

Learning Goals and Assessment Highlights 2016-2017

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 14, 2017**. Please contact Romando Nash with questions.

I. Name of Department

Office of the Registrar

Departmental Staff Information (Number of FTE, Graduate Assistants, Student Workers, Interns, Volunteers):

35 FTE positions including 6 vacancies, 10 student workers

II. 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.

III. 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, and #4 learning outcomes were assessed

b. When will the other outcomes be assessed? N/A

IV. 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.

In 2016-2017 the Graduation Team (GT) continued its graduation workshop offerings and launched graduation workshops for transfer students. The PowerPoint presentation was shortened to focus more attention on student Q&A. The presentation still provided information about graduation deadlines, policies, procedures, definitions of terms, common forms, etc. To assess learning outcomes, pre- and post- quizzes were given during each workshop. Overall there was a significant drop in attendance of the graduation workshops. A total 175 students participated in the fall and spring workshops. This represents a drop in participation of over 50% from 2015-2016 (N=376). (See Chart A). Factors contributing to this decline may include the following: (1) increased visibility of graduation requirements via the graduation website; (2) enhancements to the graduation webpage; (3) escalation of Graduation Team (GT) outreach to various University units; (4) graduation workshops organized by Colleges. The following table highlights such factors. The impact of these factors translates to a greater awareness and knowledge of graduation requirements, processes and resources.

No.	Factor	Description
1.	Increased visibility of graduation website	In the past two years the GT has launched an aggressive campaign to direct traffic to the graduation website. This has been accomplished by using the website link in GT correspondence, GT publications, GT presentations and other University websites.
2.	Enhancements to graduation website	The GT has made great strides in improving the graduation website with useful and up to date information about graduation processes. The graduation website has been modified for easier use by students and advisors.
3.	Escalation of GT outreach	In 2016-2017 the GT provided 12 presentations to various University units. Additionally, various GT staff met with academic advisors to discuss graduations issues.
4.	Graduation workshop offering by Colleges	In 2016-2017 two Colleges (Business/Science) offered graduation workshops to assist student in the graduation process. This could have led to some students opting not to attend our graduation workshops since they had attended workshops offered by their College.

Post quiz results for both Fall 2016 and Spring 2017 were positive. Overall results improved significantly compared to 2015-2016 scores (78% earned $\geq 80\%$ score on the post-quiz). This could be explained by factors impacting attendance, addressed previously. For Fall 2016, 88% of students earned a $\geq 80\%$ score on the post-quiz. For Spring 2017, the results increased significantly with 91% of students earning $\geq 80\%$ score on the post-quiz (See Chart B).

Based on item analysis, data showed that students struggled most 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 (See Chart C).

In Fall 2016 the GT developed the graduation workshops for transfer students to fill a need. The GT received many calls from students who did not know how to locate or read their transfer report on MySJSU. They often find themselves having to teach students how to read the report. Currently, there is no tutorial about navigating the TC (transfer credot) report. Further, many degree holds were a result of TC issues. It was decided to offer one workshop to gauge needs and demand and Google docs was utilized to manage RSVPs. Due to the overwhelming response, i.e. 100 RSVPs, a second workshop was opened.

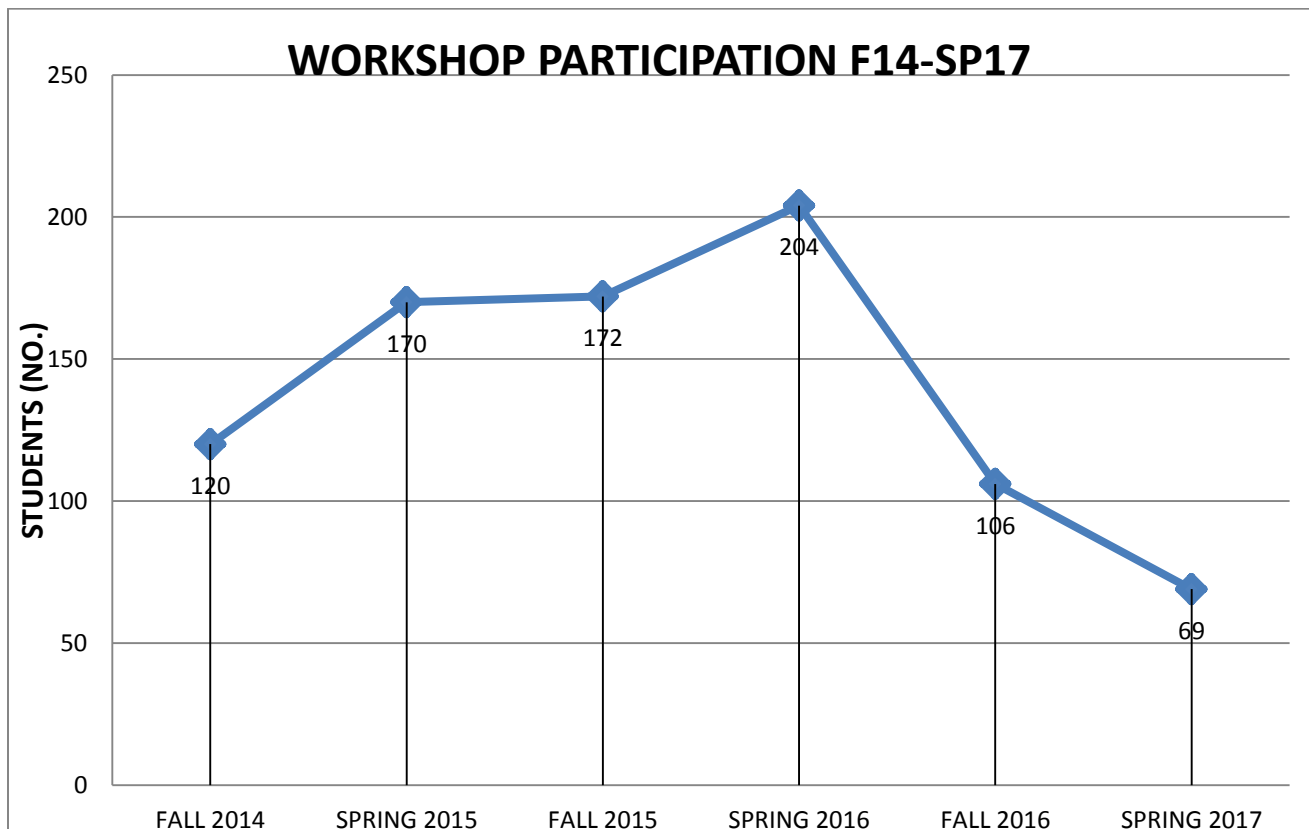
There were a total of 52 participants in Fall 2016 and 28 in Spring 2017. The workshops focused on teaching students how to review their TC report and how TC impacted the graduation process. The first half of the workshop was focused

on general graduation processes, i.e., application, worksheets and timelines. The second half focused on the TC report in MySJSU, MyProgress, major forms, and the 70-unit max from 2-year institutions. The team also developed a handout, a "cheat sheet" with critical information. A short 3-question survey was distributed at the end of each workshop.

Findings:

- most students (62%) found the workshops "very helpful";
- there are students who are not reviewing their MyProgress on a regular basis (See Chart D);
- students are confused about transfer courses, e.g., students think that SJSU studies can be transferred from a community college;
- students think that being admitted as a transfer student equates to meeting ALL GE requirements;
- students who had exceeded the 70 units from a 2-year institution need assistance in calculating total units earned to ensure they have met 120 units; their SJSU unofficial transcripts account for all units earned, which confuses students since they have to manually deduct the excess units.

CHART A: WORKSHOP PARTICIPATION



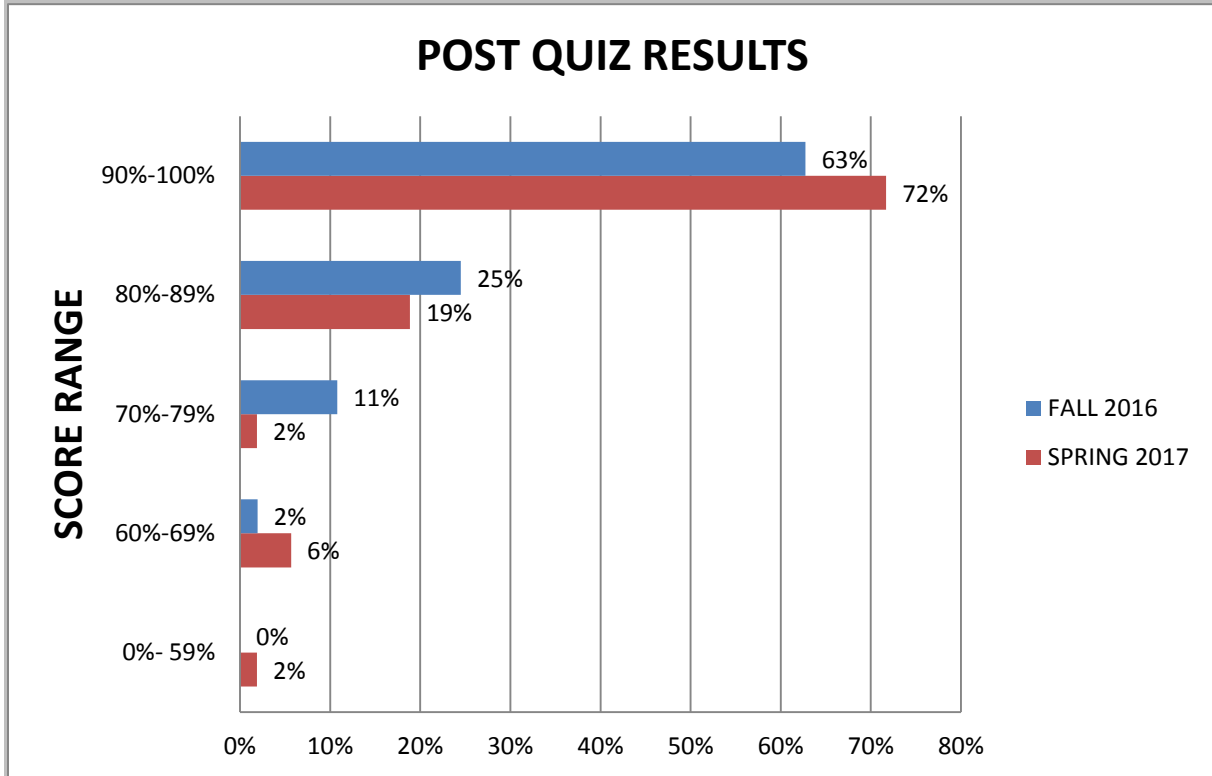
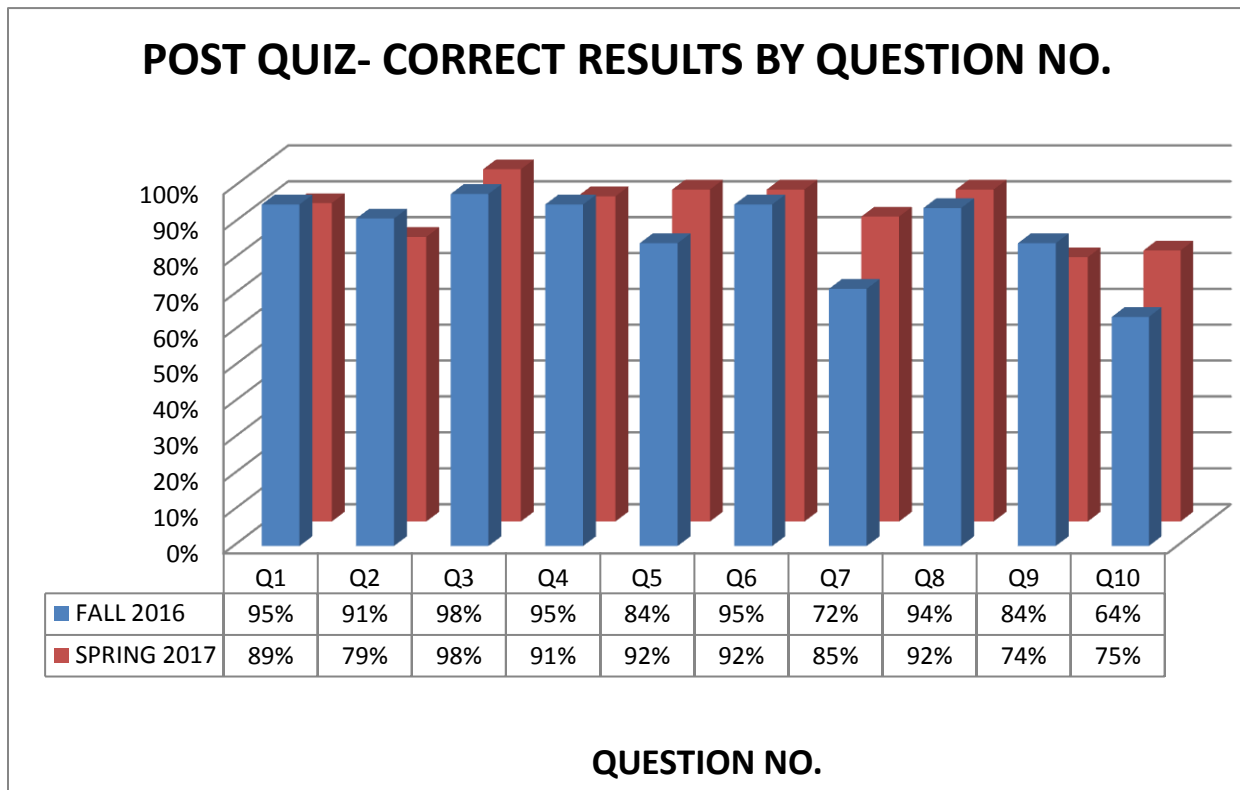
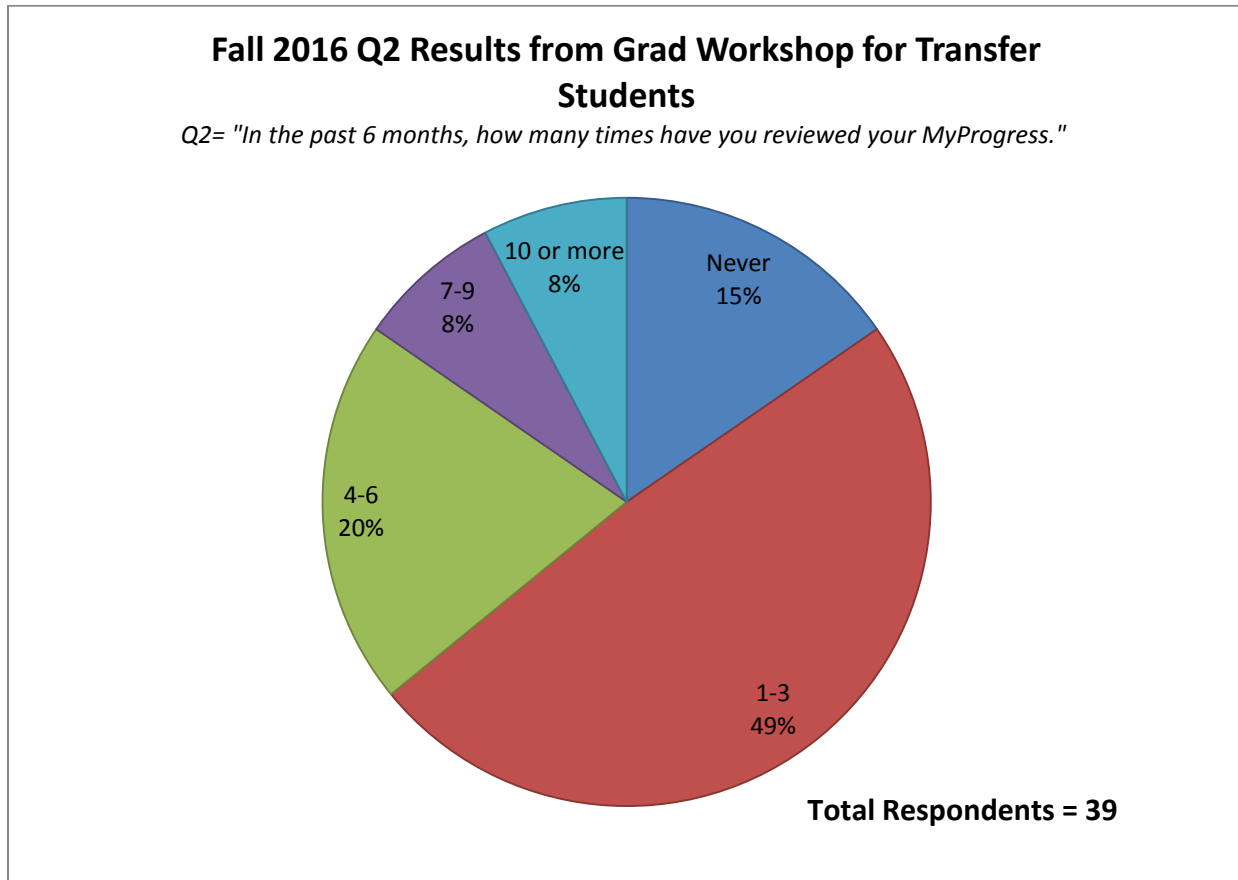


CHART C: POST QUIZ RESULTS – Correct Results





Next Steps

Based on 2016-2017 data the Graduation Team will revisit the need for graduation workshops. The goal of the graduation workshops is to provide graduation information to students. We are exploring ways on how to accomplish this goal outside of workshop offerings. The Team is currently reviewing options for Fall 2017 such as partnering with the Student Success Centers in such a way that members of the Graduation team spend an hour at the Success Centers to provide consult to advisor. Another thought is to expand the outreach training efforts to the departments, colleges, and the College Student Success Centers. Another is to have a graduation evaluator consultation hours scheduled at the front counter a month before graduation application deadlines.

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 2016-2017? Yes, this has been 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

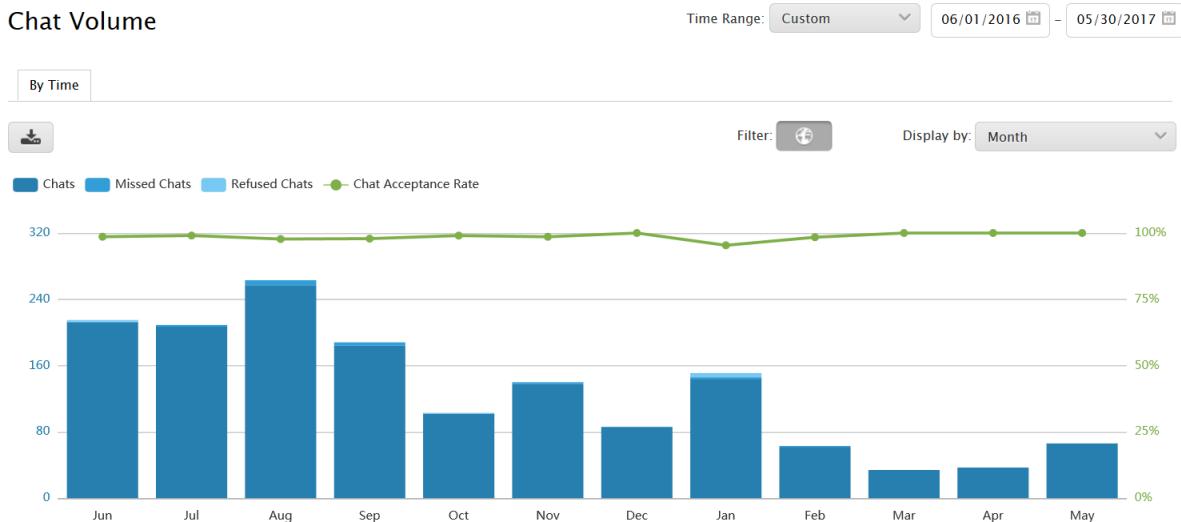
The Office of the Registrar continues to provide up to date information as it relates to the various programs and services it renders to the campus community. Having a robust website that contains calendars, FAQs, FERPA, registration and grading bulletins, <http://www.sjsu.edu/registrar/>, it's been noted as the third most visited website on our campus. For this year, the graduation page was revamped as more information has been posted to enable students access graduation information more readily. The Graduation FAQs provides a step to step approach in many of the forms, and protocols that students have to follow. Expanding the information provided and improving the look and feel of the website had greatly contributed to the reduction of inquiries made to the office. Aside from the graduation page, the Immunization page was also created. This was part of the project development for the rollout of the Immunization requirement in compliance to EO 803. The Enrollment Services Compliance Coordinator worked closely with the Communications Coordinator who both report to the Registrar's Office, in consult with the Student Health Office. The ES Compliance Coordinator was also responsible for the communication and the placement of Title IX holds on admitted students, which was coordinated with the Title IX office.

In addition to the Graduation Workshops for Undergraduate students, the Office of the Registrar conducts an annual campus wide FERPA training workshop for all faculty and staff. Last year's annual training was held on September 28, 2016. In addition, departmental workshops were conducted through the year as requested by specific departments. A FERPA training for Housing's RAs in August 2016 and one for the College of Education administrators and departmental staff members was held in December 2016. I provided consultation to numerous inquiries about FERPA and more so in the case of level 2 breaches which are referred to me by the Campus ISO. I also work closely with the University Ombudsperson in students alleging privacy breaches involving faculty or office staff. We have approximately 40 plus breaches that were reported to the ISO and the Registrar's office. The Registrar's Office continues to update the FERPA page on the Registrar's website which serves as a quick reference for the entire campus, and for students. The Office sends the bi-annual notification to all students about their FERPA rights via SJSU messaging at the start of the semester. The annual notification about FERPA goes out to faculty and staff during the start of the Fall semester.

This is our third year of utilizing Text and Tell to get direct feedback from students on how we do with our service delivery whether at the front counter, phones, or email. Various staff members in the office get recognized for good service in helping out students with their inquiries. From June 1, 2016 through May 30, 2017, the Office of the Registrar

has served 1,529 students. From June 1 through December 2016, we provided 3 hours of Live Chat service Monday through Friday. Effective in January 2017, due to staffing issues, we decreased our Live Chat service to 1.5 hours Monday through Friday.

Chat Volume



What this graph shows is that during the first 3 weeks of the Fall 2016 and Spring 2017 terms; and the summer there was a lot of traffic in Live Chat. Looking at this graph, we could serve more students better by offering additional Live Chat hours during the peak periods. For example, in June 2015, we assisted 431 customers via Live Chat. In June 2016, we assisted 212.

	<u>2016</u>	<u>2017</u>
July	254	207
Aug	335	257

Live Chat Examples:

6/14/16: great service Darcel Wood researched for me how to answer

10/26/16: I submitted an Excess Unit Waiver then called Registrar's Office to ensure it was processed. Lisa not only searched for and found my waiver she also expedited it getting processed then CALLED ME BACK to confirm it was indeed processed. How cool is that? I've had worse customer service with Fortune 500 companies. An academic institution is offering terrific customer service--a public school at that. Go LISA! Thanks again Lucas Chatham

1/9/2016: Sally was very prompt and helpful in answering my question. Rather than passing me on to another department she took the time to help me with my unusual request. Thanks to her my employer *may* now reimburse me for tuition! Thanks so much Sally! NOTE The phone number listed above does not accept text messages.

3/21/17: I am so happy that someone actually responded to me and made me feel that i mattered. I just hope that my advisor will get back to me as she promised in her email. Thank you

4/17/17: I was provided with exceptional service today at the SJSU Registrar's office by Nha-Nghi Nguyen she was knowledgeable professional and able to assist me with all of my questions and concerns regarding summer registration I left the department confident that my decision to register for a summer course at SJSU was a good one thank you Mrs Nguyen for your outstanding service

2b. Was this accomplishment a goal from 2016-2017? Yes, the Office of the Registrar continues communicate with our constituents through various platforms possible on our campus which includes: SJSU messaging, Live Chat, SJSU Facebook, Faculty and Staff updates page, SJSU Blogs, and SJSU Twitter

3. Improved Service Delivery & Training

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

3b. Was this accomplishment a goal from 2016--2017? Yes.

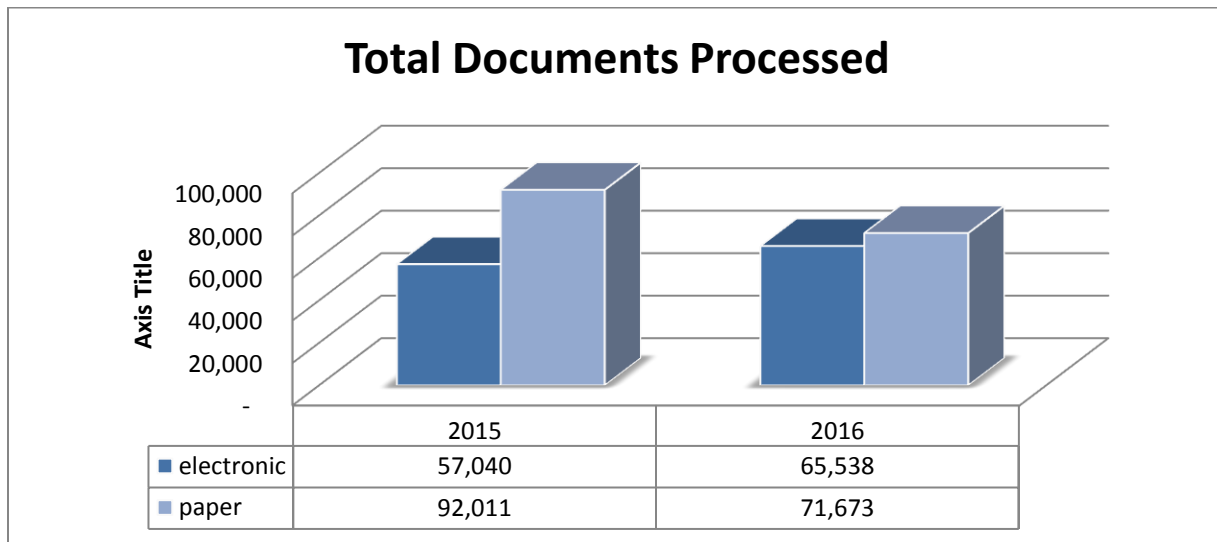
The Office of the Registrar plays an integral role on campus in enforcing policies and procedures in compliance with federal, state, CSU, university policies and mandates. It provides support to many offices on campus relating to registration, student records, special programs such as residency petitions and study abroad, undergraduate graduation, enrollment services imaging operations, FERPA consulting, campus training, and making decisions on FERPA breaches. The Office participates in student outreach activities such as the Frosh Orientation, Orientation to newly admitted graduate students, and International Students as well. Our office provides training to faculty and staff as it relates to student records, grading, and graduation.

For Spring 2017, the Registrar's Office in partnership with ITS and Academic Technology offices implemented the Grade import process from Canvas to Peoplesoft Grade Roster. This was a mod created by CSU San Bernardino, and later adopted by CSU Northridge. Included in this implementation was the Incomplete Contract modification of making the Grade without further Work field a required field for faculty to complete. Additionally, the President's and Dean's scholar's notation on the academic transcript was revived and planned for Spring 2017 implementation.

One of the major operations under the umbrella of the Registrar's Office is the Enrollment Services Imaging Operations. This team of 8 staff members under the supervision of Francine Davis, Associate Director, provides support to Undergraduate Admissions, Graduate and Program Evaluations, and the Registrar's Archive operations. See below for the Service and Delivery highlights.

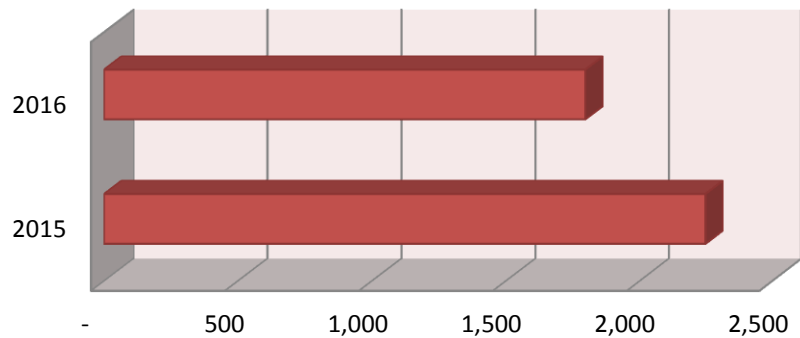
Service and Delivery Highlights

In 2016, the Imaging Operations unit processed over 137,000 student documents. This is an 8% reduction compared to the previous year.



This reduction is linked to process improvements which have resulted in more efficient processing and fewer duplicate document submissions. To accomplish this, there has been more frequent monitoring and follow-up of electronic exceptions queues. Reporting tools have also been developed in the SAMI Gateway making it easier for staff to quickly identify and match documents to student applications.

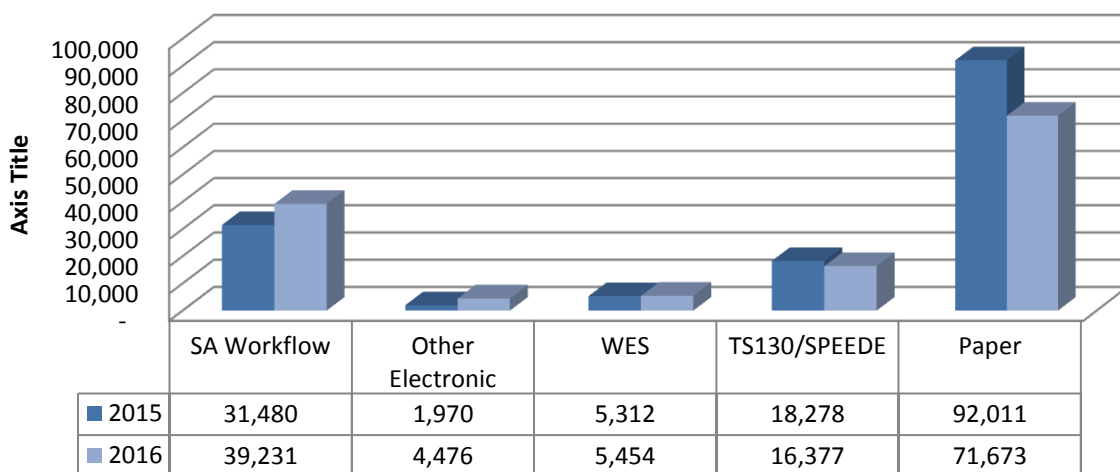
Missing Documents Inquiries



	2015	2016
Missing Documents Inquiries	2,249	1,797

During this period, there has also been an increase in the total number of electronic documents received.

Total Documents Processed by Type



Between 2015 and 2016, we received an additional 10,399 electronic documents. As we continue to leverage new technologies and work with other educational institutions, it is our expectation that these figures will continue to climb.

However, our most notable highlight this period has been the replacement of antiquated imaging systems with Hyland OnBase in Spring 2017.

4. Healthy Living for Staff

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

4b. Was this accomplishment a goal from 2016-2017? 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 held a whole day annual retreat whose goal is to promote wellness in the office. It was led and facilitated by Kirky Kirkendall, Manager for Campus Recreation. The theme of the retreat was “Balance Me” which

incorporated principles of healthy eating, emotional intelligence, team building, creating an environment of cohesiveness and positive reinforcements. It was a very interactive retreat full of physical activities both indoor and outdoor, team activities (making a salsa salad) which also promoted a spirit of competitiveness among the various teams.

- V. 2017-2018 Department Goals:** Please include minimum of four goals – 375 character limit per goal
1. To continue the work on technology enhancements/conversions such as OnBase for ES imaging operations, Online Graduation application for Colleges of Business, Science, CASA, Education, and Social Science, Change of major (Advisor requests), Online change of grades. Deans list notations on transcripts
 2. To successfully recruit, train and retain employees
 3. Continue building 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.
- VI. 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.).

Graduation:

From Workshops: "Very informative workshop! I am much more knowledgeable about the processes involved in graduation."The Workshop was very thorough and informative. I'm glad there was ample time afterwards to talk with my graduation evaluator for any questions."

From an FSR: Thank you so, so, so much!!!!!! My birthday is tomorrow. I turn 49. What a wonderful birthday present- finally got my degree!!!! Have a wonderful day!!!

From diploma for a daughter of a graduate: I received my mom's SJSU diploma today in the mail. Thank you so much for following through on this. It meant a lot to my father and me. Deanne Welch (Mother: Betty Christine Wolfe, 1953

Text and Tell: 12/8/16: Live Chat with Sally. She was probably the best service I have received with the registrar's office. I typically don't fill out surveys but she definitely needs recognition. She was patient answered all my questions and helped me out by sending out a follow up email to my graduation evaluator who hasn't responded to my emails in over a month. Thanks Sally!

- VII. 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 you can chat with someone live at www.sjsu.edu/registrar?

2. Graduation: Did you know that you can apply online for graduation instead of submitting the paper application form? Participating colleges in the online graduation application project will notify you whether you're eligible to apply online.

- 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.)

All of the managers get consumed with doing tasks performed by staff members. In light of vacancy searches that remain open, finding the time to collect data to support how much we do and process daily, monthly and yearly, is a challenge. Not having the adequate tools to collect and extract these data is also another hurdle.

- 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.

Last, First Name	Office/Department	Title	Email
Anderson, James	ITS	Project Manager	james.anderson@sjsu.edu
Vu, Lam	Systems Support	Analyst	lam.vu@sjsu.edu
Wendy Ng	GUP	Associate Dean	wendy.ng@sjsu.edu

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

Office/Department/Agency	Contact Person	Email
GUP	Wendy Ng/Thalia Anagnos	wendy.ng@sjsu.edu Thalia.anagnos@sjsu.edu
ISO	Mike Cook/Hien Huynh	mike.cook@sjsu.edu Hien.huynh@sjsu.edu

- X. 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!