the full results are located in **Appendix B**.

In addition to the digital survey, interviews with target learners and Mr. Wills Brown (SME) were conducted in the SGA Office in the Student Union on UCF's main campus. Supplemental records from UCF websites are cited to support the learner analysis.

**Table 1** displays the full learner analysis with data sources, discerned characteristics, and implications to facilitate the design process. The learner analysis covers nine categories:

1. Entry skills
2. Prior knowledge
3. Attitudes toward content
4. Attitudes toward delivery
5. Academic motivation
6. Educational and ability levels
7. General learning preferences
8. Attitudes toward organization
9. Group characteristics

**Table 1. Learner Analysis for Senate Onboarding Course**

Information Categories	Data Sources	Learner Characteristics	Implications for Design, Delivery, and/or Evaluation
<b>Entry Skills</b>	<b>Records:</b> Modality Statistics at UCF (RITE)	<b>Performance and Learning Setting:</b> The performance and learning setting are both in Realizeit through the LMS.  According to the Modality Statistics released by the Research Initiative for Teaching Effectiveness (RITE), 61,274 online student registrations were	<b>Performance and Learning Setting:</b> Based on the provided statistics, target learners will have prior experience with online courses, eliminating the need to educate new learners on navigating through the LMS. As a result, the course content will focus strictly on providing instruction

		<p>recorded during the Fall 2018 semester.</p> <p>This is an increase from the 46,895 registrations recorded in Fall 2016, demonstrating the impact of online course delivery.</p>	<p>pertaining to the goal statement.</p>
<p><b>Prior Knowledge</b></p>	<p><b>Interviews:</b> Amanda Gilliland; Target Learners</p> <p><b>Questionnaire:</b> Target Learner Survey</p>	<p><b>Prior to joining Senate:</b> 38% of the respondents indicated they were moderately to extremely familiar with the rules and expectations of being a Senator.</p> <p>43% of the respondents indicated they were moderately to very confident in their ability to follow an SGA agenda.</p> <p>29% of the respondents indicated they understood the various motions moderately to very well.</p> <p>34% of the respondents felt moderately to extremely prepared to debate on the floor.</p>	<p>With more than half of respondents indicating a lower level of familiarity and confidence in skills required, the online course will aim to improve learners' familiarity and confidence over the learners' time in their session. Due to the low level of familiarity reported by incoming Senators, the primary focus of the course will be to deliver content that will be applicable to all target learners.</p>

<p><b>Attitudes Towards Content</b></p>	<p><b>Interviews:</b> Target Learners</p> <p><b>Questionnaire:</b> Target Learner Survey</p>	<p>The target learners have a positive attitude concerning the expectations of content to be learned by incoming and current Senators. Interviews with target learners revealed feelings of overwhelm and surprise at the scale of the content. Currently, target learners learn content through trial and error without formal instruction.</p>	<p>The attitudinal response toward the content is positive as evidenced by the desire to implement the content to better train both current and future senators sooner than they have in the past.</p>
<p><b>Attitudes Towards Delivery System</b></p>	<p><b>Interviews:</b> Mr. Wills Brown (SME); Amanda Gilliland; Target Learners</p>	<p>During interviews, the overall reception of an online course for senate onboarding purposes was overwhelmingly positive.</p> <p>Many of the target learners have not experienced Realizeit but showed great interest in the capabilities the delivery system has to offer.</p>	<p>The attitudinal response is high due to the target learners' verbally expressed need for a delivery system to learn their roles sooner and more efficiently. An online course offered through Realizeit will satisfy this need and offer another way for target learners to learn the required content in addition to attending the face-to-face retreats.</p>
<p><b>Academic Motivation (ARCS)</b></p>	<p><b>Interviews:</b> Target Learners</p>	<p>Target learners expressed interest in an online course dedicated to Senate onboarding, which reveals the learners' attention towards the course content. The introduction of Realizeit further convinced the</p>	<p>The learners are highly motivated, driven by their interest in being as successful as possible while serving as a Senator. Confidence in the course's goals and intentions will lead to success as a Senator. With</p>

		<p>learners of the attainability of an improved Senate onboarding process, which aims to increase their current confidence in their roles as Senators.</p>	<p>confidence and success, Senators build a strong representation for their fellow peers and the University as a whole. To promote this, the course should include various real-world scenarios to promote the learners' success.</p>
<p><b>Educational and Ability Levels</b></p>	<p><b>Questionnaire:</b> Target Learner Survey</p> <p><b>Records:</b> Senator list from UCF SGA website; Senate Election Packet (Fall 2018 edition)</p>	<p>Target learners are current UCF undergraduate and graduate students. In order to serve as a Senator, students must satisfy the following requirements:</p> <ul style="list-style-type: none"> <li>• Be enrolled as an activity and service fee-paying half-time or full-time student during the fall and spring semesters</li> <li>• Maintain a 2.5 GPA for undergraduate students or a 3.0 for post-baccalaureate or graduate students</li> <li>• Have good academic and disciplinary standing</li> <li>• Free of financial or disciplinary holds on University records</li> </ul>	<p>As Senators, the target learners are held to a high standard of achievement. While the majority of the target learners responded affirmatively to attending at least one face-to-face retreat, not all Senators attend the retreats. In addition, due to the amount of information included in the retreat, the retreats do not include assessment criteria to provide accurate retention rates. The online course will provide an alternative way of learning new material as well as a way to track knowledge retention through assessments.</p>

		The current orientation process for newly confirmed Senators involves a face-to-face retreat. This two-day retreat informs target learners of all rules, regulations, and expectations of Senators.	
<b>General Learning Preferences</b>	<p><b>Interviews:</b> Target Learners</p> <p><b>Questionnaire:</b> Target Learner Survey</p> <p><b>Resources:</b> UCF Headcount Data (EIS)</p>	<p>Many of the target learners expressed interest in an online course to train newly confirmed Senators.</p> <p><b>UCF Statistics:</b> As of the Spring 2019 semester, 32,272 students were enrolled in online courses, comprising of 49.67% of the student population. In comparison, 17,997 students (27.70%) were enrolled in blended/mixed mode courses and 6,617 students (10.18%) were enrolled in video lecture capture courses.</p>	By developing the course on Realizeit, the target learners will be able to work at their own pace and complete course content online. This course will be delivered in addition to the face-to-face retreats that Senators currently attend, offering higher flexibility and a better opportunity for assessment.
<b>Attitudes Towards Organization</b>	<p><b>Interviews:</b> Mr. Wills Brown (SME); Target Learners</p> <p><b>Questionnaire:</b> Target Learner Survey</p>	The majority of target learners feel that the current Senate onboarding process is “good” or “average.” Target learners have chosen to be a part of the organization, which explains the positive attitude held towards the organization.	Because the target learners expressed satisfaction with the current onboarding process, the need to improve the process stems from supervisory support (i.e. the SME). However, the learners’ willingness to be a part of the

			<p>Student Body Senate will benefit the implementation of the Senate Onboarding course.</p>
<p><b>General Group Characteristics</b></p>	<p><b>Questionnaire:</b> Target Learner Survey</p> <p><b>Records:</b> Senator list from UCF SGA website; “Accomplishing Diversity &amp; Inclusion” from the 51st Session of the Student Body Senate</p>	<p>The UCF Student Body Senate is composed of up to 69 elected Senators. The current Senate contains 10 vacancies, equaling a total of 59 currently confirmed Senators. 61% of Senators are male, while 39% are female. The age range of current Senators range from 18 to 33. 69.4% of current Senators are not affiliated with Greek-lettered organizations. 59% of current Senators are classified as white, 21% are classified as Hispanic/Latino, 11% are classified as Black/African American, 7% are classified as Asian, and 2% are classified as Middle Eastern. 80% of current Senators identify as LGBTQ+. The majority of current legislation falls on the liberal side of the political ideological scale.</p> <p>All Senators are current UCF students from a variety of colleges. While the Senators come from</p>	<p>Despite the demographic differences of the target learners, the learners collaborate to achieve results as unitary entity that represents the UCF Student Body.</p> <p>Implementing a combined focus toward educating newly confirmed Senators will bridge the gap between the various college backgrounds.</p> <p>A short introduction to Realizeit is advised for the target learners.</p>

		<p>different colleges, all have will have a familiarity with UCF'S LMS, Canvas. Introductory content on how to use Realizeit may be necessary for the target learners to get acclimated to the delivery system.</p> <p>The target learner survey indicated that the majority of learners have been an elected Senator between 1 and 4 semesters.</p>	
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## Performance Context Analysis

To achieve an effective instructional design course, it is imperative to conduct a comprehensive analysis of the performance context. **Table 2** identifies five critical areas to address to ensure optimum performance success:

1. Organizational needs
2. Organizational support and environment
3. Physical aspects of the site
4. Social aspects of the site
5. Relevance of skills to the workplace

**Table 2** also identifies data sources, site characteristics, and the implications for design, delivery and/or evaluation.

The performance context is the Senate Onboarding course, an online course delivered through Realizeit. Data is pulled from the target learner survey, interviews with target learners and Mr. Wills Brown (SME), and supplemental records from UCF websites.

**Table 2. Performance Context Analysis for Senate Onboarding Course**

Information Categories	Data Sources	Performance Site Characteristics	Implications for Design, Delivery, and/or Evaluation
<b>Organizational Needs</b>	<p><b>Interview:</b> Mr. Wills Brown (SME)</p> <p><b>Questionnaire:</b> Target Learner Survey</p>	While the target learners' response on the survey indicated that the current onboarding process is sufficient, the learners' reported incoming knowledge of senatorial duties suggests a need for an improved onboarding process. An interview with the SME revealed the organizational need of an alternative way to deliver content to new Senators.	The Senate Onboarding course will solve the organizational need by providing target learners with an online environment to learn the skills necessary to be an effective Senator.
<b>Organizational Support and Environment</b>	<p><b>Interview:</b> Mr. Wills Brown (SME)</p>	Managerial/supervisory support for the learners is lacking. The SME was	There are identified organizational support issues. Currently, the SME

		<p>appointed to his current role as the Student Body Senate Advisor almost two years ago. Prior to his appointment, the position was empty and did not have any support materials upon the SME's appointment. The SME emphatically supports the design and delivery of the Senate Onboarding course and expressed an interest in implementing the course to the Senate as soon as possible.</p>	<p>supports 80+ students (Senate, Judicial, and Election commission). Target learners will have little support from the SME and other leadership positions. At the end of every Senate meeting, the SME gives praise to certain Senators during his Advisor's Report.</p>
<p><b>Physical Aspects of the Site</b></p>	<p><b>Records:</b> Webcourses@UCF Personalized Learning Technical Requirements</p>	<p><b>Equipment/Tools:</b> This course is an online course delivered through Realizeit, which is housed in Canvas. Target learners will need a computer with a minimum screen size of 1024 x 600. A stable internet connection will be required to access Realizeit, and a keyboard and mouse will be needed to navigate Realizeit. Learners should use the most updated version of their preferred web browser.</p> <p>Speakers or headphones to listen to media content is optional but not required. Closed</p>	<p>Because learners will access an online course, a physical site is not required. Learners can access the course on their own time from their personal devices. However, if learners do not personally own a device capable of accessing Realizeit, learners can use any computer from the UCF Library or other UCF-affiliated computer labs to complete the course. Off-campus computer access is also an option; however, the technical specifications of the devices cannot be verified by the group.</p>

		<p>captions will be provided for all videos.</p> <p><b>Timing:</b> Because the course is online, learners will not have to abide by a specific time constraint to access the course. While assignments and assessments may be due on a set schedule, the overall access to the course will be open.</p> <p><b>Resources:</b> Target learners can receive technical support from <a href="mailto:Webcourses@UCF">Webcourses@UCF</a> Support. Introductory Realizeit guides are provided on the CDL website.</p>	
<p><b>Social aspects of the site</b></p>	<p><b>Interview:</b> Mr. Wills Brown (SME)</p>	<p>Learners will complete the course independently in order to work collaboratively as a Student Body Senator. The skills obtained in the course will train the learners to perform as an effective Senator.</p> <p>The SME conducts mandatory one-on-one meetings with new Senators and offers additional support to any Senator at any time</p>	<p>The SME intends to incorporate the Senate Onboarding course into the one-on-one meetings with new Senators to ensure the learners' satisfaction and determine course effectiveness.</p>

		through face-to-face meetings or email correspondence.	
<b>Relevance of skills to the workplace</b>	<p><b>Interview:</b> Mr. Wills Brown (SME)</p> <p><b>Questionnaire:</b> Target Learner Survey</p>	<p>The SME approved the goal analysis and subordinate skills analysis diagrams created by the group. All skills identified were determined applicable to senatorial duties.</p> <p>The overwhelming majority of survey respondents indicated that they acquired their existing skills through observation, questioning, and practice over time. The online Senate Onboarding course will provide quality control and consistency in knowledge transfer.</p>	<p>Learners will be actively encouraged by the SME to use the knowledge and skills obtained in the course during their session on the Senate. The skills learned will train the learners to be more effective Senators, resulting in less time spent on training and more time for performing duties.</p>

## Learning Context Analysis

Learning Context is the final analysis step in ensuring the instruction plan has been effectively designed. **Table 3** examines the four aspects the group has assessed:

1. Site compatibility with instructional needs
2. Adaptability of the site to simulate the workplace
3. Compatibility with the instructional needs
4. Site constraints affecting design and delivery of the learning context

**Table 3** includes the group's data sources, the learning site characteristics, and the implications for design, delivery, and/or evaluation. Data was gathered from interviews with the SME and target learners, the online target learner survey, and additional UCF websites.

The delivery system of the learning context is Realizeit. Due to the nature of the delivery, performance and learning context analyses revealed some overlap.

**Table 3. Learning Context Analysis for Senate Onboarding Course**

Information Categories	Data Sources	Learning Site Characteristics	Implications for Design, Delivery, and/or Evaluation
Site Compatibility with Instructional Needs	<p><b>Interview:</b> Mr. Wills Brown (SME)</p> <p><b>Questionnaire:</b> Target Learner Survey</p> <p><b>Records:</b> Webcourses@UCF Personalized Learning Technical Requirements</p>	<p>Because there is no physical site, the learning environment is completely online. Learners will need their own devices to access Realizeit. The technical specifications of the devices were outlined in <b>Table 2</b> under <b>Physical Aspects of Site</b>. As long as learners have access to a device that meets the minimum requirements for Realizeit, there will be no issue with the delivery approach. Ideally, learners will need to find their own time to complete the online Senate Onboarding course, which will contain</p>	<p>Adaptive learning provides individualized learning paths to fit each learners' specific needs. As indicated in our target learner survey results, there is a wide range of experience coming into the role. Allowing learners with previous Senator experience to take pre-tests to opt out of previously learned material will save time.</p> <p>Because Senate meetings typically last six hours every week, planned opportunities for continuous learning in person are poorly</p>

		<p>seven modules. Each module should take approximately three hours to complete.</p> <p>The SME will monitor learner completion during one-on-one meetings.</p>	<p>attended. Having the flexibility to complete the online Senate Onboarding course allows learners to complete assigned work on their own time.</p>
<p><b>Adaptability of Site to Simulate Workplace</b></p>	<p><b>Questionnaire:</b> Target Learner Survey</p>	<p>Realizeit designs personalized learning paths for target learners, which is ideal for independent working. Many learners responded that their current method of learning required knowledge stems around collaboration and discussion with other Senators.</p>	<p>Due to the independent nature of Realizeit, collaborative opportunities are lacking. Ideally, to simulate the workplace, collaborative opportunities such as discussions, document sharing, and group work would be needed.</p>
<p><b>Adaptability of Delivery Approaches</b></p>	<p><b>Interview:</b> Mr. Wills Brown (SME)</p> <p><b>Records:</b> Webcourses@UCF Personalized Learning Technical Requirements</p>	<p>A module will be due at the end of each week for a total of seven weeks. Target learners will complete each module within the time constraints given, but the course content will remain open for review throughout the learners' time on the Senate.</p> <p>The SME and graduate assistant are available to provide additional support for any content questions or concerns.</p>	<p>Because the course is delivered online, learners are not tied to a single physical site but can move around to suit their needs, as long as a basic Internet connection is established.</p>

<p><b>Site Constraints Affecting Design &amp; Delivery</b></p> <p><i>Any constraints at all that would impact the type and nature of instructional delivery, e.g.: Size space; Configuration of space; Location; Other facilities; Equipment; Staff; Resources; Management agreement</i></p>	<p><b>Records:</b> 2018-2019 Activity &amp; Service Fee Budget</p>	<p>According to the 2018-2019 Budget Report, \$3,000 is allotted to Senate Retreat which is dedicated for implementing training. Historically that budget has been used completely each year.</p>	<p>The lack of collaborative tools in Realizeit limits the implementation of skills learned in the course content. Another constraint concerns the cost for learners to use Realizeit.</p> <p>If there is a fee attached to Realizeit for learners, the Senate President and Advisor will need to revisit spending decisions regarding Senate Retreat or advocate for a larger budget for the purposes of utilizing Realizeit.</p>
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## Appendix A

### Target Learner Survey

This survey was delivered to the current Student Body Senate in the Spring 2019 semester. Responses were required for each question.

1. How many semesters have you been a senator at UCF?
  - a. Less than a semester
  - b. 1-2 semesters
  - c. 3-4 semesters
  - d. 5+ semesters
2. Did you participate in the Student Government Leadership Council (or previous iterations) prior to your election?
  - a. Yes
  - b. No
3. What was the first session you attended as a senator?

*Participants provided the semester (fall, spring, or summer) and year.*
4. Which of the retreats did you attend in your first session as senator? (*Select all that apply.*)
  - Fall
  - Spring
  - Internal/Fiscal
  - Orientation (if you were appointed)
  - None
5. Before joining the Senate, how familiar were you with the rules and expectations of being a senator?
  - a. Extremely familiar
  - b. Very familiar
  - c. Moderately familiar
  - d. Slightly familiar
  - e. Not familiar at all
6. Before your first SGA meeting, how confident did you feel in your ability to follow the agenda?
  - a. Extremely confident
  - b. Very confident
  - c. Moderately confident
  - d. Slightly confident
  - e. Not confident at all
7. Before your first SGA meeting, how well did you understand the various motions?
  - a. Extremely well
  - b. Very well
  - c. Moderately well

- d. Slightly well
  - e. Not well at all
8. Before your first SGA meeting, how prepared did you feel to debate on the floor?
- a. Extremely prepared
  - b. Well prepared
  - c. Moderately prepared
  - d. Slightly prepared
  - e. Not prepared at all
9. How would you rate the current Senate onboarding process?
- a. Excellent
  - b. Good
  - c. Average
  - d. Poor
  - e. Terrible

10. How would you rate your current competency with the following skills?

Understand roles, rules, regulations, expectations, titles, statutes, and Golden Rule. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Actively work towards the completion of college-specific and/or campus-wide platforms and initiatives with fellow senators, college deans, and constituents. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Attend and participate in an SGA meeting. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Serve on at least one of the seven Student Body Senate Committees. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Communicate with assigned registered student organizations (RSOs) through email and face-to-face meetings. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Understand relationship with other branches and partners. Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

Write legislation (resolutions, fiscal bills, and internal bills). Extremely competent ○ ○ ○ ○ ○ ○ Extremely incompetent

11. After being elected senator, how did you familiarize yourself with the above skills?

12. What does a senator need to know before attending an SGA meeting?

## Appendix B

### Target Learner Survey Results

The following survey results were collected from the online survey listed in Appendix A. The survey was created in Qualtrics and distributed through individual emails, Slack, and GroupMe. Twenty-one survey results were collected and compiled in Table A1. The responses for Q11 and Q12 were summarized to determine common themes.

**Table A1. Target Learner Survey Results**

Questions	Answers	Responses
Q1 - How many semesters have you been a senator at UCF?	Less than a semester	2 - 9.5%
	1-2 semesters	9 - 43%
	3-4 semesters	8 - 38%
	5+ semesters	2 - 9.5%
Q2 - Did you participate in the Student Government Leadership Council (or previous iterations) prior to your election?	Yes	5 - 24%
	No	16 - 76%
Q3 - What was the first session you attended as a senator?	Summer 2016	1 - 5%
	Fall 2017	3 - 14%
	Summer 2018	8 - 38%
	Fall 2018	6 - 29%
	Spring 2019	3 - 14%
Q4 - Which of the retreats did you attend in your first session as senator? (Select all that apply.)	Fall	15
	Spring	9
	Internal/fiscal	7
	Orientation (if you were appointed)	9
	None	2
Q5 - Before joining the Senate, how familiar were you with the rules and expectations of being a senator?	Extremely familiar	1 - 5%
	Very familiar	3 - 14%

		Moderately familiar	4 - 19%
		Slightly familiar	6 - 29%
		Not familiar at all	7 - 33%
Q6 - Before your first SGA meeting, how confident did you feel in your ability to follow the agenda?		Extremely confident	0
		Very confident	4 - 19%
		Moderately confident	5 - 24%
		Slightly confident	8 - 38%
		Not confident at all	4 - 19%
Q7 - Before your first SGA meeting, how well did you understand the various motions?		Extremely well	0
		Very well	2 - 10%
		Moderately well	4 - 19%
		Slightly well	6 - 28%
		Not well at all	9 - 43%
Q8 - Before your first SGA meeting, how prepared did you feel to debate on the floor?		Extremely prepared	1 - 5%
		Well prepared	4 - 19%
		Moderately prepared	2 - 10%
		Slightly prepared	7 - 33%
		Not prepared at all	7 - 33%
Q9 - How would you rate the current Senate onboarding process?		Excellent	3 - 14.3%
		Good	7 - 33.3%
		Average	8 - 38.1%
		Poor	3 - 14.3%
		Terrible	0
Q10 - How would you rate your current competency with the following skills?	Understand roles, rules, regulations, expectations, titles, statutes, and Golden Rule.	Extremely competent	5 - 24%
		Moderately competent	10 - 47%
		Slightly competent	3 - 14%

		Neither competent nor incompetent	1 - 5%	
		Slightly incompetent	1 - 5%	
		Moderately incompetent	1 - 5%	
		Extremely incompetent	0	
	Actively work towards the completion of college-specific and/or campus-wide platforms and initiatives with fellow senators, college deans, and constituents.		Extremely competent	11 - 52%
			Moderately competent	7 - 33%
			Slightly competent	1 - 5%
			Neither competent nor incompetent	0
			Slightly incompetent	1 - 5%
			Moderately incompetent	0
			Extremely incompetent	1 - 5%
	Attend and participate in an SGA meeting.		Extremely competent	16 - 76%
			Moderately competent	5 - 24%
			Slightly competent	0
			Neither competent nor incompetent	0
			Slightly incompetent	0
		Moderately incompetent	0	
		Extremely incompetent	0	
Serve on at least one of the seven Student Body Senate Committees.		Extremely competent	19 - 90%	
		Moderately competent	0	

		Slightly competent	1 - 5%
		Neither competent nor incompetent	0
		Slightly incompetent	0
		Moderately incompetent	0
		Extremely incompetent	1 - 5%
	Communicate with assigned registered student organizations (RSOs) through email and face-to-face meetings.	Extremely competent	10 - 47.6%
		Moderately competent	5 - 23.8%
		Slightly competent	5 - 23.8%
		Neither competent nor incompetent	0
		Slightly incompetent	0
		Moderately incompetent	0
		Extremely incompetent	1 - 4.7%
	Understand relationship with other branches and partners.	Extremely competent	9 - 43%
		Moderately competent	6 - 28%
		Slightly competent	4 - 19%
		Neither competent nor incompetent	0
		Slightly incompetent	1 - 5%
		Moderately incompetent	0
		Extremely incompetent	1 - 5%
	Write legislation (resolutions, fiscal bills, and internal	Extremely competent	4 - 19%
Moderately		6 - 28%	

	bills).	competent	
		Slightly competent	4 - 19%
		Neither competent nor incompetent	4 - 19%
		Slightly incompetent	1 - 5%
		Moderately incompetent	1 - 5%
		Extremely incompetent	1 - 5%
Q11 - After being elected senator, how did you familiarize yourself with the above skills?		<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Reading rules, regulations, procedures, and agendas</li> <li>3. Participating on the Senate floor and in committees</li> <li>4. Forming relationships with other Senators</li> <li>5. Trial &amp; error</li> <li>6. Asking questions to clear up misconceptions</li> </ol>	
Q12 - What does a senator need to know before attending an SGA meeting?		<ol style="list-style-type: none"> <li>1. Proper meeting conduct <ol style="list-style-type: none"> <li>a. Knowledge of hand gestures for motions</li> <li>b. When/how to speak</li> </ol> </li> <li>2. Robert's Rules</li> <li>3. Senate jurisdiction</li> <li>4. Differences between first, second, and third readings</li> <li>5. Differences between fiscal bills, SGA bills, and resolutions.</li> <li>6. Internal vs. external legislation</li> <li>7. How to follow a debate</li> <li>8. Length of meeting</li> <li>9. Rules and regulations for senators</li> <li>10. Purpose of committees</li> <li>11. Responsibilities of leadership positions</li> <li>12. How to read an agenda</li> <li>13. Definition of "caucus"</li> </ol>	