Improving Student Employee Training: A Study of Web 2.0 Social Media Tools

As a Delivery Model

by

Sharon D. Smith

A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Education

Approved April 2012 by the Graduate Supervisory Committee:

Christopher Clark, Chair
Michael Kelley
Kevin Cook

ARIZONA STATE UNIVERSITY

August 2012
ABSTRACT

Training student employees in Educational Outreach and Student Services (EOSS) at Arizona State University’s West campus is important to maintaining a knowledgeable and productive workforce. This dissertation describes the results of an action research study in which social media tools were utilized as a delivery mechanism for training student employees on three ASU initiatives: the New American University, Sun Devil Pride and Social Entrepreneurship. The social media tools included YouTube and Vimeo, user-generated video sites, Facebook, and a Google Sites website.

Five student employees in EOSS at the West campus were identified and recruited for a six-week study. The students participated in online pre- and post-surveys, blogging via Facebook, a focus group, and case study assessment. Data collected through blogs, audio recordings, and field notes provided insight on the positive benefits of using social media to train student employees and participants’ understanding and personal connection to the three initiatives.

Analysis of the data identified three themes: peer-to-peer relationships, connectedness to both internal and external community, and competency capital. Though these themes were apparent, the researcher found that participants’ identities as Arizona State University students were affected more than their student employee identities.
DEDICATION

This dissertation is dedicated to my mom, Mary Smith and dad, Donald Smith. Thank you both for sacrificing so much for making it possible for me to be at this place in time. Mom, you’ve been an amazing inspiration and example of what it means to do more and be better. Dad, I wish you were here to celebrate in this accomplishment. I am finally a doctor.
ACKNOWLEDGEMENTS

I would like to thank my family and friends for encouraging me throughout this process. Your patience, guidance and support helped me get to accomplish this milestone. To my sister, Martha, you were the leader and I am glad to have followed. To my brother, Will and sister, Mat, I appreciate you both for accepting me for who I am and cheering me on. Latonya, thank you for listening to ideas and revelations about my study well past your bedtime. Kenol, your pragmatism helped to make sense of the purpose of this journey. Additionally, thank you to Mrs. Lucy Connor, Dr. Carter-Veale and the Glossons. Special thank you to my committee, Drs. Clark, Cook, and Kelley for your guidance and pushing me more than you will know.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF FIGURES</th>
<th>vii</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1 INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Local Context</td>
<td>2</td>
</tr>
<tr>
<td>Terms and Definitions</td>
<td>4</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>6</td>
</tr>
<tr>
<td><strong>2 REVIEW OF THE LITERATURE</strong></td>
<td>8</td>
</tr>
<tr>
<td>Student Employment</td>
<td>8</td>
</tr>
<tr>
<td>Reasons Why Students Work</td>
<td>9</td>
</tr>
<tr>
<td>Benefits of Student Employment</td>
<td>10</td>
</tr>
<tr>
<td>Training</td>
<td>11</td>
</tr>
<tr>
<td>Social Media</td>
<td>12</td>
</tr>
<tr>
<td>Theory of Student Involvement</td>
<td>15</td>
</tr>
<tr>
<td><strong>3 RESEARCH DESIGN</strong></td>
<td>17</td>
</tr>
<tr>
<td>Introduction/Context</td>
<td>17</td>
</tr>
<tr>
<td>Intervention/Action</td>
<td>19</td>
</tr>
<tr>
<td>Timeline</td>
<td>24</td>
</tr>
<tr>
<td>Selection of Participants</td>
<td>25</td>
</tr>
<tr>
<td>Methodology</td>
<td>25</td>
</tr>
<tr>
<td>Methods of Data Collection</td>
<td>27</td>
</tr>
<tr>
<td>Reflective Learning Journals</td>
<td>28</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Focus Group</td>
<td>29</td>
</tr>
<tr>
<td>Blog</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>ANALYSIS AND RESULTS</td>
</tr>
<tr>
<td>Introduction</td>
<td>30</td>
</tr>
<tr>
<td>Quantitative Data Analysis</td>
<td>30</td>
</tr>
<tr>
<td>Satisfaction of Employment</td>
<td>32</td>
</tr>
<tr>
<td>Organizational Knowledge</td>
<td>35</td>
</tr>
<tr>
<td>Qualitative Analysis</td>
<td>40</td>
</tr>
<tr>
<td>Data Analysis Procedures</td>
<td>41</td>
</tr>
<tr>
<td>General Observations</td>
<td>41</td>
</tr>
<tr>
<td>Blogs</td>
<td>42</td>
</tr>
<tr>
<td>Focus Group</td>
<td>43</td>
</tr>
<tr>
<td>Case Study Assessment</td>
<td>43</td>
</tr>
<tr>
<td>Emerging Themes</td>
<td>44</td>
</tr>
<tr>
<td>Student Versus Student Employee</td>
<td>44</td>
</tr>
<tr>
<td>Connectedness</td>
<td>45</td>
</tr>
<tr>
<td>Campus Resources</td>
<td>46</td>
</tr>
<tr>
<td>Peer-To-Peer Relationships</td>
<td>47</td>
</tr>
<tr>
<td>External Community</td>
<td>48</td>
</tr>
<tr>
<td>Competency Capital</td>
<td>49</td>
</tr>
<tr>
<td>The New American University</td>
<td>50</td>
</tr>
<tr>
<td>Sun Devil Pride</td>
<td>52</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Social Entrepreneurship</td>
<td>54</td>
</tr>
<tr>
<td>5 CONCLUSION</td>
<td>55</td>
</tr>
<tr>
<td>Limitations</td>
<td>55</td>
</tr>
<tr>
<td>Summary</td>
<td>57</td>
</tr>
<tr>
<td>Future Recommendations</td>
<td>60</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>62</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A BLOG: SELF-REFLECTION QUESTIONS</td>
<td>68</td>
</tr>
<tr>
<td>B FOCUS GROUP: GUIDING QUESTIONS</td>
<td>70</td>
</tr>
<tr>
<td>C CASE STUDY ASSESSMENT</td>
<td>72</td>
</tr>
<tr>
<td>D PRE- AND POST-SURVEY</td>
<td>74</td>
</tr>
<tr>
<td>E GOOGLE SITES: EOSS-WEST STUDENT STAFF</td>
<td>81</td>
</tr>
<tr>
<td>F THE NEW AMERICAN UNIVERSITY: SOCIAL MEDIA</td>
<td>83</td>
</tr>
<tr>
<td>G SUN DEVIL PRIDE</td>
<td>85</td>
</tr>
<tr>
<td>H SOCIAL ENTREPRENEURSHIP</td>
<td>87</td>
</tr>
<tr>
<td>I IRB APPROVAL</td>
<td>90</td>
</tr>
<tr>
<td>J RECRUITMENT EMAIL</td>
<td>91</td>
</tr>
<tr>
<td>K PARTICIPANT ONLINE AGREEMENT CONSENT</td>
<td>93</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participants’ average number of hours worked.</td>
<td>31</td>
</tr>
<tr>
<td>2. Participants’ overall job satisfaction</td>
<td>35</td>
</tr>
<tr>
<td>3. Participants’ self-reports of level of knowledge of the New American University: Pre-survey and post-survey results</td>
<td>37</td>
</tr>
<tr>
<td>4. Participants’ self-reports of level of knowledge of Sun Devil Pride: Pre-survey and post-survey results</td>
<td>38</td>
</tr>
<tr>
<td>5. Participants’ self-reports of level of knowledge of Social Entrepreneurship: Pre-survey and post-survey results</td>
<td>39</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

The Dean of Students Office at Arizona State University (ASU), a division of Educational Outreach and Student Services (EOSS), employs more than 100 student employees throughout its eight departments. Over the past two years, EOSS has considered ways to effectively build a quality student employee workforce. However, one question has resonated with me and other department directors: how do you train student employees in skills and competence areas such as customer service, organizational norms, and organizational initiatives in the most effective way possible? Since I have responsibility and interest in student employment, I was tasked with identifying the most effective training delivery tools that would ensure student employees understood key organizational norms. Therefore, I set out to determine how to effectively train student employees on specific ASU initiatives using social media tools as the training delivery medium. This study focused on the effectiveness of using social media tools to teach and to enhance students’ knowledge about Arizona State University and three specific areas: the New American University, Sun Devil Pride and Social Entrepreneurship.

Arizona State University at the West campus is an emerging campus that focuses on liberal arts education with an emphasis on an interdisciplinary approach to teaching and research. This residential campus has over 9,000 students who seek undergraduate and graduate degrees in three colleges that focus on disciplines in teaching, life sciences, business, and social sciences. Set in a
suburban community, the West campus connects with the surrounding Phoenix West Valley community through social engagement to prepare future graduates for increased workforce and marketplace demands (Arizona State University, 2012b). Additionally, this campus offers smaller class sizes, compared to other universities, for students and faculty led research that would traditionally be found at private traditional liberal arts colleges, as well as access to all of the amenities of a Research One university. These benefits include access to renowned research facilities, academic courses, and a wide range of Pacific 12 Conference athletics.

**Local Context**

Educational Outreach and Student Services is tasked with the development of students outside of the classroom. The Dean of Students, Dr. Mistalene Calleroz White (Personal communication, January 12, 2011), states that the vision of EOSS is to serve the students of ASU and to ensure they have a positive university experience that culminates in their academic and personal success. There are eight departments that fall under the purview of EOSS and the Dean of Students Office at the West campus: Career Services, Counseling Services, Diablo Performance and Recreation Center, Disability Resource Center, Office of Student Engagement, Health Services, TRiO Programs, and Student Activities and Conferencing Services. All of these departments employ students, with the exception of Counseling Services and Student Health Services due to sensitivity and confidentiality of health records.

With over 100 students working across these departments, it is important to consider the experiences of students in both how they are trained for their
student employee positions and how the leadership skills that they practice will apply in other settings after graduation. As a division that is charged with providing students with an experience that enhances their academic goals, EOSS and the Dean of Students Office must ensure that all employees, including student employees, are adequately trained to deliver this experience to students.

Student employees in EOSS are mainly undergraduates who attend classes full-time and work part-time. As an employer of students, EOSS is challenged with ensuring that students are adequately trained to fulfill the goals set forth by each department and the overall division. Six months after the onset of this study, EOSS’ demand for student employees increased significantly with the opening of a new freshman residence hall that housed 365 students and contained a dining facility and student recreation center. While projected growth in student enrollment was anticipated, the number of professional staff positions remained unchanged. Therefore, it was critical to the effectiveness of EOSS to develop a training program that would prepare even more student employees for the efficient delivery of services.

At EOSS, student employees outnumber professional staff. That said, EOSS must think critically about how we currently train student staff on all aspects of ASU’s organizational and cultural structure. By properly training student staff, departments will benefit with a better skilled student staff while helping students develop transferable skills for future careers. Further, it is important to help student employees understand both EOSS’ and ASU’s organizational and cultural norms. Understanding ASU’s organizational norms
involves educating students on all components of the university, EOSS, and its constituent departments, as well as the mission and goals set forth by each. One example of an organizational norm includes familiarity of ASU’s three foundational pillars—access, excellence, and impact. Additionally, all students and staff should have baseline knowledge of ASU’s cultural structure, which for the purposes of this study will mean activities that build spirit, pride, and tradition.

**Terms and Definitions**

Key terms and definitions, which appear throughout this dissertation, have been assembled in this section. Most readers who use social media regularly may be aware of the majority of this information.

**Student employees:** This term refers to Arizona State University students who are employed in an on-campus department. For this dissertation, student employees are considered those only working in EOSS.

**Web 2.0:** The current format of the World Wide Web functions as a place for consumption, information sharing, and participation by users. This is considered a Web 2.0 format. A great example of Web 2.0 is Wikipedia. Wikipedia allows users to create or participate in contributing knowledge to articles on a variety of topics. In Web 1.0, users only received information and did not add content to the web. O’Reilly and Battelle (2009), two pioneers of the Web 2.0 concept, describe the Internet as a place for collecting and joining intelligence in which online tools, such as social networking and video sharing sites, can manage vast amounts of user-generated data in real time.
Social media tools (SMTs): These are tools that allow an individual to communicate and share information with others through the use of interactive websites. There are various formats that SMTs can assume, including blogs, online forums, and social networking. Kaplan and Haenlein (2010) define social media as “a group of Internet-based applications that build on the ideological and technical foundations of Web 2.0 and that allow for the creation and exchange of user-generated content” (p. 61). For this study, Facebook, Youtube, Vimeo, and Google Sites were the SMTs used to communicate with students.

Facebook: Facebook, considered a social networking site, was founded in 2004 as a way for individuals to stay connected and share ideas (Facebook, 2012). Individuals connect socially with others through Facebook by providing communication with friends and family in real time (Backer, 2010; Kaplan & Haenlein, 2010; McClard & Anderson, 2008; Pilgrim & Bledsoe, 2011).

According to Facebook (2012), as of December 2011, there were more than 845 million active users with 80% of those users being outside of the United States and Canada.

Google Sites: Google Sites is a free tool that enables a user to create a website or webpage. This secure tool allows for ease of creating webpages for “intranet and team projects” to allow quick access and real time modifications to information (Google Sites, 2011, para.).

YouTube: YouTube is a user-generated content platform that allows individuals to share videos. According to YouTube (2012), this distribution platform
provides a forum for people to connect, inform, and inspire others across the
globe to promote original content by individuals and advertisers.

**Vimeo:** Another user-generated content site, Vimeo, provides an opportunity for
individuals and entities to share video contents. Vimeo was created by
filmmakers and video creators to provide a site for hosting high quality videos
(Vimeo, 2012).

**Blogging:** As an online communication tool, blogs consist of user-generated
content that is used to share knowledge or self-reflection with others. Brescia and
Miller (2007) describe blogging as a “process where authors publish, post
messages, respond and are allowed to publicly offer their thinking” (p. 44).
However, in this study, blogs will be considered any type of communication that a
participant utilizes to respond to self-reflection questions using Facebook. This
communication includes information sent using Facebook’s messaging feature,
chat functions, and wall posts.

**Training:** Training provides individuals with tools to improve their capacity and
knowledge for a specific job. Arthur, Bennett, Edens, and Bell (2003) state
“training is one of the most pervasive methods for enhancing the productivity of
individuals and communicating organizational goals to new personnel” (p. 234).

**Theoretical Framework**

This study was designed to determine whether technology and social
media were appropriate delivery mechanisms for training EOSS student
employees to understand ASU’s organizational and cultural structure. I reviewed
literature about student employment, training, and social media to provide a
proper and adequate theoretical framework for this study. Additionally, Astin’s (1984) Student Involvement Theory was used as this study’s theoretical framework. This theory suggests that student employment should be considered and encouraged as a form of student and co-curricular involvement.
CHAPTER 2

REVIEW OF LITERATURE

Student Employment

Typically, student employees make the decision to work for two primary reasons: to pay for college and to obtain funds for extra expenses. Kuh (2010) states that college students work mainly to contribute financially to tuition and other educational expenses. Student employment consists of colleges and universities hiring students to work on-campus in varying capacities. Employment can also occur off campus with partnering employers. Students are compensated via institutional funds or through federal programs. One funding source is the United States (US) Department of Education’s Federal Work Study (FWS) program, which contributes a portion of students’ salaries. At ASU, the federal contribution is 70% and ASU is responsible for 30% (R. Guzman, personal communication, April 14, 2011). Currently, ASU hires approximately 8,000 students each year to work in its numerous departments.

Students working in college is one way for them to contribute to their educational expenses. This has become more necessary in recent years with the decrease of state funding for colleges and universities. With rising tuition, students have to contribute more to finance their education than in previous years. According to the American Council on Education (2006), during the 2003-2004 academic year, 78% of US undergraduates worked and the average student worked almost 30 hours per week while enrolled in a higher education institution.
There are positive consequences of working while in college. Overall, students who work less than 20 hours per week have grade point averages that are no different than students without employment (Van de Water, 1996). In addition, Kincaid (1996), Kuh (2010), and Pascarella and Terenzini (2005) have documented the positive impact of employment on students’ academic performance.

Students also report having positive work experiences. In the *National Study of the Operation of the Federal Work Study Program* report, created by the United States Department of Education (2001), of the students surveyed, over 95% indicated that they would participate in the FWS program and would refer friends to the program. In addition, the majority of respondents reported that they gained beneficial job skills and life skills from participating in the FWS program, such as time management. The report also found that students felt that the FWS experience would benefit them in post-graduation employment (United States Department of Education, 2001). Scott-Clayton (2011) and Hossler, Ziskin, Gross, Kim, and Cekic (2009) emphasize the importance and positive benefits of participating in FWS. These benefits specifically included academic persistence. At Arizona State University, there are more than 1,200 work-study students participating in the work-study experience (R. Guzman, personal communication, April 14, 2011).

**Reasons Why Students Work**

Students work for various reasons. However, the most common reason why students work is so they can obtain money to pay for tuition and other expenses
(Kincaid, 1996; Kuh 1995, 2010; Van de Water, 1996). This is due in part to rising educational costs and students’ families’ inability to meet these increases. Riggert, Boyle, Petrosko, Ash, and Rude-Parkins (2006) state “the cost of higher education is consuming an even greater percentage of family income” (p. 64). Further, Mortenson (2002) contends that the costs of college attendance for students today are far higher than those faced by students prior to 1980. Prior to 1980, state legislatures funded public education generously enough to keep tuition low.

**Benefits of Student Employment**

The benefits of student employment are numerous. The first benefit of students working while enrolled in college is retention. Additional benefits include improved academic performance (Kincaid, 1996), retention, persistence and completion (Leonard, 2008; Pascarella, 1994), and leadership development (Carstens, 1997; Salisbury, Pascarella, Padgett, & Blaich, in press). Students who work less than 20 hours per week are more likely to remain in college than those students who work full-time (Kincaid, 1996). However, the students must recognize they are students first, meaning that they must primarily identify with their roles of students, not employees. Kincaid (1996) suggests that if a student “views himself or herself primarily as student who works, is attending a college or university full-time and is working part-time, and sees a relationship between classroom learning and job success, employment is positively associated with retention” (p. 6).
A study by Van de Water (1996) of the Washington Work Study program showed that students who worked 15-20 hours per week tended to perform better academically than those who worked less than 10 hours. Further, this study also found that students who worked part-time also persisted in college at a higher rate than those who did not work (Van de Water, 1996).

Training

Goldstein (1993) and Patrick (2000) define training as the systematic acquisition of skills, rules, concepts and attitudes that results in an improved performance for other tasks or activities. Training programs are designed to increase knowledge and competency for employees and ultimately job performance (Arthur et al., 2003).

When training student employees for on-campus positions, individuals must alter their training delivery and techniques since student employees differ from professional staff in several ways. There are several issues to consider when training student employees: a) student employees work on a part-time basis, b) training must occur in a short period of time, and c) high numbers of students must be trained simultaneously (Kathman & Kathman, 2000). Though these constraints may seem daunting, it is important to provide new student employees with adequate orientation and training. Training of student employees for on-campus employment can include various training tools, such as computer-based programs and media such as videotapes and handbooks. Jetton (2009) recommends using WebCT, which is course management software, to train student employees, while Nagel and Mollory (1991) advocate for the use of peer
trainers to train student employees. However, Kathman and Kathman (2000) advocate the premise of utilizing multiple training modes. When considering training programs, one must also evaluate the value of training methods to determine the appropriateness feasibility of the delivery of information.

It is important to determine the impact of training. Gregory and Rodriguez (2005) suggest that effective training programs must assess whether an employee has developed new skills during the training and if these skills are transferred into the workplace. In establishing the usefulness of training, Kirkpatrick (1996) identified four levels of training outcomes: 1) a participant’s reactions to the training material, 2) a participant’s acquired knowledge, 3) a participant’s change in on the job behavior and 4) a participant’s increased productivity.

**Social Media**

Web 2.0 refers to an individual’s way of engaging with the Internet both by receiving information and creating information (Ashraf, 2009; Burke & Snyder, 2008; Churchill, 2009; Thompson, 2007). Tools such as blogs, Twitter, Wikis, and podcasts have made it simple for people to collaborate on the World Wide Web in real time. This is true for today’s college students. Technology from Web 2.0, along with social networking sites such as MySpace and Facebook, strongly influence the lives of millions of college students (Thompson, 2007). As this is the case, the use of these Web 2.0 tools is prevalent at higher education institutions, including at Arizona State University. When perusing ASU websites, it is apparent that ASU strongly encourages student participation.
in Twitter, blogs, and Facebook. For instance, ASU President Michael Crow hosts a Twitter account and both ASU’s Sun Devil Athletics program and Alumni Association have official Facebook fan pages.

The use of blogs has proven to be effective in higher education related to students’ learning and effective teaching. Blogs are tools that are used as real time electronic journals that publish personal writings and ideas for public viewing (Churchill, 2009; Flately, 2005; Williams, 2004). Blogs have been successfully incorporated in higher education for understanding learning outcomes (Williams, 2004), effective teaching (Churchill, 2009), and self-reflection (Seitzinger, 2006). Though blogs have been shown to benefit student learning, this study used blogging only as a way of communicating with students.

Social media sites such as Facebook offer tools for individuals to blog as a way to share information and update their current statuses with friends in real time. Sharing of information using Facebook is similar to blogging; however, sharing via Facebook, which can be considered a form of microblogging, is designed to be quicker. DeVoe (2009) describes microblogging as a tool that allows users to share small amounts of information, usually less than 200 characters, to anyone who is following them from multiple sources including websites, third party applications, and mobile devices. Twitter has become one of the most popular microblogging applications. However, this function is readily available in Facebook and Google+, an emerging social networking site, through the status update feature. Blogging can prove to be useful in both academic learning and work settings. Additionally, Facebook has been found to be useful as
a tool for training and learning which includes self-reflection (Carson, 2009), fostering engagement (Baird & Fischer, 2005), and learning environment (Cain & Policastri, 2011; Karrer, 2007).

Several individuals have shown the importance of microblogging to share information in their professions. DeVoe (2009) makes an argument for microblogging in libraries to enhance reference services and Mayfield (2009) and Schoneboom (2011) describe the benefits of microblogs as useful media for employees sharing accounts of their jobs from their own viewpoints and informing staff in an effective manner about changes in real time.

YouTube, founded in 2005, is a tool for viewing and sharing online videos. YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and both large and small advertisers (YouTube, 2012). In addition, YouTube is used as learning and teaching tool for educating students. For instance, Burke and Snyder (2008) demonstrated the use of YouTube to deliver health promotion to college students. “Educators believe that having learners create content as part of their course requirements is an essential element to promote learning” (Burke & Snyder, 2008, p. 39). Students are coming to institutions of higher education expecting to use and learn from technology. Students and teachers in K-12 education are utilizing Saywire, a intranet social networking and learning site (Demski, 2009). Further, Madge, Meek, Wellens, and Hooley (2009) report that 95% of British college student regularly use social networking sites such as Facebook.
Theory of Student Involvement

Student Involvement Theory (Astin, 1984) focuses on the level of a student’s engagement or participation at his or her institution. Similar to other theories in higher education, such as Pace’s (1990) work on student activities, Astin (1984) advances the theory of student involvement to explain how students transform and develop over time. Astin states that student involvement refers to the amount of physical and psychological energy that a student devotes to the academic experience. This level of student involvement can be described as a student who is actively engaged in academics, including studying; meeting with faculty regularly; and participating in co-curricular activities such as clubs, organizations, and on-campus employment. As a psychologist, Astin’s theory is based off of the Freudian theory of cathexis, “which attests that people invest psychological energy in objects and persons outside of themselves’’ (Pascarella & Terenzini, 2005, p. 53).

There are five postulates of Astin’s (1984) Student Involvement Theory:

1. Involvement refers to the investment of physical and psychological energy in various objects.
2. Involvement occurs along a continuum whereby different students manifest varying degrees of involvement at different times.
3. Involvement has both quantitative and qualitative characteristics.
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (p. 53)

Astin’s theory falls in the middle of psychological and sociological explanations of student change. He contends that institutions play an important role in offering
students many opportunities to become involved with new experiences and people. However, students should still participate in co-curricular activities in order to change and grow. The key to involvement is that the student grows and changes over time based on resources offered. Student employment positively impacts the retention of college students. Kincaid (1996) states that Astin’s (1984) Student Involvement Theory predicts that students who are more actively involved during their college experience achieve higher grades, are more satisfied with the college experience, and have higher persistence rates than students who are less actively involved. Therefore, this theoretical framework plainly suggests that a student’s involvement allows him or her to learn.
CHAPTER 3
RESEARCH DESIGN

Context

Educational Outreach and Student Services at Arizona State University’s West campus, as described in the previous chapters, is responsible for students’ engagement and development outside the classroom. Kuh (2009) states that student engagement “represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities” (p. 683). With over 9,000 students currently enrolled in courses at the West campus, EOSS must meet the demands of engaging both undergraduate and graduate students. Engagement within EOSS and the Dean of Students Office occurs through its eight departments. Within the eight departments at EOSS, over 100 students are employed in various positions, including office assistants, event attendants, fitness coordinators, and student service assistants. Student employees play an integral role in the engagement of other students. Therefore, it is important to ensure that student employees are trained on basic customer service and ASU and campus-specific initiatives.

Currently, training within EOSS occurs at the departmental level as well as division-wide for professional (non-student) staff. For professional staff, training takes place during semester retreats or at professional association conferences. Student employees, in contrast, receive training at the department level with limited division-wide offerings. In the summer of 2010, ASU Human
Resources conducted customer service training for all EOSS staff members, including both professional staff and student employees. This training was well received by both student employees and professional staff. However, division-wide training was still needed for student employees. Subsequently, individual departments would host monthly, quarterly, and semester trainings for student employees. The department facilitated these trainings and oftentimes focused on topics related to their daily activities. The content of these trainings did not always include information about university initiatives and tended to focus on the needs of the students and the respective department. Though the Dean of Students Office expects that student employees receive information about university initiatives, EOSS was not certain how this information was filtered down to student employees. Therefore, EOSS following a uniformed training curriculum would ensure that all students would receive similar messages about required job skills and competencies, such as proper customer service, university initiatives, and organizational practices.

When designing this action research study, I deemed it was important to assess the needs of student employees. Though this study first and foremost used a qualitative approach, quantitative tools were utilized to evaluate students’ understanding of ASU organizational and cultural norms, as well as their job satisfaction. Qualitative research, as described by Gay, Mills, and Airasian (2009), is the “collection, analysis and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest” (p. 4). In contrast, quantitative research methods are to test theories while comparing
variables (Creswell, 2009). This study might appear to be a mixed methods approach, which combines qualitative and quantitative methods to strengthen a study (Creswell, 2009), however the quantitative tools used in this study were to bolster or reinforce the qualitative results.

This study utilized field notes from self-reflection narratives, blogs, focus groups, and case study assessment notes in the qualitative approach. To inform the study, quantitative tools such as electronic employment verification, online surveys, and Google sites websites were used. Student employment was verified through the EOSS Human Resources liaison. The design of this action research study follows a worldview as described by Creswell (2009) as the fundamental group of values that guide actions. Participatory or action research is the worldview approach that guided the philosophical assumptions explored in this dissertation. Though the initial tenets of the philosophical assumptions of action research/advocacy were associated with political agendas, this approach is now used to change practices for individuals in institutions or participants involved in studies (Creswell, 2009).

**Intervention/Action**

Social media tools are main staples of most college students’ lives. Students often utilize social networking tools such as Facebook, Twitter or Google+ for socializing. In a study by Wiley and Sisson (2006), 91% of college students from several universities in the Midwest stated that they use Facebook regularly. Further, Pempek, Yevdokiya, and Calvert’s (2009) study about the usage of Facebook found that young adults spend approximately 30 minutes per
day on Facebook with 80% of participants logging in between 6:00 pm and 9:00 pm local time. However, the use of SMTs is not limited to students. Arizona State University and other higher education institutions utilize SMTs to communicate with students. Several departments at ASU have active Facebook pages. For instance, the ASU Police Department and the ASU Sun Devil Athletics program each host a Facebook fan page where Facebook users can follow each department’s events and occurrences. The Police Department’s page provides crime alerts and general information whereas the Sun Devil Athletics page shares information about upcoming sporting events and links for purchasing tickets to games (Arizona State University, 2012a). It is clear that social media is very much a part of university life. Therefore, the impetus for using social media tools to deliver training to student employees led to this action research.

The action/intervention began at the end of the Fall 2011 semester. There were two phases for this study. Approximately 100 student employees in EOSS at the West campus were contacted to participate in a study about social media and training. Phase One included a pre-survey, which measured students’ competency levels in the three content areas. Students were contacted four times via email to participate. Though the survey was viewed 24 times, only 11 students completed the pre-survey. Seven student employees were invited to participate in Phase Two, however, only five agreed to participate. Phase Two of the study asked participants to view a series of videos produced by Arizona State University on topics related to the New American University, Sun Devil Pride, and Social Entrepreneurship. Study participants were then asked to blog via Facebook (see
Appendix A for blog prompts), participate in a focus group (see Appendix B for focus group questions), complete a case study assessment (see Appendix C), and complete the post-survey (see Appendix D for survey items). All parts of Phases One and Two occurred via the Internet, with the exception of the focus group, which took place in person.

To begin Phase Two of the study, participants were directed to a Google website specifically created for this study. This site, named EOSS- West Student Staff, included information about the three topical areas, or modules (see Appendix E). Moving forward, these three areas will be referred to as modules on the Google website. Facebook and Twitter accounts were created specifically for this study and links to each were included on the Google site. Initially, information was to be captured using Twitter. However, participants stated that they did not have Twitter accounts and preferred Facebook to Twitter. Therefore, information was only captured using Facebook. Both the Google site and the Facebook page were private and only visible to the participants and myself.

Each week, new information or modules were loaded to the private Google website. One module was loaded each week for a total of three modules over three weeks. The modules began with the New American University, followed by Sun Devil Pride, and finally Social Entrepreneurship. Each module provided students with an introduction to each topic, links to approximately four videos, two reflection questions, and additional resources such as access to Sun Devil Athletics site and external Ashoka website which further explains social entrepreneurship (see Appendix F for the New American University content,
Appendix G for the Sun Devil Pride content, and Appendix H for the Social Entrepreneurship content). Questions for each module were the same and asked how study participants planned to use the information gained from the module in their current position and how they planned to inform other students and staff about the information. Participants were asked to answer these questions using the wall posting function on Facebook so that others in the study could view the information and respond.

The participants typically posted within three days of viewing the videos. To remind the students to view the modules and respond to the questions, I sent notifications to the entire group each time a module was uploaded. Notifications were sent using the messaging and wall posting functions within Facebook. Student participants blogged using both functions. All participants could see the information and respond to each other’s comments. In addition, I asked follow-up questions to the Facebook postings or messages. All information was captured electronically and stored on Facebook. I was the only person with full access to the Facebook account. Capturing information on Facebook is equivalent to taking field notes, but the information was stored on the social networking site. In many ways the students’ use of Facebook blogging is similar to the task of reflective journaling.

Throughout students’ participation in this study, they were urged to be reflective in their thinking about the use of the module information gained and then described using Facebook. Thorpe (2004) describes reflective learning journals as documents produced by students that capture information about a
variety of concepts, events, and interactions over time with the intent of acquiring insight into self-awareness and learning. This type of journaling used in education encourages active learning. In this study, participants’ use of Facebook to blog was used to capture their reflections about their student employee experience. Weblogs (early version of blogs), microblogs, and blogs can enhance “students’ learning experiences and deepen a learner’s engagement and collaboration within digital learning environment” (Boulos, Maramba, & Wheeler, 2006, p. 1). Furthermore, Baird and Fischer (2005) suggest that social networking media such as weblogs, podcasts/audiologs, and other self-publishing media can facilitate the formation of “learning communities, foster student engagement, and enhance reflection” (p. 5). When considering Kuh’s (2010) recommendations for high impact activities, which include employment, learning communities, and experiential activities, blogs can be used as a way to reflect on and incorporate what is learned. Since blogs were received in real time, I reviewed information soon after it was posted and themes became quickly apparent from the postings.

Emerging themes were apparent as I regularly reviewed messages and wall postings. Ritchie and Spencer (2002) suggest that the researcher must familiarize him or herself with the body of work and understand materials through listening and listing key ideas and emergent themes. As themes emerged, I was able to begin making connections to the information shared about participants’ experiences both as student employees and as college students. Further, some level of coding was initiated. For instance, a code was created when multiple
students mentioned feeling connected to their community. Likewise, codes were assigned to similar student experiences.

**Timeline**

Over a six week period, participants completed the Phase One pre-survey, which asked demographic questions, measured job satisfaction, and determined competency in the three content areas of the New American University, Sun Devil Pride, and Social Entrepreneurship. Five individuals agreed to participate in Phase Two of the study, which included viewing videos, focus group participation, case study assessment, and completing a post-survey. Notifications were sent to the study participants’ supervisors about the students’ participation in the study. Supervisors were very supportive of the study. The five Phase Two participants received access to the Google website where content modules were uploaded each week. Participants received communication from me via Facebook messaging, wall posts, and the chat function when each module was available. Students also received reminders via email approximately every two days to view the modules and respond to the associated prompts. The reminders also included the reflection questions. The participants were also able to connect with me through Facebook’s chat function and wall postings as I made myself available on Facebook throughout the Phase Two period. Using my office desktop computer and mobile devices such as a smartphone and iPad, I was able to respond to students in real time. This included nights and weekends, which is when most students seemed to be available to complete portions of the study. In addition, I
synced my smartphone and iPad to receive alerts from Facebook when participants responded to questions.

**Selection of Participants**

Study participants were selected from the pool of students who were current EOSS student employees at the onset of the study. The Human Resources liaison in the Dean of Students Office generated a list of current student employees. This list included any student who was recently employed or who had worked in any of the eight EOSS departments. However, tutors were excluded from this list as they worked varied hours. In addition one department, Student Activities and Conferencing Services, recently transitioned to EOSS and their student employees were not included because that department’s student employee information was not stored under the Dean of Students department code. Student employees received an email invitation to the study with a link to participate. The link contained the Institutional Review Board approval letter (see Appendix I) and invited volunteers to participate in this research study by taking the pre-survey (see Appendix J for recruitment invitation). Before participating, all students signed an online consent form to participate (see Appendix K).

**Methodology**

In this action research qualitative study, quantitative information was used to inform and assess participant understanding of three ASU organizational and cultural structures. Action research, as defined by Stringer (2007), is a “systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives” (p.1). Further,
Bogdan and Biklen (2007) describe action research in which “real world” people (p. 219) can carry out practical research that is intended for their own personal enlightenment or to ignite social change. In comparison to traditional research that works to identify general explanations, action research is interested in solving specific situations (Creswell, 2007). These solutions, as stated by Stringer (2007), “seek to develop and maintain social and personal interactions that are non-exploitative and enhance the social and emotional lives of all people who participate” (p.27).

Coined in the 1930s by Kurt Lewin, action research was initially concerned about the plight of individuals and their social conditions such as food shortages and how these issues might be solved through group discussions (Creswell, 2007). The process of these group discussions led to modern day action research. Creswell (2007) states that there are three stages in the development of action research: determining a process for dealing with public dilemmas, engaging practitioners to identify solutions for their own predicament, and groups taking on the responsibility for their own liberation and change. These stages were important in my community of practice and the implementation of a division-wide student employee training program. My community of practice included current student employees, the students’ supervisors, department directors, and the Dean of Students. The characteristics of action research as described by Creswell (2007) are studying practical issues; researchers studying their own practice; collaborating with co-participants; engaging in an iterative,
dynamic process; implementing an action plan in response to the research; and sharing results of the researchers’ study with other practitioners.

Methods of Data Collection

During the research study, quantitative and qualitative tools were used to collect data. The use of a pre- and post-survey provided quantitative information about participants’ job satisfaction and knowledge of three ASU initiatives. These surveys were administered in Phase One and Phase Two of the study. In quantitative methods, surveys provide researchers with “numeric descriptions of trends, attitudes, or opinions of a group by studying a subset of the population” (Creswell, 2009, p.145). Survey questions can also be used to ensure that information gathered from participants will be important to potential readers (Stringer, 2007). Pre- and post-survey questions were administered and the data was collected using QuestionPro, an online survey tool. The data was also stored within the QuestionPro password-protected site.

Qualitative data was gathered through the use of Google sites and Facebook blogs, along with notes from students’ focus group sessions and case study assessments. Blog information gathered from Facebook, which is considered reflective learning journaling, provided rich narratives of participants’ experiences and understanding of the three content areas. Students were provided with the same two questions for each module. Since participants were allowed to complete these questions at their convenience, they decided how much time was allotted to reflect on their experiences as student employees and how to share this information with other students and staff. The Google site’s mobile function was
enabled so that participants could view content on both personal computers and on mobile devices. Again, this provided flexibility for participants to view content at their convenience—both while at work and during their personal time.

**Reflective Learning Journals**

In collection of qualitative data, participants used blogs as a form of reflective learning journaling. Participants’ utilization of reflective journaling allowed for the promotion of active learning. The purpose of blogging in this study was to confirm students’ understanding of all three modules. Further, the reflective process is considered a way of thinking that engages the participant to “make rational choices and assume responsibility for those choices” (Ross, 1989, p.22). Through the use of Facebook tools, participants were able to reflect on their experiences as student employees. Further, Web 2.0 tools, such as blogs, provide reflective and learning opportunities using social media tools for students (Baird & Fischer, 2005; Boulous et al., 2006; Brescia & Miller, 2007).

Additionally, I was able to engage with participants by asking them clarifying questions based on their blog posts.

Though I was able to engage and capture information electronically, at times it became difficult to communicate clearly with participants. This difficulty in communication included gaps in information shared as well as a lack of understanding by the peers to some responses for both the participants’ and my blog posts. Despite each participant responding to the two questions for each module, they did not provide feedback in response to posts or messages shared by
other participants. Additionally, it was difficult at times for participants to understand the meaning of follow up questions posed by me.

Focus group. As a qualitative means of data collection, I conducted a focus group with study participants. Focus groups consist of a few unstructured open-ended questions intended to obtain analysis and opinions from research participants (Creswell, 2009). Participants in a focus group should provide space to share their experiences and present their opinions on topics discussed (Stringer, 2007). The focus group in this study was used to collect participants’ reports and opinions about the effectiveness of the training and of the social media delivery mechanism. An iPad was used to collect data during the focus group. This mobile device was equipped with AudioNote, an audio/notetaking application. This tool allows the user to electronically synchronize typed notes with audio recording.

Blog. Participants used blogging as a tool to reflect on the information garnered from the training modules. Williams (2004) states that blogs can be considered tools that gather and store knowledge for later retrieval as a way to create more information and contextual understanding. The purpose of blogging in this study was to confirm participants’ understanding of all three modules. Additionally, study participants were provided with questions to help prompt conversations.
CHAPTER 4
ANALYSIS AND RESULTS

Introduction

There were several points of data collection in this action research study. Participants completed pre- and post-surveys, blogged, participated in a focus group, and completed a case study assessment to determine the impact of information learned. Questions for the surveys, blogs, and focus group were developed based on Stringer’s (2007) recommendations for formulating questions to ensure that respondents are given the opportunity to provide answers in their own terms. Responses were gathered using Facebook, online survey tools, electronic audio recordings, and typed notes.

Quantitative Data Analysis

In Phase One of the study, 11 participants completed an online pre-survey using QuestionPro, an online survey tool. Five participants agreed to participate in Phase Two of the study. Both the pre- and post-surveys used the same questions and included questions about participants’ characteristics, such as age, gender, and whether they lived on campus. Additionally, participants were asked to provide academic information including grade level, major, campus, anticipated graduation date, and goals after graduation. The survey obtained information about the participants’ campus department of employment and the number of hours they worked per week. The five individuals who participated in Phase Two of the study all worked in EOSS departments at the West campus. Two of the participants were in the 18-24 age range, one was in the 25-29 age
range, one was in the 30-34 age range, and one student indicated she was 41 or older. Two of the five participants indicated that they lived on campus while the other three indicated they were commuter students. The participants were junior and senior level females, including three undergraduates and two graduate students. Participants listed majors from three campuses: Downtown Phoenix campus, Tempe campus, and West campus.

When asked about the length of time worked in the EOSS department, two of the students reported they worked in at least one department for three to four years and the other three participants worked in a department for less than one year. Additionally, three students stated that they worked 15-20 hours per week on campus. Figure 1 illustrates the number of hours worked. This is an indication that more than half of the group worked a high number of hours. Additionally, three study participants had other jobs and two of them worked an additional 10-15 hours per week.

Figure 1. Participants’ Average Number of Hours Worked

![Average Hours Worked Per Week](chart)
Four of the five participants worked as Student Office Assistants. The duties of this position included customer service and light clerical work. The other respondent worked as a Student Services Assistant and duties included advising students, facilitating workshops, and light clerical work. To measure the students’ satisfaction with the nature of work, the Job Satisfaction Survey (JSS), developed by Paul Spector (1985), was administered as part of the online pre- and post-surveys.

**Satisfaction of employment.** The Job Satisfaction Survey was initially created for human services, non-profit, and public sector companies to measure job satisfaction in its totality and also among individual employees. This tool was designed to measure the relationships between individual factors that determine an employee’s overall satisfaction with his or her job. Spector (1985) states that prior to the JSS, job satisfaction was grouped by evaluative feeling; however, JSS, evaluates individuals’ feelings. Further, the JSS was “designed to give an overall attitude score as a combination of individual facets” (Spector, 1985, p. 695). The JSS measures nine aspects of job satisfaction, including pay, promotion, supervision, fringe benefits rewards, operating conditions, co-workers, nature of work, and communication. This action research study only used one component of the JSS, nature of work, to assess job satisfaction. Spector’s nature of work category correlates highly to job satisfaction and positive feelings toward one’s job. This was important to understand student employees’ connections to their current positions in EOSS. To understand participants’ level of job satisfaction
and training and development, they were asked a series of questions. The first group of questions were linked to the JSS nature of work and the next group of questions asked respondents about training and development.

Overall, participants reported on both on the pre- and post-survey that they felt satisfied in their current positions within EOSS. One question in the nature of work category specifically asked students to rate the meaningfulness of their jobs. The wording direction for this question is posed in negative manner. However, this question is meant to be associated with positive feelings about their positions. The five participants indicated in both the pre- and post-survey that they felt their jobs were meaningful. There was a similar response when asked about sense of pride in their positions, enjoyment of their jobs, and required tasks; all participants responded positively to these statements. Table 2 illustrates participants’ responses to the nature of work and training and development concepts. Each participant was assigned a code of P1-P5, which was used in the pre- and post-survey results. Respondents were provided four options to choose from for each statement in the first group of questions. These choices were strongly agree, agree, disagree, and strongly disagree. A short description for each is provided in the figure below (see Appendix D for the full survey items). Additionally, changes from the pre-survey and post-survey are italicized and bolded.

The pre-survey responses show that participants responded positively to being satisfied with their jobs. The first question asked how meaningful their jobs were. Overall the participants agreed that their jobs as student employees in
EOSS and respective departments were meaningful. The responses to Question One are similar in the post-survey. By and large, respondents felt a sense of meaning in their current positions. However, one participant’s response in the post-survey was dramatically different than in the pre-survey. During the post-survey she described being unsatisfied with the two categories of job satisfaction: nature of work and training and development. There was one exception as this student felt meaning in her job. I was quite surprised by the participant’s response since I have observed her in the workplace. Initially, I surmised that she might have misread the question. After a follow up telephone conversation with the participant, she confirmed that she misread questions. During the phone conversation, I read the questions and noted her responses to each. All of her answers were *strongly agree* and *agree*, which is consistent with my observation of this study participant in her job. These answers were similar for the other participants. However, there were three areas that showed slight changes from the pre to post survey. In the category that asks participants about how much they enjoy their job, several participant responses moved from strongly agree in the pre-survey to agree in the post-survey. This was similar for training. On the other hand, participants responses to questions about mentoring and supervisor feedback moved from agree in the pre surveys to strongly agree in post-surveys. A possible explanation was that participants reconsidered the satisfaction and training after participation in the study. However, overall, all participants seemed satisfied with the nature of their work and adequacy of training and development.
Organizational knowledge. The online pre- and post-surveys asked questions to determine participants’ knowledge of the three ASU initiatives. The same questions were asked on both surveys. Respondents were asked to share their level of knowledge in the three areas of the New American University, Sun Devil Pride, and Social Entrepreneurship. Participants shared that before being exposed to the study’s Google sites, they had learned about these three areas from supervisors, social media, and the ASU website. As in the previous section about job satisfaction, participants were coded P1-P5. In understanding organizational knowledge, participants were asked to select their level of knowledge using the following options: very knowledgeable, some knowledge, no knowledge and never heard of this. Participants were asked to rate their understanding of the New American University concept, Sun Devil Pride, and Social Entrepreneurship.
ASU, a New American University, is concerned with building a foundational model which engages in research that contributes to the public good while assuming responsibility for the surrounding community and its economic, social and cultural well-being (ASU, 2012c). This model removes barriers among disciplines to encourage collaboration and innovation. Each main area that participants were asked about included three focus subcategories. For instance, this section included questions about eight design challenges, university challenges for local and global communities, and ASU core values. Four of the five participants indicated that they had at least some level of knowledge of these subcategories on the pre-survey. Figure 3 illustrates participants’ knowledge of the New American University. Overall participants had knowledge of the New American University. Participant Three showed the most increase in her level of knowledge after watching the videos and blogging. Most notably, her level of knowledge increased from never hearing about ASU Core Values to being very knowledgeable about this area. However, several participants seemed to decrease in the level of understanding for ASU Core Values. The change in participants’ knowledge is illustrated in Figure 3. On the whole, participants’ level of knowledge increased for the New American University.
The second area of organizational knowledge is Sun Devil Pride, which is referred to as cultural norms at ASU and includes Sun Devil Way values, traditions, and knowledge of Sun Devil athletics. ASU students may show Sun Devil Pride through school spirit in support of athletics and by participating in clubs and organizations. All five participants indicated that they were very knowledgeable or had some knowledge of two of the three areas on the pre-survey. Two of the participants showed the most improvement in their level of knowledge of Sun Devil Pride. This is evidenced in the Sun Devil Way subcategory in which all five participants responded to being very knowledgeable in the post-survey. The increase of knowledge for all participants may be positively linked to viewing of videos and blogging. Specifically, Participant Four’s indicated the most change in her knowledge of Sun Devil Athletics. She moved from no knowledge to some knowledge in the post-survey. Furthermore,
all participants’ responses indicated that they were very knowledgeable about Sun Devil Pride.

Figure 4. Participants’ Self-Reports of Level of Knowledge of Sun Devil Pride: Pre-Survey and Post-Survey Results.

The last content area that participants were asked to share their level of knowledge about was Social Entrepreneurship. ASU advances the notion of students becoming change agents who are driven to solve society's most pressing issues. As change agents, social entrepreneurs look for solutions that others miss to improve systems and create innovative and new approaches (Ashoka, 2012). Students and staff are encouraged to think outside the box to consider creative and interdisciplinary ways of solving pressing issues. There were three subcategories selected for Social Entrepreneurship: Changemaker Central, Innovation Challenge, and 10,000 Solutions. As with the previous area, the majority of participants indicated having some knowledge of all three subsets during the pre-survey. However, one participant did not have any knowledge of
10,000 Solutions. Upon analysis of the post-survey results, all participants indicated having overall knowledge of Social Entrepreneurship as demonstrated in Figure 5. The increase in knowledge is most visible in participants understanding of 10,000 Solutions. All five participants have demonstrated having knowledge during the post-survey. Participants Three, Four, and Five showed an increase of knowledge from the pre-survey to the post-survey. Moreover, all five participants indicated having knowledge of social entrepreneurship.

*Figure 5.* Participants’ Self-Reports of Level of Knowledge of Social Entrepreneurship: Pre-Survey and Post-Survey Results.

This section discussed the quantitative analysis of data produced by this study. The qualitative analysis will shed more light on participants’ understanding of the information shared, as well as their connections to the content areas.
Qualitative Analysis

Gay et al. (2009) describe qualitative data analysis as the process of organizing, categorizing, synthesizing, analyzing, and writing about the data collected. During analysis of qualitative data, researchers must go through the process of familiarization with the data collected to begin to detect themes.

Familiarization with the data requires that the researcher be fully involved with the collected data. This process includes listening to audio recordings, reviewing transcripts, and studying field notes (Ritchie & Spencer, 2002). As the researcher becomes more and more familiar with the data, ideas concepts and themes will emerge (Boyatzis, 2009; Creswell, 2009; Ritchie & Spencer, 2002; Stringer, 2007). “Themes are patterns found in information that, at a minimum, describe and organize possible observations or, at a maximum, interpret aspects of the phenomenon” (Boyatzis, 1998, p. 4). The process of developing themes was completed by following Boyatzis’ (1998) four stages of thematic analysis:

1. Sensing themes—recognizing the codable moment
2. Sensing themes reliably—recognizing the codable moment and encoding it consistently
3. Developing codes—interpreting the information and themes in the context of a theory or conceptual framework
4. Contributing to the development of knowledge (p. 11)

This coding process was used to analyze Facebook blogs, focus group audio recordings, field notes, and case study assessments. Collected data was reviewed numerous times and words and phrases that were repeated frequently were coded. Using content delivered via the Google website, students reflected by blogging on Facebook. Upon viewing each module’s videos, participants were asked to use Facebook to blog. Facebook was used to notify participants when
modules were uploaded, as well as to remind them to blog. Once I began reviewing blog information, or what I considered raw data, from Facebook, I organized the data by the three content areas—the New American University, Sun Devil Pride, and Social Entrepreneurship. Study participants were invited to participate in a focus group as well as complete a case study assessment. Data for the focus group was collected using an iPad for audio recording and electronic field notes. AudioNote, an iPad application, was used to record audio and take notes. This application included a special feature that allowed the user to link notes to the audio recording directly on the iPad.

**Data analysis procedures.** After reviewing the data multiple times, I was able to analyze, organize, and categorize the blogs, notes from the focus groups, and case study assessments. Themes will be discussed based on each data collection point, however first general observations will be noted.

**General observations.** Overall, the five study participants who participated in Phase Two of the study enjoyed the videos and using social media tools. They resoundingly agreed that all student employees should be required to view the YouTube and Vimeo videos. The participants appreciated that they were able to access SMTs on their mobile devices (smartphones and iPads) as well as via desktop and laptop computers. Most of the participants stated that they utilized mobile devices to view the videos and respond to the questions. One student commented on the ease of using SMTs for accessing the website, viewing videos, and blogging: “It was easier to get to, even with a smartphone. Getting on Facebook was easier because I know when someone posted to Facebook
because I immediately [received] notifications. This helped to speed up the communication process.” Four of the five participants owned a smartphone and had data plans, thus allowing them to access Internet-enabled websites and applications. The other participant did not have a smartphone and primarily used her computer at home to view the videos and to blog.

Throughout the study, I observed how frequently participants communicated through Facebook. At the beginning of Phase Two, participants allowed me to “friend” them on Facebook, meaning that I was able to view their Facebook pages to post comments or to read what others were commenting on. All five participants posted personal updates regularly on Facebook. These posts included photos of themselves, quotes, or status updates, which included information such as the attendance of a concert. Study participants seemed to share all aspects of their lives, including happy and sad events via Facebook. During the focus group, one participant in particular stated, “[I am] on Facebook 24 hours a day. I am logged in right now.” Additionally, during the study, this same participant memorialized the death of singer/actress Whitney Houston on Facebook. She was very open about sharing her feelings of loss and sadness.

**Blogs.** All of the study participants actively blogged about the reflective questions (see Appendix E) using Facebook. Information was shared in multiple ways—via wall postings, the chat function, and through messaging. This information was stored in Facebook and was secure since only I had access to login and password information. I learned that students blogged using mobile devices, such as smartphones and iPads, as well as desktop and laptop computers.
Consequently, I used these same tools to communicate with the students. Communication occurred both during the day and at night. This was made possible because of the mobility of computing. Once information was collected, I reviewed it numerous times to identify recurring themes.

**Focus group.** Four of the five study participants attended the focus group session. One of the participants was unable to attend the focus group because she was teaching a course at the Tempe campus at the same time. She was very committed to this study and offered to participate by phone conference. However, her class ended well after the focus group began. Since three of the four participants who were able to participate in the focus group were currently working in EOSS departments, I requested permission from their respective supervisors for them to have time off to participate in the focus group. Supervisors were supportive and approved the students to use their work time to participate. The focus group was designed to be informal and was held in a conference room. With the focus group occurring during the lunch hour, pizza and soft drinks were made available to the participants. I advised students that the session would be recorded using my iPad and asked that they sit in close proximity to the mobile device. Participants were informed that they could opt out of the discussion at any time.

**Case study assessment.** The case study assessments were used to assess the participants’ understanding of the information that had been shared during the study. The assessments were administered prior to the start of the focus group. The one participant who was unable to attend the focus group shared her case
study assessment answer via a blog post. The other four students completed the case study assessment and shared their responses just before the start of the focus group. Prior to them starting this task, I reminded them that they could opt out of the study at any time. The case study asked the participants to imagine providing assistance to a new international student who had an interest in social entrepreneurship and student organizations and to describe how they would respond (see Appendix F for the case study description).

**Emerging Themes**

Upon assessing all of the qualitative data collected, three recurring themes became apparent: students’ discussions of the importance of being connected to Arizona State University, the student experience being intertwined with the role of student employee, and the competency capital of the three ASU initiatives. In this study, competency capital refers to students’ knowledge, understanding, and application of ASU’s cultural and organizational norms. These emerging themes were identified from both quantitative and qualitative data. Initially, I set out to develop training for student employees and to determine their understanding of ASU initiatives. However, over time, it became apparent that this study was more centrally related to the development of the individual student and the strength and nature of their affiliation with the university. This is discussed in the first theme: student versus student employee.

**Student versus student employee.** When considering student identity, Pascarella and Terenzini (2005) and Kuh (1995) have studied the characteristics of student engagement. Throughout the entire study, participants described their
experiences as students and as student employees interchangeably. At different points in the focus group and blogs, participants related their experiences to viewing the videos. At times, they related to their status as students while discussing how information would be used to inform other students and staff. Additionally, during impromptu conversations with participants, I further understood the impact of students’ connections to the Sun Devil identity. One participant said that prior to working as a student employee she was focused on obtaining her degree and leaving ASU. She went on to add, “This changed for me when I started working in EOSS. My ASU shirt [collection] has gone from one to nine and now [I have had] a [more] spirited experience.” In a recent ASU EOSS Leadership Meeting, Dr. James Rund, Sr. Vice President for EOSS, (Personal communication, September 7, 2011) described the importance of affirming each student as an individual as a way to connect to ASU. Based on the students’ responses to this intervention, it is evident that students have connected to ASU in a positive and meaningful way.

**Connectedness.** Continually throughout the study, participants discussed the importance of their jobs and their levels of engagement with the EOSS department and with ASU. This is directly related to Astin’s (1984) Student Involvement Theory, which focuses on the level of engagement a student has with his or her college or university. Astin further describes this level of engagement as any involvement in academic activities such as studying, meeting with faculty, or co-curricular activities including student employment. Kuh (2009) recognizes that student employment has a positive impact on academic success, increased
faculty connection, and enhanced active learning. This was evident when participants discussed how connected they felt to ASU, both before and after watching the videos. Participants discussed these connections in three areas: campus resources, peer-to-peer relationships, and external community connections.

**Campus resources.** While analyzing blogs, focus group session transcripts, and case study assessments, the notion of campus resources was shared consistently. Study participants described the importance referring peers to campus resources. One participant described the significance of campus resources and how she was able to connect with students by providing more information about services on campus. Additionally, she described her own difficulty of not having information about campus resources:

> Student advocacy and health services should be included in training because we are giving [students] all of the tools about tradition but we are not telling them where they can get mental health or assistance with stress management. I didn’t give up but who will give up if they don’t know. Student workers need to know where to send students when they might be stressed.

Another participant emphasized the importance of knowing campus resources:

> “All students should be familiar with your campus…you should know your surroundings and environment so that students know who to talk to.”

Participants described knowing resources as being important to their roles since their respective offices received calls from all areas of campus. One participant said,

> We receive calls for all departments because we are listed under the Dean of Student. All should have a list of numbers available. Students may be
here for three years and not know where Diablo [Recreation and Performance Center] is.

All study participants agreed that information about campus resources should be included in student employee training. One student described her recent interaction with a new transfer student from a community college and referring her to campus resources:

Two weeks ago in TRiO second floor, [a student] was having trouble signing in [to the computer] and there was a technology flyer [about the Technology Studio] and she asked, “What’s that?” I told her she should go because you can get help with your laptop and antivirus program and it’s free. She said she never knew that and her antivirus program expired awhile back. [A] student employee told her where to find technology support and the student thanked her and shar[ed] that she was a lifesaver.

Another participant chimed in, stating that “little things such as this count.”

Further, campus resources were referenced in the participants’ blogs when describing how to inform students about the three ASU initiatives. Campus resources should be a part of training and student employees should receive ongoing training about campus resources throughout the semester.

Peer-to-peer relationships. Throughout this study, participants described their connections with their peers in various ways. In the blogs, they discussed how they have shared or plan to share information learned from this study with their peers. Peer relationships were also evident in the focus group discussion when participants mentioned that students talk to other students. They were willing to help each other by providing information about resources and classes to one another. This was also evident in the case study assessments as the participants were able to share their own personal experiences with students:
Students look up to other students. Maybe they find staff intimidating or they are grown so they don’t understand. So as much information as you provide to student workers or staff just make [student employees] trained with the same kind of information so that we know how to address our students. We have been in the same boat because we know what it’s like to be a college student; we know the struggle they’ve faced, whether or not they have all walked in the same shoes.

The peer relationships extend beyond college students and transcends to family and friends. One participant stated, “My little sister just started [at ASU] as a freshman and I have little cousins who say, ‘you go to ASU and I want to go to ASU too.’” This participant encouraged her cousins to attend ASU and shared that she will help them with the Free Application for Federal Student Aid (commonly referred to as the FAFSA) process. She said, “You get to meet a lot of students and working for ASU makes you more credible…legit because you work and go to school at ASU.”

**External community.** During the focus group, to my surprise, the participating students started discussing their connections to the external community. They shared how they represent ASU to their families, friends, and the larger community. They reported that this feeling of being a representative of ASU arose in their roles as ASU students and as student employees. It appeared that as they learned more about ASU, they shared more information with others and with more confidence and authority. One participating student employee said that she worked with prospective ASU students in her community because of her husband’s job. The prospective ASU students were at a community college and would be making the transition to the university. When individuals in the community learn of the study participants’ statuses as both ASU students and
ASU student employees, the participants seemed to become the resident experts about everything related ASU. The study participants talked about being foot soldiers at ASU. They saw their roles as being more than student employees but also as ambassadors. One student added,

Don’t underestimate student workers’ connection to the community. Through my previous employment and my husband’s work in recruitment [at the community college], I am super connected to a whole bunch of incoming freshmen, at least a couple hundred. Because I am married to him and he is in recruitment and I am here at ASU, he feels free to give them my email to ask me questions about enrollment and making an appointment with a counselor.

Study participants discussed how sharing this information can ease the transfer process for students and that many do not understand that student employees have more information than one might think. One participant stated, “A lot of people just assume that I am a part-time receptionist, a part-time student assistant. It is important to not underestimate how many connections [student employees] have outside of campus community.” Other participants agreed and said that they have similar connections outside campus:

[We have connections with] people in our classes, our family, kids, other employers or internships, basically anyone we come to meet we have a connection with. You cannot underestimate the kind of connection a student worker has and how a good student worker who is trained will have so much potential and [be] useful for the university.

Competency Capital

In assessing participants’ competency capital for the three ASU initiatives, two questions were asked in relation to student employment. Study participants were asked to reflect and blog about how they used the information learned in their current positions and what their plans were to inform other students and staff
about this information. On both the surveys and the website, study participants were asked to describe their competency or knowledge of the New American University, Sun Devil Pride, and Social Entrepreneurship. Using information gained from blogs, the focus group, and case study assessments, I was able to describe participants’ self-reports about their competency capital of these three areas.

**The New American University.** The New American University was the first ASU initiative that study participants reviewed and, based on my review of the blogs, the focus group discussion, and the survey results, it was apparent that two participants had limited knowledge of this initiative at the beginning of the study. By the end of the study, these two students did self-report an improvement of their knowledge of the New American University. One of these participants wrote in her blog,

[H]onestly, I was not fully aware of this whole "New American University" at ASU prior to the videos I needed to watch. As a student, I feel like ASU has undergone many changes that helps encourage higher thinking and promotes entrepreneurship. There will be more noticeable changes in our community and because of this, I feel like I am part of history. As a student staff, I feel like I should be more aware of these changes so I can help spread the word to all my peers.

Another student was astonished that the idea of the New American University has been around since 2004, early in President Crow’s tenure at ASU. Interestingly, the other participating students, who were graduate students or seniors, seemed to have more knowledge about the New American University. One graduate student participant described gaining knowledge about this topic prior to participating in the study. She learned about the New American University through her
“[Master’s] higher education courses, college advertisements I see around campus, online marketing, and through my co-workers and peers.” The other graduate student who participated in the study learned about the New American University several years ago in her previous full-time employment position at a community college. She had an opportunity to hear President Michael Crow deliver a speech to the Arizona House of Representatives about the New American University. However, this participant went on to say that she has not heard much about the New American University since being a student at ASU. Nonetheless, she was able to gain knowledge about this topic from her community connections. Though several students did not have much knowledge about the New American University at the beginning of the study, after watching the videos they were able to discuss how this information could be applied to their positions as student employees. One participant said that, “[D]ue to the nature of my student-staff position, it is important to know these facts as I am more likely to receive inquiries regarding the mission, vision, and values of the New American University.” This student works in the Dean of Students Office. Similarly, all of the participants were able to describe how they have applied or would apply this information in their positions at ASU and beyond ASU. One participant noted,

By watching these videos, I was able to see how much ASU is trying to encourage change in a positive way, not just by making new buildings but by taking the time to listen to what students have to say. I now talk to people about how ASU is striving to be the New American University and how they can get involved if they feel they can contribute their ideas and feedback.
**Sun Devil pride.** At Arizona State University, traditions play a role in the type of experiences students have. Some traditions may revolve around varsity athletic events, such as football, while others involve the community and community service. When determining the participants’ level of knowledge, all students reported having some knowledge of ASU traditions at the beginning of the study. Some of the participants reported having a greater awareness of ASU traditions than others. Those participants who described themselves as non-traditional students due to their age (older than the typical 18-22 year old college student) reported that they did not participate in traditions as much as those who attended college directly from high school. One of the participants who was a self-identified non-traditional student described not being able to take part in traditions because of obligations:

...as a non-traditional student working 40 hours a week somewhere else...[I] have different jobs or kids and cannot make it to events. Couldn’t make it to evening events because that was the only time I could go to class. I never had that connection until I started working here [at EOSS].

The second non-traditional age study participant reported having a similar experience since she also worked full-time, took care of five children, and financially supported her husband through school.

Experiencing Sun Devil Pride was described differently by the two traditional age students. The traditional age students in this study lived on campus and had higher levels of engagement in Sun Devil Pride than the non-traditional age students. The traditional age students discussed attending football games and participating in on-campus events at higher frequencies than the other
participants. One participant felt that it was her responsibility to show Sun Devil Pride as an ASU student and student employee. She said,

As a student worker, I think that when another student or staff sees me, they need to see that I AM A SUNDEVIL!!! I need to present myself as a true fan of ASU. For [football] game days I need to make sure I wear my gold and cheer ASU, shout touchdown at bleachers, and shake my keys before kickoff.

All five participants agreed that working on campus increased their levels of engagement and expressions of Sun Devil Pride. All reported attending at least one athletic event, participating in pep rallies, and volunteering at on-campus events.

One of the non-traditional age study participants demonstrated a marked improvement in her connection and understanding of Sun Devil Pride in relation to campus activities as a result of watching the videos. She noted,

I am currently working with staff on events for Sexual Assault Awareness month. Prior to viewing the videos, I was having difficulty connecting certain event suggestions with the overall mission of the month. After viewing the videos, I now understand why certain key aspects [Sparky, Sun Devil Pride] are so important to incorporate into the month of events. Consequently, this information may result in a better-formed event, which will not only educate but will further imbed pride in our staff and student body.

Further, participants reported that they would not have been as engaged and connected with ASU if they did not work on campus. In addition, participants reported that they were able to have a different, more intense college experience since being employed on campus. One said,

Being employed on campus has allowed me to have the college experience I lacked as a student. As a matter of fact, on my first day on the job, my supervisor took me to my very first pep-rally. Viewing the videos has been a great learning tool.
During the focus group, participants discussed engaging in Sun Devil Pride through volunteering at events such as Freshman Orientation, wearing gold on Fridays, and attending athletic events. One participant said,

It was the engagement of others that helped me to see the value of being and wanting to be involved on campus and activities. As a student worker, being more informed and knowing more about the history of our school and “Sun Devil Pride” helps me to continue to pass a long time tradition forward and be a part of a family that will always be a part of me.

Social entrepreneurship. All of the students reported that they were aware of social entrepreneurship at the start of the study. However, they had no real connection to this idea before viewing the videos. Most discussed tenets of social entrepreneurship in terms of plans to refer students to information they learned from the Internet. Participants described using their knowledge about social entrepreneurship as a resource for others with whom they may come in contact with in their student employee positions. However, during the focus group, one participant described her personal interest in social entrepreneurship:

People who aren’t into sports and [are] not the athletic type are being more recognized and you feel more well rounded…people who want to help others and make a change in the world. I eventually want to help give out scholarships for minority students. Now that I hear about Changemaker and entrepreneurship, I can actually work for what I want to have and ASU can help me because there are people who have the same views that I have.

One student posted on her blog that she is going to consider using Changemaker Central, a student run hub for providing support to students interested in social change, to assist with an idea she has. She stated that “[Learning about Social Entrepreneurship] has been useful to me at a personal level as I am currently trying to establish my own connections as a social change-agent.”
CHAPTER 5

CONCLUSIONS

This action research study set out to determine the effectiveness of using social media to train student employees in Educational Outreach and Student Services. When reviewing the data collected from study participants, it became clear to me that training outcomes were secondary to the enriched ASU student experience benefits reported by study participants. During a recent meet-and-greet event for newly hired ASU Football Coach Todd Graham, one study participant shared something learned from the intervention. The participant attended this event as a student and not as a student employee. She taught members of the football team and audience how to make the ASU Pitchfork handshake, drawing on what she had learned from one of the YouTube videos shared during the intervention. This demonstrated that the information gathered from social media tools have impacted students beyond the more narrow scope of their student employment positions.

Limitations

Throughout this study I observed several limitations. The most prominent limitation was the timeliness of students viewing the videos and blogging. Several participants often had to be reminded numerous times both in person and via Facebook to respond to the reflection questions. During the focus group, participants were asked about the length of the study. Several stated that the timeline of the study was appropriate. However, one participant wished she could have viewed the videos and blogged while at work. Though supervisors were
supportive of students participating in this study, it was unclear why this participant did not view the videos at work. Additionally, another participant shared that it was difficult fitting the study into her already busy schedule and she therefore would respond to study questions late at night.

Another limitation was technology. One of the participants had difficulty accessing the study website using her laptop. This prevented her from starting the study on the same date as the other participants. Therefore, I had to make adjustments to her website permissions several times so she could have access to the necessary content. Additionally, I met with this participant during a work shift to review how to access the website to ensure that she was logging in correctly. During the focus group, this participant shared that her laptop was not working properly, making it difficult to access the study website.

Lack of participants’ full involvement did not allow for comprehensive gathering of information. Only one student did not blog about all three ASU initiatives; she only blogged about the New American University. However, it appeared that she watched the videos on Sun Devil Pride and Social Entrepreneurship as she was able to share specific information about these topics during the focus group and case study assessment. One graduate student participant was unable to attend the focus group due to her teaching a course at the same day and time of the focus group. She wanted to participate and was willing to join the conversation via telephone; however the focus group was well underway by the time her class ended. She participated in all of the other parts of the study.
Summary

Student employees are important to both EOSS and to ASU as a whole. The goal of this action research study was to use and evaluate the benefits of social media as a training mechanism for student employees in EOSS. Based on the data gathered, it appears that delivering training via social media was an effective method to get student employees to better understand ASU organizational and cultural norms. I observed three themes from the data collection and analysis: student employees’ relationships with information about signature ASU initiatives from the student perspective, connectedness to the campus and external community, and competency capital. The information that the participants garnered from the training modules delivered via social media seemed to impact their identities as ASU students more than their identities as student employees. One participant said,

Being employed on campus has allowed me to have the college experience I lacked as a student. Viewing the videos has been a great learning tool. Because of them, I can now appreciate the history behind Sun Devil Pride. Additionally, it has allowed me to feel pride in my alma mater.

After viewing the training modules, the participants reported that they felt more prepared to discuss any of the three areas they learned about than they would have been able to before the study. Even the student who did not blog about two module topics but who viewed all the training videos was able to identify resources to assist her with an idea for social change. Participants were able to illustrate how the information they learned would help them in both their student jobs and with connecting to community. One said,
I share [the information] by supporting the game day initiatives, i.e., wearing the attire for game days, attending the football games and getting involved in pep rallies and other events on campus. I think I model it through my doing and active participation. This encourages students to do the same!

Overall, student employees who participated in this study reported that they increased their knowledge and understanding of ASU organizational and cultural norms.

There were some unexpected outcomes of this study. First, students reported that they felt a sense of obligation to assist me with this study. Working in EOSS for nearly six years, I interact with students regularly and have formed mentoring relationships with students during my time in EOSS. I knew the students who participated in the study from a variety of prior situations. Three of the students were participants in a program that I previously directed. In addition, I served as a mentor for these students upon their arrival to ASU. Another student worked in my office at the time of the study. Although I do not supervise her, I interact with her on a regular basis. A final study participant worked for one of the programs that I oversaw at the time of the study. During the focus group, one of the students shared her sense of obligation to participate in this study: “I felt [obligated] to do this study because you helped me so much and I wanted to help you.” Another student chimed in, saying, “I am obligated or wanted to do [the study] because of everything that you’ve done for me, even if I stayed up until midnight to do the study. Because it was you, it made us do it more. You had a big influence.” However, when asked if they would participate in this study again
with a different researcher, all students responded positively as they all found the study to be beneficial.

Another unexpected outcome was the development of positive social connections that occurred among the study participants. Four of the five participants knew each other prior to the study because they worked in the same suite. The fifth participant, who worked in the Dean of Students Office, did not know the other student staff members. She described herself as not having any friends on campus. During the focus group, the four students who already knew each other connected because of their work in EOSS and they were all first generation college students, per their disclosure. Additionally, the lone participant from the Dean of Students Office shared her experience as a non-traditional age student. In a follow up conversation with me after the conclusion of the study, she shared that she had met with some of the other students for lunch and to connect socially. Though I did not intend for the participants to connect socially, it was interesting to learn that participants got to know each other beyond the study.

The last unexpected outcome was the lack of Facebook interaction among the group. At the beginning of the study, participants were encouraged to respond to each other’s posts. I intended that Facebook interactions among the students would make for more learning and engagement opportunities. However, most students only responded to me, which meant that blogs were more one-sided and involved little communication between study participants. I tried to engage students by asking follow-up questions to their posts, and some students
responded only if they were online at the same time the question was posted. Other participants only responded to the reflection questions. Though the blogs provided helpful information about participants’ plans to inform others about the information learned in the modules, I believe that the blogs would have been more active if participants had responded to one another as well.

Though there were unexpected outcomes, this intervention proved to be helpful to students to amplify their connections to Arizona State University. Additionally, social media tools proved to be a beneficial way to deliver content about Arizona State University.

Future Recommendations

Participants overwhelmingly agreed that all student employees should be trained on the three ASU initiatives. In addition, they made recommendations for future trainings, including considering different delivery models such as in-person and online methods. One study participant remarked learning styles should be considered for future training. She said “the videos were more helpful than sitting and reading…because I’m dyslexic and it takes more time for me to read…watching the videos was a completely different feel.” Another student described being more visual, which affirmed the benefits of using online social media videos to train students. Therefore, based on recommendations from participants and my own observations, below are suggestions for implementing EOSS Student Employment Training in August 2012.

- Provide in-person orientation sessions at the beginning of the academic year.
• Offer division wide training throughout the semester rather than concentrating all training in the summer.

• Incorporate customer service training as one of the training components.

• Include videos from social media sites as part of training to focus on new and existing ASU initiatives such as the New American University, Sun Devil Pride, and Social Entrepreneurship.

• Provide a comprehensive and easily accessible list of ASU and West campus resources to ensure that student employees are knowledgeable about all resources.

• Implement a student employment professional development series incorporating components such as leadership development, workplace communication, and networking.

• Incorporate a training session for supervisors that highlight all of the information student employees receive as part of division wide training.

• Implement a student employment promotion process so student employees can advance in their positions.

• Employ a student employment evaluation process.

• Create and implement an EOSS Student Handbook.
REFERENCES


practice and education. *BMC Medical Education, 6*(41), 1-8. doi: 10.1168/1472-6920-6-41


Boyatzis, R. E. (2009). Reference goes here


64


APPENDIX A

BLOG: SELF-REFLECTION QUESTIONS
1. How does the information shared in this video help you in your position as a student employee?

2. Describe how you plan to use the information learned to inform other students and employees.
APPENDIX B

FOCUS GROUP: GUIDING QUESTIONS
Please share your experience as a student employee in EOSS or your department.

1. What about this training helped you understand working to ASU, West campus and EOSS?

2. Do you think this training will help you engage more as an ASU student?
A new transfer student is at the front desk trying to gather information about what activities occur on campus and the university during fall welcome. This is an international student who is unfamiliar with ASU traditions. After some discussion with the student you learn that this individual has a strong interest in social change. What kind of information will you provide to this new student?
APPENDIX D

PRE- AND POST-SURVEY
Demographic Information

Please answer the following questions:

Age:
- [ ] 18-24
- [ ] 25-29
- [ ] 30-34
- [ ] 35-40
- [ ] 41 and over

Gender:
- [ ] Female
- [ ] Male

Grade Level:
- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior
- [ ] Graduate Student

Major and Campus:
What is your major? ________________________

What is your campus location? ________________________

Current Department Employed:
- [ ] Dean of Student Office
- [ ] Career Services
- [ ] Office of Student Engagement
- [ ] TRiO Academic Achievement Center
☐ Diablo Recreation and Fitness Center
☐ Auxiliary Services
  ☐ Event Services
  ☐ Media Services

Current Position:
☐ Student Office Assistant
☐ Programming
☐ Peer Advisor/Mentor
☐ Tutor
☐ Other: __________________________

Length of time in position:
☐ Less than 6 months
☐ 6 months-1 year
☐ 1 year-2 Years
☐ 3 years-4 years

Number of hours work per week in EOSS department:
☐ less than 5 hours
☐ 5-10 hours
☐ 10-15 hours
☐ 15-20 hours
☐ 20 hours or more

Do you work in other departments or off campus?
☐ Yes
☐ No

How many additional hours do you work?
☐ less than 5 hours
☐ 5-10 hours
☐ 10-15 hours
☐ 15-20 hours
☐ 20 hours or more

Do you currently live on campus?
☐ Yes
☐ No

Have you ever lived on campus?
☐ Yes
☐ No

When do you plan to graduate from ASU?
Year: ______

What are your future goals?
☐ Attend graduate or professional school (law school, medical school, etc)
☐ Find a job related to my major
☐ Find a job related to higher education

Please choose the answer that comes closest to reflecting your opinion:

I sometimes feel my job is meaningless.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

I like doing the things I do at work.
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

I feel a sense of pride in doing my job
☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
My job is enjoyable.

☐ Strongly agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

I receive adequate orientation and training for my position.

☐ Strongly agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

I receive positive feedback from my immediate supervisor.

☐ Strongly agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

There is opportunity for me to learn and grow in my position.

☐ Strongly agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

I receive mentoring from staff members.

☐ Strongly agree  ☐ Agree  ☐ Disagree  ☐ Strongly Disagree

Please rate your understanding of the following areas:

<table>
<thead>
<tr>
<th>Arizona State University, the New American University</th>
</tr>
</thead>
</table>

Eight design aspirations
(Leverage place, transform society, value entrepreneurship, conduct inspired research, enable student success, fuse intellectual disciplines, be socially embedded, engage globally)

☐ Some knowledge ☐ Very knowledgeable ☐ No knowledge ☐ Never heard of this

University challenges for local and global community
(Educate a rapidly changing world, focus information and technology to produce meaningful change, build strong, vibrant communities, create a sustainable way of life, promote economic opportunity and security, lead healthier lives, defend and extend human rights, understand the past and present for the sake of the future)

☐ Some knowledge ☐ Very knowledgeable ☐ No knowledge ☐ Never heard of this

ASU Core Values
(Access, excellence and impact)

☐ Some knowledge ☐ Very knowledgeable ☐ No knowledge ☐ Never heard of this
**Sun Devil Pride**

**Sun Devil Way Values**
(Achievement, engagement and responsibility)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

**Traditions**
(Fight song, alma mater, painting A mountain)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

**Sun Devil Athletics**
(Football, basketball, wrestling, etc)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

**Social Entrepreneurship**

**Changemaker Central**
(space for connecting with other students who are passionate about service to their community and social entrepreneurship)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

**Innovation Challenge**
(competition where students innovate ideas that make a difference in the local and global community can be recognized and funded up to $10,000)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

**10,000 Solutions Project**
(collection of 10,000 innovate ideas to solve local and global challenges)

☐ Some knowledge  ☐ Very knowledgeable  ☐ No knowledge  ☐ Never heard of this

Select how you learned about these three areas:

**ASU, the New American University**

☐ Class

☐ Supervisor

☐ Email
[] Fellow student

[] Social Media (Twitter, YouTube, FaceBook)

[] Other:______________________________

[] Never heard of this

<table>
<thead>
<tr>
<th>Sun Devil Pride</th>
</tr>
</thead>
<tbody>
<tr>
<td>[] Class</td>
</tr>
<tr>
<td>[] Supervisor</td>
</tr>
<tr>
<td>[] Email</td>
</tr>
<tr>
<td>[] Fellow student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Entrepreneurship</th>
</tr>
</thead>
<tbody>
<tr>
<td>[] Class</td>
</tr>
<tr>
<td>[] Supervisor</td>
</tr>
<tr>
<td>[] Email</td>
</tr>
<tr>
<td>[] Fellow student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Media (Twitter, YouTube, FaceBook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[] Other:______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Never heard of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>[]</td>
</tr>
</tbody>
</table>
APPENDIX E

GOOGLE SITES: EOSS-WEST STUDENT STAFF
APPENDIX G

SUN DEVIL PRIDE
APPENDIX I

IRB APPROVAL
<table>
<thead>
<tr>
<th>To:</th>
<th>Christopher Clark</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td>Mark Roosa, Chair</td>
</tr>
<tr>
<td>Date:</td>
<td>10/20/2011</td>
</tr>
<tr>
<td>Committee Action:</td>
<td>Exemption Granted</td>
</tr>
<tr>
<td>IRB Action Date:</td>
<td>10/20/2011</td>
</tr>
<tr>
<td>IRB Protocol #:</td>
<td>110906875</td>
</tr>
<tr>
<td>Study Title:</td>
<td>Improving Student Employment Training</td>
</tr>
</tbody>
</table>

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or
Dear EOSS Student Employee,

I am a doctoral student under the direction of Professor Christopher Clark in the Mary Lou Fulton Teachers College at Arizona State University. I am conducting a research study to determine the effectiveness of social media as a training tool for student employees.

Your invitation to participate in this study is because of your current role as a student employee in one of the departments in Educational Outreach and Student Services (EOSS). A commitment to participate in this study may involve completing one pre-survey and one post-survey, viewing 6-8 short videos, blogging about your responses to the videos, responding to a case study and participation in one focus group. The focus groups will be recorded and tapes will be kept for one year after the successful defense of this dissertation. The entire study will take approximately 6 hours of your time during a six week period. You have the right to skip any survey question, and to stop participating at any time. You must be 18 or older to participate.

If you are interested in participating in this study, please click on the link below to begin the pre-survey which will take approximately 10 minutes to complete. The pre-survey includes a detailed informed consent statement that requests your consent or agreement before participation can begin. Upon completion of the survey, you may be selected to participate in the remainder of the study (viewing videos, blogging, responding to a case study and participation in a focus group). If selected, you will receive a separate email from me regarding next steps. Your participation in this study is voluntary and will not impact your employment in EOSS or ASU.

http://eossstudentsurvey0112.questionpro.com

Thank you in advance for your willingness to participate in this student employment study. If you have any questions concerning the research study, feel free to email me at Sharon.smith@asu.edu.

Regards,

Sharon Smith
Doctoral Candidate, Higher and Postsecondary Education
Mary Lou Fulton Teacher’s College
Arizona State University
Sharon.smith@asu.edu
APPENDIX K

PARTICIPANT ONLINE AGREEMENT CONSENT
Dear Student Employee:
I am a doctoral student under the direction of Professor Christopher Clark in the Mary Lou Fulton Teachers College at Arizona State University. I am conducting a research study to determine the effectiveness of social media as a training tool for student employees.

I am inviting your participation, which may involve completing one pre-survey and one post-survey, viewing 6-8 short videos, blogging your responses to the videos and participation in a focus group. If selected to participate in the entire study, your time commitment will be approximately six (6) hours during a six (6) week period. You have the right to skip any survey question, and to stop participating at any time.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty, and participation or non-participation will not affect your employment at Arizona State University.

This study will be conducted in my role as a doctoral student and I anticipate minimal risks involved as a consequence of your participation. The indirect benefits to you may include improving existing student employee training in EOSS and increasing your knowledge about ASU. Responses to the survey and blogs will be shared with those responsible for training. Your individual responses may be shared. However, your identity will remain confidential. There are no foreseeable risks or discomforts to your participation. You must be 18 or older to participate.

Your survey information will remain confidential and unique identifying codes will be assigned to each survey. Total confidentiality will not be guaranteed since information will be shared among the small group of participants during the blogging phase of this study. All participants will be asked to keep responses confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used.

I would like to audiotape the focus group interviews. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be taped; you also can change your mind after the interview starts, just let me know. Recordings will be kept in a locked file cabinet for approximately one year after successful defense of the dissertation and destroyed at this time.

If you have any questions concerning the research study, please contact the research team at: christopher.michael.clark@asu.edu or Sharon.Smith@asu.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.
By clicking agree below, you are agreeing to participate in the study as well as being audiotaped.

☐ I Agree