Department: Graduate Admissions & Program Evaluations
Program: Graduation Workshop for Graduate Students
College: Enrollment Services
Website: www.sjsu.edu/gape
Link to the University Learning Goals: www.sjsu.edu/gape/about_us/learning_outcomes/
Program Accreditation(s) (if any):
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Date of Report: June 15, 2015

Part I

1. **List of Program Learning Outcomes (PLOs)**
   (1) Students will know and understand the policies and procedures that guide graduation. (Applied Knowledge)
   (2) Students will demonstrate competence in applying the policies and procedures that guide graduation. (Applied Knowledge)
   (3) Students will utilize MySJSU effectively to access information and conduct business with the university (Intellectual Skills)
   (4) Students will demonstrate effective communication and critical thinking skills in assessing information and services provided by the GAPE department. (Intellectual Skills)

2. **Map of PLOs to University Learning Goals (ULGs)**
   The PLOs listed map to the ULGs of Applied Knowledge and Intellectual Skills. PLO 1 & 2 map to the ULG of Applied Knowledge because this workshop gives students direct access to the policies pertaining to a successful graduation from their program. PLO 3 & 4 map to the ULG of Intellectual Skills because the workshop informs students on how to reach out to our office, through which medium to gain information, how to utilize messages in their MySJSU accounts, and how to file paperwork to receive official notification about graduation. It also informs our students to delineate when to self-advise, when to reach out to their graduate advisor, and when to reach out to a GAPE evaluator.

3. **Alignment – Matrix of PLOs to CLOs**
   The CLOs of the Graduation Workshop target the above mentioned PLOs which henceforth target the larger ULGs of Applied Knowledge and Intellectual Skills by focusing on an instruction of graduation policy, procedures, expectations, and deadlines. The knowledge and tips gained through the workshop enable students to further think critically with regard to successfully finishing their academic careers.

4. **Planning – Assessment Schedule**
   The assessment plan includes quantitative and qualitative data gathering through pre and post-tests that include a multiple choice section and participant feedback section administered at the beginning and end of the workshops. Future workshops are improved based upon the results and feedback of these tests, with implementation of new approaches at the subsequent semester offering of workshops.

5. **Student Experience**
   Workshop Assessment results, PLOs and ULGs are communicated primarily through our website, then through our flyer announcements, MySJSU messaging, and finally at the beginning of the workshops that occur twice per semester. Along with the campus effort to increase our communication of assessment results, the GAPE office is looking toward incorporating increasingly strategic ways of communicating our LO message more effectively to respective audiences.

Part II

6. **Closing the Loop/Recommended Actions**
   Based on recorded graduate student feedback forms, our next improvements include offering an evening time for attendees since a lot of our graduate students work during the day. However, one day and time that did work, which we will continue, is offering another session on a Friday afternoon. This time worked because
classes don’t usually occur during this time. Additionally, we would like to offer light refreshments and snacks as a way of getting more students to join our community. During our last sessions, we decided to increase our announcements by dropping off large flyers and cards to all of our colleges and graduate programs to hand out. We will continue this practice. We expected roughly 100 participants between 2 sessions and received close to 200 attendees. This was a success, however we would like to continue offering this workshop at more strategic times to increase our attendance numbers. Informing students of learning outcomes more explicitly will also be implemented for the next round of workshops.

7. Assessment Data
We developed a 9-question pre and post-test to be administered at the beginning and end of the session, respectively. The tests indicate the level of knowledge prior to and then attained after the workshop is given. Achievements indicate the PLOs are being reached. Qualitative feedback is requested during the pre and post-tests to obtain a better idea of how we can better our services in the future. Please see attachments.

8. Analysis
The first thing to note about the number of participants is that there were different numbers of students in attendance at the beginning of the workshop as compared to the end of the workshop. The total number of pre-tests completed were slightly higher than the number of post-tests taken (a difference of about 17 students), presumably because the presenters waited too long before passing out the post-test as some students left for the day. As a result, the data has been analyzed by the number of incorrect answers aggregated and then compared in the form of a percentage-decrease from pre-test results against post-test results. The pre-test yield was 439 incorrect answers. The post-test yield was 139 incorrect answers. The findings indicate an overall 68% decrease in incorrect answers in the post-test. This exceeded our expectation of reaching at least a 50% percentage-decrease in the results of the post-test. Please see attachments.

9. Proposed changes and goals (if any)
Our next step in providing this successful workshop is to find a better time to offer this service. We invited all current graduate students (approx. 4000) and approximately 200 attended. This is an increase from the previous semester. We will need to consider offering a workshop during the evening, as many had feedback that they could not attend because of working during the day. Although this seems sensible for graduate students, we may want to continue offering another session during the day as well. Currently, we are offering this workshop twice per semester. Looking ahead, we may want to consider offering it four times during the semester to capture more graduate students. Only particular colleges were represented in this semester’s workshops, so another option is to offer workshops during a class session if the professors of the classes deem it as feasible.