Learning Goals and Assessment Highlights
2017-2018

I. Name of Department - Graduate Admissions and Program Evaluations (GAPE)

II. Departmental Staff Information (Number of FTE, Graduate Assistants, Student Workers, Interns, Volunteers):
GAPE has 15 full-time employees (1 Director, 1 Associate Director, 1 Senior Data Specialist, 3 Data Specialists, 1 Lead Evaluator, 7 Evaluators, and 1 Evaluator Specialist). The office is also assigned a .5 Administrative Assistant and employs two student workers.

Departmental Mission Statement:
I. The Office of Graduate Admissions & Program Evaluations (GAPE) performs the administrative and evaluative functions to maintain and implement the policies and procedures related to admissions, advancement to candidacy, graduation, and university level program requirements for all graduate students. The GAPE Office strives to ensure the quality of graduate and credential programs by meeting efficiency goals in processing academic requests, to act as an advisory resource to graduate program personnel and students, to advocate for faculty and student programmatic needs in the areas of admissions, student success and graduation, to ensure the university is in compliance with all federal, state, and CSU policies related to admissions and graduation, to disseminate the guidelines for policy related to graduate admission eligibility requirements, to promote graduate student retention and graduation, and to assist in the development of collaborative graduate department activities.

II. Departmental Learning Outcomes:
1. Support new students in ensuring successful enrollment, retention, and graduation. Provide graduation workshops to increase the level of knowledge about university and department requirements for a successful graduation (Addresses Applied Knowledge).
2. Support students in obtaining knowledge about their program requirements at the department and university level. Increase students’ knowledge of pertinent filing deadlines and notifications in MySJSU to ensure a timely graduation (Addresses Applied Knowledge and Intellectual Skills).
3. Make full use of various communication mediums to maintain, practice, and communicate CSU eligibility requirements for prospective graduate applicants and students (Addresses Applied Knowledge and Intellectual Skills).
4. Support the efforts of graduate departments and advisors in the shared task of sustaining an efficient and successful admissions and graduation cycle for all graduate students (Addresses Applied Knowledge and Intellectual Skills).
   a. Which outcome(s) was (were) assessed this year? Outcomes #1, #2, #3, and #4 were assessed.
   b. When will the other outcomes be assessed? We plan to assess all outcomes next year again.
III. **Key Assessment Findings & Action Plans:** Please include minimum of four findings – 400 character limit per findings. All findings should provide source information, (e.g. how/when data was collected, purpose, how many respondents, etc.)

1. **Department Learning Outcome #1 & #2- Increase level of knowledge through Graduation Workshop** – GAPE hosted two on-campus graduation workshops in Fall 2017 and Spring 2018 for graduate students. During the workshops we conducted pre and post-tests to directly assess knowledge regarding policy, procedures, and deadlines. The pre and post-tests included seven multiple choice knowledge questions. The level of knowledge increase was addressed by comparing the number of incorrect answers aggregated in the form of a percentage-decrease from pre-test results and post-test results.

   For Fall 2017, we had 213 respondents for the pre-test and 203 for the post-test. The pre-test yielded 470 incorrect answers. The post-test yielded 113 incorrect answers, which is an overall 76% decrease in incorrect answers on the post-test (yielding a 92% correct answer rate). For Spring 2018, we had 91 respondents for the pre-test and 79 for the post-test. The pre-test yielded 167 incorrect answers. The post-test yield was 64 incorrect answers or a 62% decrease in incorrect answers on the post-test (yielding a 88% correct answer rate). Students who attended the workshop also indicated the below topics were the most helpful. Overall, on-campus graduation workshops help increase knowledge of graduation policies and deadlines to ensure successful and timely graduation.

   ![Graduation Workshop Most Helpful Information](image)

   For the online graduation workshops we asked questions through a survey after the online graduation workshop for Fall 2017 and directly through the presentation as poll questions for Spring 2018. We found that 88% of Fall 2017 attendees answered questions correctly (24% response rate – 11 students) and 91% of Spring 2018 attendees (95% response rate – 16 students) answered questions correctly regarding policy and procedure. This is consistent with the end results of the on-campus graduation workshops.

2. **Department Learning Outcome #1 & #2- Increase level of knowledge broadly by expanded the graduation workshops** - While we still targeted our online/off-campus students, this year our goal was to expand participation in online graduation workshops by inviting all graduate students to attend the online graduation workshop and by hosting the workshop after 5pm. A MySJSU message was sent to all graduate students the Friday before the online workshop. We had 46 attendees for the Fall 2017 online graduation workshop and 17 attendees for the Spring 2018 online graduation workshop. This number was higher than the Fall 2016 attendance rate (20) and similar to the Spring 2017 attendance rate (20), in which we simply
targeted our online/off-campus students. Therefore, we will need to think of different strategies to reach a wider audience next year.

3. **Department Learning Outcome #3- Make full use of various communication mediums to advertise events**

   This year our goal was to expand participation in graduation workshops more broadly, as prior workshops were heavily attended by Engineering students. We asked each College to advertise the graduation workshops on their electronic signage and also advertised in the Student Union. The College of Applied Sciences and Arts, Education, Engineering, and Science agreed to advertise. Although, Science advertised campus-wide, not just to their students. The attempt was to draw more non-Engineering students to the graduation workshop. Although we received more participants from College of Applied Science and Arts and Education this year compared to last year, the majority of students (68% in Fall 2017 and 66 % in Spring 2018) attended from the College of Engineering. Therefore, we will need to continue working on strategic outreach to underrepresented colleges.

4. **Department Learning Outcome #4, #2, & #1- Support Efforts of Graduate Department Advisors and Increase Knowledge through Graduation Workshops**

   – Our office collaborated with the School of Information to design an online graduation workshop targeted for the departments’ students. The presentation included both GAPE policies and procedures for graduation and the department’s protocol. The goal was to increase knowledge of how students worked directly with their department and our office to successfully complete their graduate degree. A Qualtrics survey was sent to all attendees, and 16 completed the survey. The survey included questions regarding policies and procedures. Attendees who completed the survey had 90% or more correct on each question – similar to the on-campus and general online graduation workshops. In addition, students mentioned “they now know when to submit documents to the department and to GAPE,” “that deadlines were earlier than they thought,” and that “there is a student services team they can connect with”. The graduation workshop was offered online and recorded by the department to be sent out to their graduate students who were unable to attend. As these students did not attend the on-campus or online graduation workshops prior, this collaboration benefited the department and their students by ensuring they received this timely information.

5. **Department Learning Outcome #3- Make full use of various communication mediums to increase knowledge about when to apply for graduation online.**

   Fall 2017 we offered submission of the graduation application through students MySJSU account. We developed a video and a user guide for how to apply online, along with a message to advisors and students. In addition, we informed students who attended the graduation workshop when and how to apply online for graduation. In order to see the effectiveness rates for this communication plan, along with the ease of applying online for graduation, we looked at the number of students who applied for graduation by the Spring 2018 deadline via MySJSU compared to Spring 2017 (paper application). Approximately 90% of graduate (1619/1806) students planning to graduate Spring 2018 applied by the February 10, 2018 deadline. Only approximately 54% (1011/1870) of graduate students completed the paper application for Spring 2017 graduation by the established deadline.
6.a. Given current assessment results, what (if any) changes will the department consider making for the future?

1. Use polls during the online graduation workshop, instead of surveys after the graduation workshop, to collect learning assessments.
2. Target different college graduate students to increase their attendance of the graduation workshops.
3. Plan to offer a reflective post-test only at the graduation workshops to aim for 90% understanding of policies and procedures.
4. Ask students who attend the graduation workshop what they would tell their friends about the workshop. Then use those statements as marketing tools to graduate students.
5. Try to incorporate technology to collect post-test results so we can disaggregate data easily and determine if we need to answer knowledge gaps within certain student populations.
6. Based on student feedback, we will continue to finalize our videos regarding the steps to graduation, and adjust the handouts to be more useful by increasing the font size.
7. We will also consider having more workshops in the Fall term due to high attendance in that term, and to address the request for more workshops.

IV. 2017-2018 Departmental Highlights
(Please submit four highlights – 375 character limit per highlight).

Division Learning Goals:

- CRITICAL THINKING SKILLS: Critical thinking skills refer to the ability to independently and accurately evaluate information, data and ideas from multiple perspectives.
- EFFECTIVE COMMUNICATION: Effective communication embodies the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience.
- MULTICULTURAL COMPETENCE AND ACTIVE CITIZENSHIP: Multicultural competence and active citizenship refer to understanding and appreciating human differences as well as positively contributing to the community.
- PRACTICAL COMPETENCE/LIFE SKILLS: These skills refer to the capacity to manage one’s affairs both inside and outside the university.
- LEADERSHIP AND INTERPERSONAL COMPETENCE: These skills refer to the ability to mobilize groups around shared interests as well as demonstrate and sustain meaningful relationships.
- HEALTHY LIVING: Healthy living refers to making informed decisions and acting on those decisions to enhance personal and community health.
1. Created a new graduate admissions website (sjsu.edu/graduateadmissions) to improve how we can clearly and effectively communicate CSU eligibility requirements to prospective graduate students. This is linked with the main SJSU admissions website and was communicated to graduate faculty advisors. Includes a new campus resources page. (Effective Communication, Practical Competence/Life Skills, & GAPE Learning Goal #1)

2. Collaborated to develop department-specific (School of Information) graduation workshop that incorporated GAPE and department policies about graduation. Online workshop was recorded and sent to students who were unable to attend. (Effective Communication, Practical Competence/Life Skills & GAPE Learning Goal #2 & #3)

3. Expanded online graduation workshops to all students and increased participation of on-campus graduation workshops by hosting one session on the central campus and one at the library (GAPE Learning Goal #2 & Goal #3)

4. Developed a communication plan for the online graduation application. Created a video and user guide for completing the application. Messaged these instruction guides to graduate faculty advisors and students. Ongoing messaging being sent to eligible students (Effective Communication & GAPE Learning Goal #4).

5. Piloted use of Cal State Apply’s quadrant 4 with three departments Fall 2018. Trained and provided user guide. Departments able to streamline receipt of department application materials. (Critical Thinking & GAPE Learning Goal #5)

V. 2018-2019 Department Goals: Please include minimum of four goals – 375 character limit per goal
1. Support students in ensuring successful graduation through obtaining knowledge by offering key videos for the two step process toward graduation.
2. Maintain and communicate graduation requirements for current graduate students by updating our GAPE website.
3. Support more students in obtaining knowledge about their program requirements (department and university level requirements) by increasing participation in online and on-campus graduation workshops.
4. Support and expand efforts to incorporate graduate department applications by providing workable configurations of department admission requirements within Quadrant 4 of Cal State Apply.

VI. Messages from Students:
1. The post-test given at the end of each graduation workshop allowed students the opportunity to provide feedback about the workshop. For Fall 2017, most students (75%) indicated the workshop was very informative as they learned helpful information about deadlines and steps to graduate. We were able to clearly outline the process for students. One student stated, “The existence of different applications, I was under the impression that application of candidacy was it!” Another student mentioned, she learned “point of contacts for any issue.” Thus, if she has an issue she has the resources to address the roadblock. For Spring 2018, 74% of attending students indicated the workshop was very useful for them. One student commented “Very good & informative. I would suggest my friends to come and attend.” This student feedback reinforces the need to continue the service delivered through our graduation workshops.
2. Students visiting our office or emailing are asked to text-n-tell their interaction with GAPE. Overall students mostly emphasized the “helpfulness”, “good service” provided in a timely manner. One student indicated that, the “...staff member was very helpful and friendly. He knew exactly what I needed and explained the process very clearly.” Another student said of a different employee, “She perfectly understands what I need.” One applicant mentioned, “I've emailed quite a bit during the admission process and I've never been so pleased. (Staff name) has been a wonderful contact and has eased my mind MANY times.” One graduate faculty advisor stated, “I appreciate the consistent quality support to me and to the students we serve. No students, no reason for us to be here.” These responses are from direct contact with our GAPE team and reflect how our team seeks to embody the spirit of promoting student success.
VII. Did You Know:
1. SJSU still has the largest number of graduate students in the CSU system, as well as ranked #1 for hosting the most (5235) International students among Master’s granting institutions in 2016-2017 (Open Doors Data). For 2017 we are seeing some shifts in our graduate international demographics compared to prior years.
   1. Indian applicants/current student numbers have been declining, while Chinese applicants/current student numbers have been increasing the past couple of years.
   2. The Saudi Arabian government no longer offers a government scholarship. Therefore, application numbers have dropped.
   3. The "Trump effect" is likely a factor for the decrease in applicants from Mexico (AACRAO Trending Topics Survey, 2017).
   4. According to CIES, they are recruiting in more viable markets (Malaysia and Indonesia) so we are seeing an increase in applicants from those countries. This trend will likely continue over the next couple years.

<table>
<thead>
<tr>
<th>Country</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
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<tbody>
<tr>
<td>India</td>
<td>85.3%</td>
<td>81.6%</td>
<td>80.1%</td>
</tr>
<tr>
<td>China</td>
<td>7.7%</td>
<td>8.8%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1.6%</td>
<td>2.8%</td>
<td>2.9%</td>
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<tr>
<td>Vietnam</td>
<td>0.6%</td>
<td>0.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Iran</td>
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<td>0.6%</td>
<td>0.5%</td>
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<tr>
<td>Korea</td>
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<tr>
<td>Canada</td>
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<td>0.4%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
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<td>0.3%</td>
<td>not in top 10</td>
</tr>
<tr>
<td>Mexico</td>
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<td>0.1%</td>
<td>not in top 10</td>
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<tr>
<td>Japan</td>
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<tr>
<td>Malaysia</td>
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<td>not in top 10</td>
<td>0.2%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>not in top 10</td>
<td>not in top 10</td>
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2. In summer 2017 GAPE successfully piloted the online graduation application to College of Business and Master of Public Health students. We went live for students in all programs Fall 2017. To date we have received approximately 3000 graduation applications online. In addition, we are seeing students apply earlier than usual.

VIII. Resource Needs: What support or resources would be helpful to you as you continue your assessment processes? (Responses to this question will guide future practice for professional development and/or support of assessment within the Division.)
1. Resource list or assessment website
2. Free resources: Assessment books & software (SPSS, CampusLabs, Qualitative software).
3. Division wide rubric aligned with university goals. Assistance in developing aligned department rubric.
5. Informal gatherings to talk about ongoing assessments in their own department and best practices.

IX. Campus Partners (Individuals): Please list campus partners (individuals) outside of Student Affairs who should be thanked for contributing to the Division in a SIGNIFICANT way.

<table>
<thead>
<tr>
<th>Last, First Name</th>
<th>Office/Department</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsao, Evelyn</td>
<td>Int’l Student Advising</td>
<td>SEVIS Compliance Coordinator</td>
<td><a href="mailto:evelyn.tsao@sjtu.edu">evelyn.tsao@sjtu.edu</a></td>
</tr>
</tbody>
</table>
X. **Campus Partners (Offices/Departments):** Please list departmental partners outside Student Affairs who should be thanked for contributing to the Division in a **SIGNIFICANT** way.

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<thead>
<tr>
<th>Office/Department/Agency</th>
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</thead>
<tbody>
<tr>
<td>College of Engineering – Graduate &amp; Extended Studies</td>
<td>Anna Kurpiewska</td>
<td><a href="mailto:anna.kurpiewska@sjsu.edu">anna.kurpiewska@sjsu.edu</a></td>
</tr>
</tbody>
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XI. **Departmental Student Photos:** Attached.