

SJSU Student Affairs Assessment/LOBA Draft Spring 2014

Department/Program: Undergraduate Admissions and Outreach
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1. **Mission:** Include your statement of purpose of your department or unit. Explain why you exist, articulating your essential activities related to the primary stakeholders of your program.

Note: Your mission statement should align with the university and Student Affairs Division's mission statements. As you progress through the LOBA process, you may find some minor updates to your mission are necessary.

The Office of Admissions and Outreach provides prospective students and their families with the tools and resources necessary to understand the admission requirements and application process for undergraduate applicants, both domestic, non-residents of California and international.

2. **Goals:** Describe your unit's goals as BROAD, long-range statements of what you expect students to know, think, or do.

Note: At least one of your goals should be related to the development of your learning outcomes.

To provide prospective applicants and their families with the necessary information and knowledge regarding application to SJSU and or other CSU campuses.

Support High School and Community College Counselors with important policy and procedure updates regarding the admission process.

To improve prospective applicants' understanding of SJSU/CSU admissions process.

3. **Spartan Points of Pride:** Throughout the semester, collect evidence of your unit's MOST SIGNIFICANT accomplishments or the outcomes of your efficiencies or effectiveness. These pertain to your departmental/unit and don't necessarily relate to your goals. Showcase your contributions to student success which help you "tell your story." (due 5/14)

- YouVisit- On line virtual tour (<http://www.youvisit.com/tour/sjsu>)
- Campus tours- increased from last year. Reached more prospective students. The number of tours and visitors for 2012-2013 was 531 tours and 20,000 visitors. For 2013-2014, we had 662 tours and 21,000 visitors.
- Record number of application numbers received. For Fall 2013 we received 44,000 undergraduate applications and for Fall 2014 46,000.
- Admitted Spartan Day- First time held two new workshops—**Welcome to CA** and **Diversity Student Success** for AAPI, Chican@, Latin@& LGBT - **see attachment for Diversity Success Survey**
What was the most helpful part of the presentation?:
 - Hearing from former students
 - Clubs & Program Info
 - Emphasis on becoming part of a community on campus
 - The experience from the graduates

- Personal stories most students can relate to
- Students who experienced the help came to speak
- When they answered all the questions and told us about all the support available

➤ Admissions- Processing started earlier than in previous years.

4. **Professional Leadership/Community Engagement:** As appropriate to your unit, illustrate MAJOR leadership, projects or creative contributions to your field or profession, on and off campus. (due 5/14)

- Admission Possible- Attended additional school
- Created an Admission Possible parent component for Spring 2015 pilot program.

5. **Utilization Assessment Activities, 2013-2014:** List the titles of the UTILIZATION assessments (numbers served, brochures produced, workshops delivered, attendance, use of facilities, etc) you usually conduct throughout the academic year.

Note: You are not being asked to add new ones! Include those THAT YOU MAY CONSIDER INCLUDING IN THE 5/14 REPORT or that will help you to further "tell your story."

2/13/2014	Willow Glen High School	Large Auditorium Presentation	25 minute presentation/pre and post questionnaire	4	PPT, Admission Possible 4-year Template, Pre and Post Questionnaire	65	Adilene Bobadilla abobadi1@ucsc.edu		Ezekiel
3/11/2014	James Lick High School	Large Auditorium Presentation	20 minute presentation/20 minute workshop	4	PPT, Admission Possible 4-year Template, Pre and Post Questionnaire	100	Mildred Llanos llanosm@esuhsd.org	presentation 3 times	Joy
3/14/2014	Gilroy High School	Classroom Presentation	20 minute presentation/20 minute workshop	2	PPT, Admission Possible 4-year Template, Pre and Post Questionnaire	100	Dia Hoshida dia. hoshida@gusd.k12.ca.us	presentation 3 times	Melida
3/20/2014	Live Oak High School	Large Auditorium	20 min presentation/20 min workshop	2	PPT, Admission Possible 4-year Template	40-50 Sophomores and Juniors	Jan Bergkamp bergkampj@mhusd.org		Melida

6. **Satisfaction Assessment Activities, 2013-2014:** List the titles of the SATISFACTION assessments (levels of contentment) you typically conduct throughout the year. Be reminded: You are not being asked to add new ones! Include those THAT YOU MAY CONSIDER INCLUDING IN THE 5/14 REPORT that will help you to further “tell your story.”

In the Office of Admissions and Outreach we conducted one satisfaction survey for the Admitted Spartan Day event held on 4/13/14. See the attached survey results and assessment. In addition, Enrollment Services participants in customer service satisfaction surveys via a company called "Txt and Tell. The survey results for the Office of Admissions and Outreach; SOAR, Welcome Center and Admissions, for the period of 9/1/2012 through 7/11/14 are also included as an attachment.

7. **Learning Outcomes:** If your unit or program is already assessing some learning outcomes (new knowledge, skills or behaviors which students are expected to gain), please list them below in the first category. Finish the remainder of the categories later when completing the final 5/14 report. You are not being asked to add new ones! Include those THAT YOU MAY CONSIDER INCLUDING IN THE 5/14 REPORT that will help you to further “tell your story.”

Learning Outcomes: Admission Possible Pre and Post Questionnaire

Admission Possible Pre-Workshop Questionnaire

1. The following are required for admissions to the California State University? (Check all that apply)

- High School Diploma or the equivalent
- Completion of the A-G college preparatory courses
- Community Service, Extracurricular Activities
- Personal Statement/Essay
- Letters of Recommendation
- Eligibility Index Score (GPA & Test Scores)

2. What are the subject areas needed to complete the A-G college preparatory requirement. (Check all that apply).

- English
- Math
- Life & Physical Science
- Social Science
- Leadership
- Foreign Language
- Health
- Visual & Performing Arts
- Electives
- Physical Education (PE)

3. What is the minimum letter grade you must receive in the A-G college preparatory courses?

4. The _____ exam or _____ exam are the test scores used to calculate the Eligibility Index for CSU admission.

5. True or False. If I have met all of my high school graduation requirements and receive a diploma, I will be eligible for CSU admission.

6. True or False. I can use Algebra 1 or Geometry completed in the eighth grade to fulfill the A-G math requirement for college.

Admission Possible Post-Workshop Questionnaire

1. The following are required for admissions to the California State University? *(Check all that apply)*

- High School Diploma or the equivalent
- Personal Statement/Essay
- Completion of the A-G college preparatory courses
- Letters of Recommendation
- Community Service, Extracurricular Activities
- Eligibility Index Score (GPA & Test Scores)

2. What are the subject areas needed to complete the A-G college preparatory requirement. *(Check all that apply)*.

- English
- Math
- Life & Physical Science
- Social Science
- Leadership
- Foreign Language
- Health
- Visual & Performing Arts
- Electives
- Physical Education (PE)

3. What is the minimum letter grade you must receive in the A-G college preparatory courses?

4. The _____ exam or _____ exam are the test scores used to calculate the Eligibility Index for CSU admission.

5. **True or False.** If I have met all of my high school graduation requirements and receive a diploma, I will be eligible for CSU admission.

6. **True or False.** I can use Algebra 1 or Geometry completed in the eighth grade to fulfill the A-G math requirement for college.

7. Did you find the Admission Possible workshop helpful? Why: _____

- Yes, very helpful
- Somewhat helpful
- No, not helpful

Admission Possible Pre & Post Questionnaire Answer Key:

1. Correct Selection: High School Diploma or the equivalent, Completion of the A-G college preparatory courses, Eligibility Index Score (GPA & Test Scores).

Unlike the UCs and many private universities the CSU does not require letters of recommendations, a personal statement or consider Community Service/Extracurricular Activities in the admission possible. (Exception: Cal Poly SLO does ask about work/extracurriculars and volunteer experience on their CSU mentor application.)

2. Correct Selection: English, Math, Social Science, Life & Physical Science, Visual and Performing Arts, Social Science and Electives.

While Leadership, Health and Physical Education (PE) may be used to fulfill high school graduation requirements they do not meet the A-G course requirement.

3. A minimum grade of **C-** is required for the A-G courses.

NOTE: To meet the ELM and/or EPT Conditional Exemption students must receive a grade of C or better in math and English during their senior year.

4. SAT or ACT.

5. False. The requirements for high school graduation or a diploma versus being college eligible do not always align. In many cases universities, such as the CSU require above the minimum grade or course requirements for high school. For example, the CSU requires three years of math, whereas many high schools require two years. The high school may accept a D to meet graduation requirements, but the CSU minimum for A-G courses is a C- or higher.


6. True. Math courses completed in the seventh and eighth grades with a grade of C or higher can be used toward fulfilling the mathematics (“c”) subject requirement. These courses should be listed on the high school transcript if used to meet the algebra or geometry requirements.

Learning Outcomes: Admission Possible Worksheet

Name: _____

ADMISSION POSSIBLE!

San José State University

Subject	CSU	9th Grade				10th Grade				11th Grade				12th Grade			
		Fall	SPR	SMR	Fall	SPR	SMR	Fall	SPR	SMR	Fall	SPR	SMR	Fall	SPR		
Social Science	2 Years	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Math	3 Years	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
English	4 Years	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Lab Science	2 Years	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Foreign Language	2 Years	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Visual Performing Art	1 Year	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Electives	1 Year	/	/	/	/	/	/	/	/	/	/	/	/	/	/		
Notes: Grade Point System A = 4 B = 3 C = 2 D = 1 F = 0 *Honor/AP/IB: Add 1 point if C- or higher is earned. *Students may only apply 2 extra points during the Sophomore year, and apply a total of 8 extra points for Honor/AP/IB classes. **For 12th grade you will still need to attain good grades to maintain admission eligibility.	Grade Pts.				Grade Pts.				Grade Pts.				Grade Pts.				
	# of courses				Honor/AP Pts.* (max 2pts)				Honor/AP Pts.*				Honor/AP Pts.*				
	Grade Points/ # of courses	/			# of courses	/			# of courses	/			# of courses	/			
	GPA				10th Grade Total Grade Points/ # of courses				11th Grade Total Grade Points/ # of courses				12th Grade Total Grade Points/ # of courses				
		GPA				GPA				GPA				GPA			
		SAT SCORE (Math + Critical Reading)				SAT SCORE (Math + Critical Reading)				Eligibility Index (SAT) = SAT + (GPA x 800)				Overall GPA** For CSU Admissions At time of Application (10th-11th Only) _____ ÷ _____ = _____ GPA (Grade Pts.) (# of Courses)			
		ACT SCORE (Composite)				ACT SCORE (Composite)				Eligibility Index (ACT) = (10 x ACT) + (200 x GPA)							

8. **Applied Knowledge (Learning Outcomes):** Describe your outcome related to applied knowledge, the definition of which includes:

Ability to integrate theory, practice and problem solving to address real world problems.

Apply knowledge and skills to new settings or address complex problems

Work productively as individuals or in groups.

Use SMART terms:

SPECIFIC- Clear defined terms describing expected outcomes

MEASURABLE- Feasible to get data that is accurate/reliable

AGGRESSIVE/ATTAINABLE- Stretch targets to improve program

RESULTS- ORIENTATED – Describe standards that are expected of students

TIME- BOUND- Indicate where you would like to be within a specified time period.

Be sure to include: Who, what, where, when and why

Host focused “Admissions Possible” workshops for sophomores and juniors at local CAL-SOAP high schools (during the Spring 2014) to increase and enhance knowledge of CSU admission requirements leading to successful enrollment at SJSU/CSU by Fall 2015. The high school students will be given pre- and post-presentation questionnaires to determine success of the presentation. Following the Admission Possible workshop, 85% of the high school attendees will be able to answer 4 out of 6 workshop questions relating to CSU admission requirements on the post workshop questionnaire correctly. They will also leave the workshop with materials and resources to help them further in their college application process.

8a. Assessment Method/Measure: Indicate the type of measurement method and measure you intend to use to assess your learning outcome. When you have developed the measure, please forward a draft of the tool you hope to use in your LOBA to Cheryl.

✓ **Direct assessment: Revealed by independent validation of tangible, observable products of student learning.**

➤ **Pre/Post tests**

8b. Findings/Conclusions: Once your LOBA has occurred and you are analyzing the results, you will be asked to explain the following briefly in a paragraph each (due 5/14):

Here’s where we started and this what we did

When the state budget crisis occurred a few years ago, SJSU’s Pre College Program and Upward Bound funding was cut. Therefore, the Director of Admissions and Outreach, Student Outreach and Recruitment (SOAR) staff, and Cal-SOAP partnered to create a program to assist students who were previously served by the programs that were eliminated. Admission Possible was the outcome of this partnership. The SOAR staff developed presentations, pre- and post-questionnaires, and the Admission Possible Worksheet. In collaboration with Cal-SOAP, we identified pilot schools to implement Admission Possible.

This is what happened

During Spring 2014, we visited James Lick, Willow Glen, and Gilroy High Schools. We provided presentations to these high schools using large auditorium and classroom style settings. Multiple staff attended each event to assist with the workshops. The workshops were divided in two sections utilizing 20 minutes for A-G content overview and 20 minutes of Admission Possible worksheet completion. The staff used PowerPoint during their presentations and printed worksheets (e.g. pre- and post-questionnaires, Admission Possible Worksheet, etc.).

This is what we discovered and this is the evidence

We discovered that school district graduation requirements do not always match CSU admissions requirements. We also discovered that students were at times confused by this information, which is an area we will continue to address in the Admission Possible Presentation. We also learned that we were successful in improving students' knowledge of A-G and CSU admission requirements (see data below).

Here is what we learned that either shows the students learned what we had hoped, or that they didn't achieve what we had anticipated. In 8d, you'll describe what we'll do differently next time.

We found that our attempts were successful because 73.6% of students who attended the event found the workshop "helpful." 25.3% found the workshop "somewhat helpful." We learned that we were too ambitious with our goal of 85% of the students being able to successfully answer 4 out of 6 questions (specifically due to the format of Questions 1 and 2). However, we did learn that students' ability to answer Questions 3, 4, 5, and 6 increased by 61.3% post presentation.

As a result of the data analysis, we will be reworking Questions 1 and 2 of the pre- and post-questionnaires in order to collect more clear data using those particular questions.

8c. Recommendations/Next Steps: After analysis, if the outcomes were met, you may consider refining outcomes, expanding into a longitudinal study over time, raising the criteria for achievement, developing more stringent measures.

If outcomes weren't met to the degree you expected, you may consider modifying the program in more appropriate ways to increase the possibility of achieving the outcome the next time, clarifying the outcome, rethinking the methodology or possibly improving communication.

(due 5/14)

While evaluating our pre and post questionnaires we discovered that questions 1 and 2 were more difficult to evaluate accurately due to multiple "correct" answers. Therefore, we have data on questions 4-6 and will be sure to rework questions 1 and 2 for next year's LOBA. Please see pre and post questionnaire tables below demonstrating results. You will note the increase in student knowledge when comparing pre and post questionnaire results for all three high schools.

Schools	0 correct (PRE)	0 correct (POST)	1 correct (PRE)	1 correct (POST)	2 correct (PRE)	2 correct (POST)	3 correct (PRE)	3 correct (POST)	4 correct (PRE)	4 correct (POST)
Willow Glen High School	3/20=15%	0/20=0%	3/20=15%	2/20=10%	4/20=20%	1/20=5%	8/20=40%	11/20=55%	2/20=10%	5/20=25%
James Lick High School	14/107=13%	2/112=2%	34/107=31%	6/112=5%	36/107=34%	21/112=19%	15/107=14%	55/112=49%	8/107=7%	28/112=25%
Gilroy High School	12/64=18%	0/67=0%	21/64=32%	11/67=16%	16/64=25%	27/67=40%	13/64=20%	22/67=32%	2/64=3%	7/67=10%

Admission Possible Workshop Assessment - 2014

Data collected from 200 students during 3 school visits

Willow Glen High School, James Lick High School, and Gilroy High School

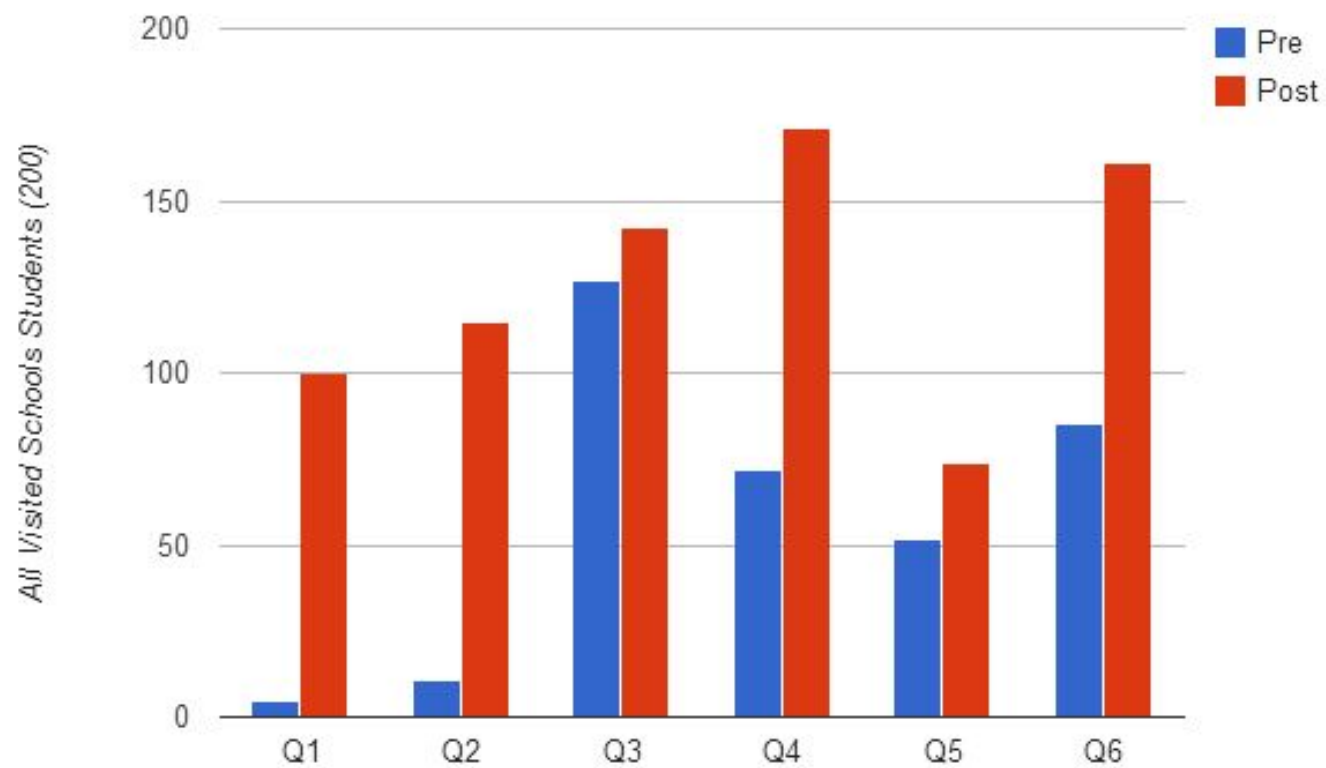
Summary:

Correct responses are considered those who did not over or under answer the question when answers involved multiple selections. Example: For Q2 if a student marked all seven A-G courses, but also marked Health as a CSU requirement they did not answer with 100% accuracy, because health is not counted as A-G. Largest increase in number of correct responses from question 1, question 2, and question 4. NOTE: Q1, Q2, etc. means Question 1, and so forth.

Summary of Total Accuracy & Improvement

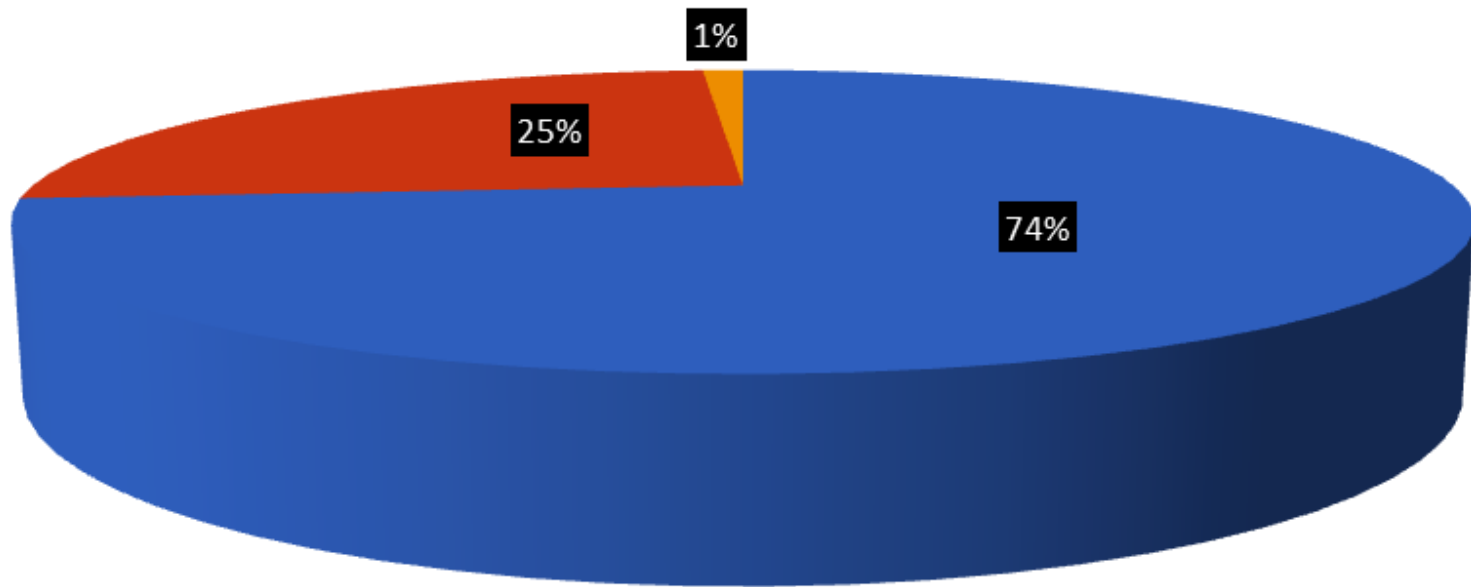
	Q1	Q2	Q3	Q4	Q5	Q6
Pre	5	11	127	72	52	85
Post	100	115	142	171	74	161
Improvement Rate	95.00%	90.43%	10.56%	57.89%	29.73%	47.20%

Admission Possible Questionnaire



Total With 100% Accuracy

Workshop Feedback: Did You Find the Workshop Helpful?



■ Yes ■ Somewhat ■ No

Admission Possible Workshop Questionnaire (Question & Answer Key)

1. The following are required for admissions to the California State University? (Check all that apply)

High School Diploma or the equivalent, Completion of the A-G college preparatory courses, Eligibility Index Score (GPA & Test Scores)

2. What are the subject areas needed to complete the A-G college preparatory requirement. (Check all that apply).

Social Science, English, Math, Foreign Language, Social Science, Life & Physical Science, Visual & Performing Arts, Electives

3. What is the minimum letter grade you must receive in the A-G college preparatory courses?

"C-" (or "C" acceptable answer)

4. The _____ exam or _____ exam are the test scores used to calculate the Eligibility Index for CSU admission.

SAT, ACT

5. True or False. If I have met all of my high school graduation requirements and receive a diploma, I will be eligible for CSU admission.

FALSE

6. True or False. I can use Algebra 1 or Geometry completed in the eighth grade to fulfill the A-G math requirement for college.

TRUE

- Data collected from all schools visited

Workshop Feedback

Did you find workshop helpful?

Yes	131
Somewhat	45
No	2