

Learning Goals and Assessment Highlights 2015-2016

Please complete the following form to contribute to the Annual Report of the Division of Student Affairs. The submission deadline for Annual Report information is **June 15, 2016**. Please contact Romando Nash with questions.

- I. Name of Department**
Office of the Registrar
- II. Departmental Staff Information (Number of FTE, Graduate Assistants, Student Workers, Interns, Volunteers):**
30 FTE positions including 4 vacancies, 10 student workers
- III. Departmental Mission Statement:**
Our mission is to serve the San Jose State University community by maintaining the integrity of student records, upholding and enforcing regulations relating to policies and explaining those policies to students, alumni, faculty, and staff through accurate, efficient services, delivered with respect and care.
- IV. Departmental Learning Outcomes:**
 - 1. Students will know and understand the policies and procedures that guide admission, enrollment and graduation at SJSU. (*Applied Knowledge*)
 - 2. Students will demonstrate competence in applying the policies and procedures that guide admission, enrollment and graduation at SJSU. (*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 accessing information and services provided by Enrollment Services. (*Intellectual Skills*)
 - a. Which outcome(s) was (were) assessed this year?** #1, #2, #3 learning outcomes were assessed
 - b. When will the other outcomes be assessed?** We have started assessing #4 learning outcome and continue to improve on ways and means of communicating with students.
- V. 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.)

Program Learning Outcomes (PLOs)

PLOs	Type(s) of assessment utilized (<i>rubric, survey, test, focus group, employee evaluations,, etc</i>)
After participating in a graduation workshop, students will demonstrate knowledge of the deadline and requirements for the graduation application by achieving a minimum of 80% correct responses on a post- quiz.	Pre/post quizzes: The pre- and post- quizzes are essentially identical, with 10 graduation process questions and 1 self-assessment question. The post quiz includes additional questions about the overall benefit of the workshop and a presenter assessment question.

Each term, quizzes are reviewed and modified prior to each subsequent workshop series. The goal of quiz revisions is not only to ensure clarity and student understanding but also data value. That is, “are we getting data of value?” The following table shows quiz revisions for Fall 2014 through Spring 2016.

Fall 2014 quiz revisions	Spring 2015 quiz revisions	Fall 2015 quiz revisions	Spring 2016 quiz revisions
1. 1. Questions #7 and #8 were rephrased for clarity.	1. Question #10 was added based on GT feedback. GT felt that because a number of students received hold letters, the quiz should include a question about it.	1. Question #2 was revised based on new established deadlines.	1. Question #2 was revised based on new established deadlines.
2. 2. Question #5 was replaced.	2. Question #8 was replaced with a more value-added question about total units required to graduate.		
3. 3. A presenter rating question was added to the Post Quiz.			
4. 4. A comment section was added. Students were asked to provide general feedback in terms of their overall assessment of the workshop, e.g., what they would have liked to see, what should be omitted, etc.			

In Spring 2016, 204 students participated in the workshops. This was a 19% increase from Fall 2015 (N=172). Participation in 2015-2016 increased by 30% from participation in 2014-2015 (N=290), (See Chart A). Overall performance results for 2015-2016 increased in some respects. A factor contributing to this growth may be the revised presentation and continuous updates to the graduation webpage. Each term the Graduation team (GT) modifies the presentation based on data results and student feedback.

Post quiz results for both Fall 2015 and Spring 2016 were positive. For Fall 2015, 84% of students earned a $\geq 80\%$ score on the post-quiz. For Spring 2016, the results dropped slightly with 74% of students earning $\geq 80\%$ score on the post-quiz (See Chart B).

Based on item analysis, data showed that students struggled with the following question topics: Q#7- upper division requirement; Q#9 –actions to take if a student did not graduate; Q#10- definition of the Hold Letter. Additionally, a significant number of students did not answer the question about applications deadlines correctly. This has been noted and will be emphasized in future presentations.

Next Steps

The goal is to continue to improve workshops and quizzes to ensure clarity and student understanding of graduation policy and procedure. Additionally, the GT aims to continue the trend of increased participation in graduation workshops. To accomplish this, the GT will continue to take advantage of social media and calendaring tools to publicize the workshops. The GT will also leverage established relationships with academic departments and college success centers to encourage students’ participation in graduation workshops.

See Exhibit I

- VI. **2015-2016 Departmental Highlights** (Please submit four highlights – 375 character limit per highlight). For this section, please ensure that at least two of your highlights relate to the Division Learning Goals which are directly

connected to the University Learning Goals of Intellectual Skills, Applied Knowledge, and/or Social and Global Responsibilities. If this is not possible, please include general highlights related to this academic year. The full definition of the Division Learning Goals can be found online, but the six overarching goals are listed below:

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. Critical Thinking Skills

1a. Division Learning Goal/Undergraduate Learning Goal Connection: Applied Knowledge/ Intellectual Skills

1b. Was this accomplishment a goal from 2015-2016? Yes, this was our goal in the assessment of the knowledge and understanding gained by graduating seniors in attending the graduation workshop. The pre and post quiz to use their critical thinking skills on what they know before and after attending the workshop.

2. Effective Communication

2a. Division Learning Goal/Undergraduate Learning Goal Connection: Applied Knowledge/ Intellectual Skills

The Office of the Registrar, by virtue of its role in the university as the office responsible for enforcing federal, CSU, university policies and procedures, takes pride in utilizing current technology to inform the campus community of information related to registration, grading, and undergraduate graduation. The Registrar's website provides up to date information, FAQs, calendars, FERPA, bulletins, and interactive academic forms. In addition to the Registrar's website, the office utilizes SJSU messaging to notify students about upcoming dates and deadlines for registration and graduation, and maintains a communication calendar that encompasses all the messages sent out to the students including those by the Office of the President, College of International and Extended Studies, Graduate and Undergraduate Studies and Programs, and the Student Academic Success Services.

Also, Live Chat was launched in Fall 2014. During designated hours in the workday, a number of staff members are assigned to login to Live Chat. Students are able to ask their questions and get real time response and resolution to their concerns. The Live Chat provides a two way communication between the staff member and the student. Students are able to provide their feedback about their experience with Live Chat directly and instantaneously.

We also utilize Text and Tell which allows students to give their feedback about the service provided to them by the staff member who handled the transaction. We are able to run reports for both Live Chat and Text & Tell that show us the number of students who utilized Live Chat, and positive and negative feedback from Text &

Tell. While email and phone have been the usual means of communicating with students, students like Live Chat more. Email and Live Chat can be tracked unlike in-person or phone conversations.

2b. Was this accomplishment a goal from 2015-2016? Yes, the Office of the Registrar continues to find the new way to reach students, we have been utilizing social media channel to reach students where they are. With Live Chat feature added on our website, we are able to utilize available technology to provide another medium to communicate and help students. By continually improving our methods & ways communications, we are able to be more efficiently & effectively guiding our students to meet the important deadlines, successfully maintain their enrollments, learn more about many resources available by our office and other departments on campus, and eventually graduate in a timely fashion.

3. Improved Service Delivery & Training

3a. Division Learning Goal/Undergraduate Learning Goal Connection: Applied Knowledge/Intellectual Skills

3b. Was this accomplishment a goal from 2015-2016? No.

The Office of the Registrar interfaces with various Divisions and departments across campus. It plays an integral role in enforcing policies and procedures in compliance with federal, state, CSU, university policies and mandates. It provides graduation workshop training to the campus constituents, such as the academic colleges and departments who request training either to a group or an individual advisor. The Registrar also conducts a campus wide FERPA training annually. Upon request, the Registrar also conducts a FERPA training to interested units on campus. The Office also participates in the orientation activities (Dora Ozawa, Joni Talley, Sophie Lanh) by providing important information related to enrollment appointments, registration, important dates, and university protocol.

Pam Bustillo, Associate Registrar for Undergraduate Graduation, facilitates the Graduation Project which was launched in Fall 2015. The pilot for the online undergraduate graduation application for the College of Business was a soft roll out for the Spring 2016 applications.

The etranscript (pdf) service for official transcript requests was launched this May 2016. This project was facilitated and coordinated by Joni Talley, Associate Registrar for Registration/Records/Transcripts.

Francine Davis, Associate Director for Enrollment Services Imaging Operations led the implementation of a reporting mechanism to flag transcripts requiring line by line data entry. This (along with reports from Undergrad Admissions) has allowed us to complete entries with greater efficiency which has positively impacted University yields. Between September and May we processed 108,994 (excludes part B) student admission documents. Several documents have been created to better facilitate operations and internal and external communications among staff and students. These include (but are not limited to): an imaging operations calendar, desktop procedure manuals, process flowcharts, troubleshooting guides, tips sheets, etc.

4. Healthy Living for Staff

4a. Division Learning Goal/Undergraduate Learning Goal Connection: Applied Knowledge

4b. Was this accomplishment a goal from 2015-2016? Yes.

An ongoing goal for the office is to perpetuate a culture of wellness balance among staff members. Staff members are encouraged to initiate celebrations such as birthdays, farewell, showers, and graduation of staff members or student workers. The Office also holds a whole day annual retreat whose goal is to promote professional development among staff who volunteers to serve in the Staff Retreat committee; and to provide staff to learn other skills that can help them in their jobs. For example, the theme of last year's retreat was on Team Building. We had a speaker from Empathia who presented on Improving Communication Skills, and Liz Romero from Wellness who facilitated the group activities in team building as well. All of these events contribute to raising the staff morale in holding these activities for their welfare.

One of our staff members also initiated a veggie/fruit smoothie bar in the morning which was shared with everyone. Just like Southwest Airlines former CEO motto which is happy employees = happy customers, we could also create the same culture of engagement and personal and community health, happy employees = happy students.

VII. 2016-2017 Department Goals: Please include minimum of four goals – 375 character limit per goal

1. To implement technology enhancements/conversions such as OnBase for ES imaging operations, Online Graduation application for College of Science and CASA, Change of major (Advisor requests), Online change of grades for Incomplete grades, Deans list notations on transcripts
2. To successfully recruit, train and retain employees
3. Build partnerships with campus community in enhancing the student experience around the 4 Pillars of Success: College Readiness, Advising, Student Engagement, and Clearing Bottlenecks.
4. Continue to streamline processes by leveraging new technology to make processes more efficient and effective.

VIII. Messages from Students: Please include at least one message – 150 character limit per message. This section should provide testimonials from student participants with your department. Include information about when and how the student provided the message, (e.g. in an interview assessing first year experience, on a satisfaction survey from a particular event, during a focus group, etc.).

1. **Graduation:** "Thank you for taking the time to present the information to us. You don't get enough praise from the students you help! Much appreciated!" The workshop was extremely helpful. I now have a better understanding of the complexity of the graduation process. Prior to today, I incorrectly assumed that it was largely automatic." "Thank you for clarifying steps on graduation form--was extremely stressful until coming to this workshop!"
2. **Text and Tell:** "Live Chat with Sally was helpful. So happy this feature exists!"; "Excellent service! There is no more the need to rush to office for slightest difficulties! staff is excellent! Keep up the good work!! Sally helped me out today and solved my problem in a minute. I am a web designer so I have just this small opinion - make the UI of the chat window a lil more brighter/ prettier if possible! Cheers!!"; "Great customer service. The staff member was very compassionate and patient with me as I'm trying to seek readmission to school after a serious accident left me with severe injuries."; "extremely helpful went out of her way to assist me and answer my questions"; "The lady who helped me was very knowledgeable and her work ethic was very proficient."; "Darcel Wood is fantastic. Superfast with responding to my inquiry."; "I was happily greeted and asked how my day went. I really felt good after I submitted my request to switch majors and add a minor. It was nice talking to the Student Services Associate."; "Through a very difficult challenge to rush process my transcript each staff was very eager to help me with my situation. Though I was very upset that it wasn't brought to my attention earlier that my transcript was lost everyone was eager to help me. Once my transcript was processed my date was changed immediately. Though it's for later today & I still won't get my classes necessary I'm pleased with the sense of urgency that all of responding staff from Registrar and Evaluations department held. Alex, Sally, Darcel, and Cynthia from each department (others' names unknown) were very helpful in the process. Thank you all very much!!!".

IX. Did You Know: Please include two information bytes to be included in a "Did You Know" section. These should be short, one sentence blurbs that shed light on the student experience - 150 character limit per byte. This section is intended to highlight something remarkable and/or unknown about the experiences students have or have the chance to engage with your department. For example, do students who participate with your department have higher GPAs/retention/4-year graduation than other students?

1. **Live Chat:** Did you know that if you use Live Chat, you can resolve your issue immediately?
2. **Graduation:** Did you know that you can apply for graduation 2 semesters in advance and that doing so will ensure that your record is up to date and you can graduate on time as well as receive priority registration!

X. 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.)

More guidance and expert resources who would have time to work on the requirements. Having a mainstay staff member or specialist whose responsibilities would encompass preparing the assessment data, materials, and report. For example, an Enrollment services specialist can prepare these reports for the units in ES.

XI. 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.

<u>Last, First Name</u>	<u>Office/Department</u>	<u>Title</u>	<u>Email</u>
Branz, Stephen	GUP	Associate Dean	Stephen.branz@sjsu.edu
Nicdao, Sue	Bursar's	Analyst	sueellen.nicdao@sjsu.edu
Stoyanova, Ivelina	ITS	Programmer	ivelina.stoyanova@sjsu.edu
Roldan, Malu	COB	Associate Dean	malu.rolan@sjsu.edu

XII. Campus Partners (Offices/Departments): Please list departmental partners outside Student Affairs who should be thanked for contributing to the Division in a **SIGNIFICANT** way.

<u>Office/Department/Agency</u>	<u>Contact Person</u>	<u>Email</u>
CASA	Pam Richardson	pamela.richardson@sjsu.edu
Business	Malu Roldan/Stephen Kwan	Stephen.kwan@sjsu.edu
Education	Paul Cascella	paul.cascella@sjsu.edu
Engineering	Jinny Rhee	jinny.rhee@sjsu.edu
Humanities & Arts	Kathleen McSharry	Kathleen.mcsharry@sjsu.edu
Science	Elaine Collins	elaine.collins@sjsu.edu
Social Sciences	Ron Rogers	ron.rogers@sjsu.edu
SASS	Stacy Gleixner	stacy.gleixner@sjsu.edu

XIII. Departmental Student Photos: Please send at least five high resolution photos with students attending events or activities sponsored by your department, utilizing your office space, etc. Photos should not be pasted into this document, but should be emailed to Romando Nash as an additional attachment.

*Departmental reports should not exceed **6 pages**. Please be descriptive, but concise.
Each department is welcome to include copies of assessment tools as supplementary documents.*

Thank you!