Student Records Training Program Plan for Stanford University

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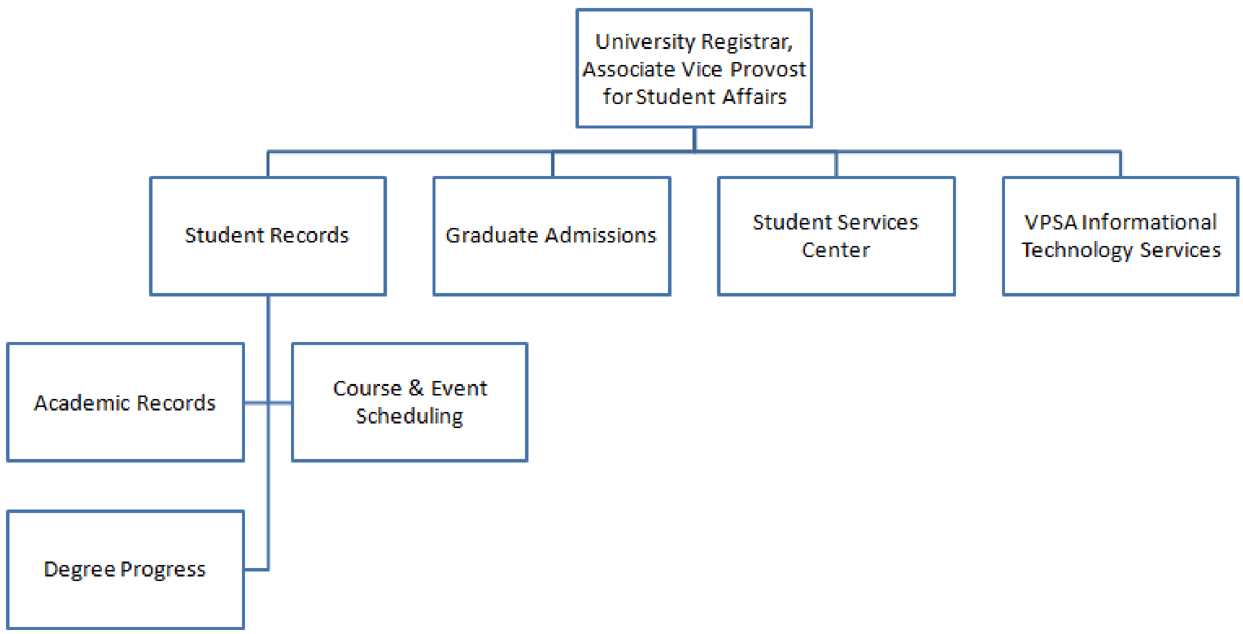
Abstract

This program is designed to address the prevalent gaps in student records understanding and integrate upcoming policy and procedural updates in a training setting. The idea is to reinforce key student records concepts in areas of course scheduling, degree progress and academic records to departmental student services staff members at Stanford University. The program intends to run for eleven weeks during the Winter and Spring academic quarters. Participants will meet for three two-hour sessions to get insights from content experts, participate in collaborative group concept reviews, reference available resources and build support networks at the conclusion of the training program. The goal is for the staff members to leave the training with an improved understanding of current and upcoming student records concepts to assist with their day-to-day records operations.

A need for a series of departmental student services staff trainings within the student records division has been identified by the Office of the University Registrar at Stanford University. An organizational chart is included below to outline the organizational structure within the department, and to also address the areas of concern which this training program will focus.



The Student Records division works closely on a day-to-day basis with the departmental staff members from the seven schools at Stanford University. Of the seven, three schools have their own academic operations offices that are internally supported, with the other four schools (Humanities & Sciences, Earth Sciences, Engineering, and Education) relying on the Registrar's Office for academic support. In viewing the bigger picture, the goal of the student records training program is to improve the understanding of departmental staff members in the three main areas of courses and scheduling, academic records, and degree progress.

The Registrar's Office has identified three key factors, both locally at the departmental level and globally within the Stanford environment, in which the need for a structured student records training program exists. First, there has been a noticeable increase in the number of HelpSU tickets and email submissions that have been recorded within each student records group listed above. Second, the high turnover ratio between academic departmental staff has raised an issue of concern over adequate training. Lastly, Stanford University has undergone a healthy dose of change in terms of academic structure and process improvements within the last year: a new student information systems (SIS) interface has been introduced, new general education requirements (Ways of Thinking, Ways of Doing) have been established, reinforcement of unit-for-credit policies overseen by the Western Association of Schools and Colleges (WASC) accreditation agency, and an upcoming transition to a new set of standard class time meeting patterns. The combination of these three areas, which will be discussed in more detail in the Needs Analysis section below, have led to the need for a training program to be implemented.

The rest of this section will focus on the human, organizational and political factors that affect the planning process, and the decisions related to shaping such a program. In considering the program design, the following context analysis will focus more on the internal dimension and will be less impacted by external influences due to two main reasons. First, as a privately funded post-secondary institution, the student training program at Stanford is less likely to be impacted by economical trends or the political climate than a program at a public institution may be. This is not to say that Stanford would reallocate funds elsewhere in omitting the program, but this decision would be less likely to be based on external influences than an internal Stanford decision. Next, due to the size and scope of such a program, the student records training program will reach roughly 150 departmental staff members, limiting the number of outside groups that would have an interest in a smaller program. Instead, the context of the training program will be internally focused and driven on balancing relationships, enforcing organizational values and navigating internal influences in the development of the staff training program.

Human Factors

The primary goals as the program planner will be to identify key constituents who impact the decision process and how the relationships amongst these constituents impact the planning process in the goal of building program support. The decision on who to invite to the planning table will help shape the human context of the program, in addressing who should be involved in the planning process and ultimately who holds the power to make the related decisions.

While roughly 150 departmental staff members will attend the mandatory training program, only a small minority of these individuals will be directly influential in the planning process. Four to six senior or well-respected staff members selected by their respective Dean's Offices will be invited to the planning table, which will essentially compose a student records training advisory committee. Joining these individuals will be members from the two main constituent groups involved in the program: Associate Registrars from the Registrar's Office and Associate Deans from the Dean's Offices of the respective schools. These key constituents will provide beneficial insight into the content, structure and logistics of the program, as well as holding a great deal of influence and power with the remaining departmental staff members.

In addition to identifying the key constituents of the student records training program, the ability to identify strategic relationships amongst the constituents will be vital to gain momentum during the planning stages. In viewing our program from a systems perspective, it will be critical to identify all of the players involved and more importantly, the influence amongst these group members through advisory committee discussions. In terms of our learning audience, the student services staff members will be much more positive and receptive to a training program if the Associate Deans have not only signed off on the plan, but have also been involved in the planning process. In working with the Associate Deans, we will want to visibly display their involvement with the training program to promote influence as to “why” a training program may be needed. In addition to the focus on influence, the relationships between the key constituent groups must also be considered. For example, the program cannot simply have the buy-in of the Registrar’s Office staff and not the Deans Offices for a successful program to take place, as the program would be implemented on deaf ears. Likewise, we cannot ignore the feedback from the Registrar’s Office staff to simply please the learning audience by teaching them irrelevant material or focus on topics that don’t address the Registrar’s Office’s concerns. Essentially the goal is to understand how these units work together to plan a learning experience that facilitates a change in staff understanding as the program cannot successfully function independently of one another.

Another critical area to the program dynamic is the adaptability of the lead program planner. As I will be assuming this role within the advisory committee, communication and intuition will be instrumental in understanding the vital relationships and influence amongst the key constituents and the intended learning audience. As Cookson explained, program planners “must adapt to the external conditions or be restricted with them” (as cited by Arnold, 2014). The ability to listen, communicate effectively and be receptive to feedback is therefore necessary to negotiate amongst interests during the program planning and implementation stages.

Organizational Factors

Student services staff members will be required to participate in the training if their job responsibilities include one or more of the following areas in which the student records training will focus: Course & Scheduling, Academic Records, and Degree Progress. The determination of whether a staff member is eligible will be made by each respective Dean’s Office, with any discrepancies or discussions on the learning audience to be vetted by the training advisory committee. Similarly, opting out of attending the training will not be recommended and only approved upon discussion with senior members of the advisory committee.

As a member of the Student Affairs division, the organizational value of ‘Driving Innovation and Change’ is a focal point of new project implementation and program development. With the facilitation of change a requirement for any program, ‘Driving Innovation and Change’ will help shape our program’s goals and decision making process. By focusing on enhancing staff understanding to both current and new concepts, the records training program acts as the foundation for our approach at improving department understanding of the student records concepts.

Political Factors

The primary concepts that will play a role in the development of the program are power and the related interests of those with influence. As stated by Cervero and Wilson (1996) “planners have to be able to read the power and interests in a given planning situation; if they do not, they will not be able to tell whose interests are going to count and how to use their power to negotiate them” (p. 96). Therefore, I believe there are three steps in analyzing power within our program: identifying power, effectively managing power and interests via negotiation, and finally advancing the program planning process with these interests in mind.

In identifying the power structure of the training program, formal power originates with the University Registrar who has requested a departmental student services training program be implemented, with the Associate Registrars overseeing the content and structure of the program. As the learning audience will be comprised of student services staff from academic departments on campus, the Dean’s Offices also hold a sense of formal power in contributing to the shape of the program. Thanks to an improved relationship between these offices, the Associate Deans will be influential in promoting the training sessions to their staff members as a way to advance the Registrar's Office initiatives.

Informal power is displayed by the four to six staff members who will serve on the advisory committee, as their seniority and ability to prompt positive response from others will lead to their selection in the planning process. The Associate Deans of each school will also play a key role in developing the program agendas, shaping delivered content and influencing the decision making process. In addition, there are two key players at the Associate Dean level who must be acknowledged: the Associate Dean for the School of Humanities & Sciences and the Associate Dean for the School of Engineering. Both of these individuals hold key positions within the university and have keen abilities to influence and motivate staff members – one in a positive direction, the other in a somewhat resistant fashion. As Greene observes, "when looking for sources of power to elevate you, find the one key patron, the fat cow who will give you milk for a long time to come" (cited by Caffarella & Daffron, 2013, p. 93). Ideally, this individual is the Associate Dean from Humanities & Sciences, as she is known amongst the academic operations community as a vocal leader who has the school's and staff members' best interests at heart. She is exceptionally bright and up to date on all of Stanford's inner workings and political structure. In addition, she is not afraid to ask the questions that need to be asked, and will stand her ground on her convictions. As the advisory committee takes shape, it will be critical to acknowledge her opinions and interests, but to also effectively negotiate on behalf of the other involved constituents to make sure she is not driving the training planning process. Similarly, the Associate Dean for Engineering is known for her vocal response to new programs and sticking to her opinions on the impact of new measures. This individual will also be included in the advisory committee, as she would be far more vocal if excluded; however the challenge will be to effectively consider her own interests in negotiating for the betterment of the larger group. The direct focus on these two individuals stems from Cervero and Wilson's (1996) point that "planners must be able to validate whose interests matter…to learn how to anticipate sources of support and the potential obstacles to plan responsibly" (p. 98). The intention is to effectively communicate with all key constituents to gain support for the program's agendas, content and direction, while also planning in advance for which obstacles and challenges may arise due to certain inputs.

Due to the smaller size and scope of a departmental training program, external political and economical factors are unlikely to play a large role in the planning process, if any. As Stanford University is a private institution, the funding decision for such a program would be made internally and is unaffected by state budget cuts that California universities have seen in recent years. However, as the Office of the University Registrar is centrally funded by the Vice Provost for Student Affairs (VPSA) and does not directly generate revenue, the program could be impacted if the VPSA budget is reduced due to external conditions such as the upcoming rise in student tuition, which may deter some students from applying. The loose coupling possibility may be less of a concern however, as Stanford is fortunate in the sense that with the acceptance rate so low, and a high yield, that the University will still compile an excellent admissions class.

In order to help direct the power in the program planning process, gaining support of both the key constituents and potential learning audience will assist in developing an influential learning experience. The advisory group dynamic combines the intended learning audience, the content experts, and senior management from the schools' student services departments. As stated by Caffarella and Daffron (2013), "program planners appreciate the impact that advisory committees can have, and therefore spend time building relationships between and among members and staff so these committees can work well together and provide useful suggestions and ideas" (p. 115). Along with developing content and program structure, the advisory committee will help strengthen relationships amongst departments and also give the key constituents a sense of empowerment as they assist with the planning process.

While gaining support often relies on engaging key constituents and learning audiences, the program planner must also use his/her own experiences and behaviors to influence support. As an example, the program planner must be able to develop relationships with his/her colleagues while also having a strong sense of intuition in picking up on cues or signals amongst these relationships. Similarly, the program planner's ability to effectively listen and avoid interjection will help strengthen the support of those involved in the planning process. Finally, the program planner must also be engaged with the academic operations environment and the student records issues that the learning audience faces. As the lead program planner, I intend on attending the monthly brown bag lunches hosted by the School of Humanities & Sciences, to understand what topics are of most concern and the challenges these individuals face in their day-to-day operations. In addition, I hope that my presence at these sessions will also show my interest in their concerns and strengthen their support for future Registrar's Office initiatives.

As we transition to assessing the needs of those involved in the program and evaluating our goals and objectives for the program, our main focus is to determine if the learning outcomes successfully met our program objectives. From a training standpoint we want to build on the staff members' current experiences and levels of understanding to provide these individuals with adequate resources regarding current and upcoming records policies and procedures. Both during and at the conclusion of our program, we should be able to positively answer the question: Does the training program improve the staff members' understanding of student records concepts and policies in assisting with their day-to-day operations?

The paragraphs below will outline the goals and detailed objectives of the student records training program, and then transition to an analysis of the evaluation methods used in analyzing our program.

Goals for the Student Records Training Program

As evident in our program planning process, the goal development phase will also be a collaborative effort amongst the student records steering committee. However, in contrast to the other phases, the committee members will play a minor role in the goal development, as the goals of our program will relate more closely to the University Registrar's value of "driving innovation and change" through programming. The official goals will be available for minor modification, but as the program planner I will place emphasis on creating a training program that drives innovation and facilitates change by enhancing understanding within the student services division. In addition, a secondary goal of the program is for the learners to become the teachers of the student records material by creating support networks after the training to help new staff members moving forward. The focus of these goals is to advance change within the staff's approach to student records and to increase proficiency with the material moving forward.

Objectives for Meeting the Training Goals

In determining the program objectives, our first priority is to align the objectives with the program's goals and the Registrar's Office's purpose for the training program. Similar to our approach with the program's goals, the development of the program objectives will be a collaborative effort, including the input of the advisory committee. As recommended by Caffarella and Daffron (2013), both key supervisors (Associate Deans) and potential participants (four to six senior staff members) will help review the program objectives listed below for their department's practical application and to determine the usefulness of the objectives (p. 169):

- To provide staff members with the knowledge to accurately submit course/class webforms to improve curriculum planning setup for each quarter
- To prepare staff for the graduation clearance process with improved understanding of the degree checkout procedures
- To navigate the new student information systems (SIS) interface and the innovative features available to staff members
- To display the process of submitting eligible courses for new general education designation (Ways of Thinking, Ways of Doing)
- To clarify the Western Association of Schools and Colleges (WASC) unit-for-credit policies to ensure courses are submitted within WASC compliance
- To prepare staff for future curriculum planning cycles regarding the upcoming transition to a new set of standard class-time meeting patterns.
- To develop support networks in which the learners can become the instructors of fellow colleagues regarding topics covered in the training program

In attempting to align the objectives with the program goals, Gronlund's model was referenced in defining our student records training objectives. While the two-type statement format was not directly followed, the focus point is shaping the objectives "as descriptions of intended learning outcomes that emphasize what students will be able to do following instruction" (Sork, 1998, p. 292). Placing emphasis on learning outcomes and the ability for departmental staff members to integrate these concepts into their day-to-day operations was a key consideration in crafting the program objectives.

Needs Identified in Planning Process

A notable goal of forming the training advisory committee is to ensure the needs of each group impacted by the training program are addressed. The needs of the learning audience will be represented by four to six senior staff members who have influence and power amongst their colleagues. The Associate Deans will represent each of their school's departments and will voice their suggestions accordingly. Finally, the three Associate Registrars of the student records division will determine the needs from the Registrar's Office standpoint to ensure the training program addresses the original concerns for implementing the program. The advisory committee will have a great deal of influence and power in the shaping of the program structure and will be relied upon to effectively communicate and balance the needs of both the learning audience and training staff.

The needs described in our program objectives take on both a reactive and proactive approach to identifying change. The Registrar's Office originally identified a need for additional records training due to two main reasons. First, an initial job analysis was performed that displayed an increase in HelpSU tickets, email submissions and incorrect webforms submitted by student services staff members through query results analysis. The Registrar's Office found a larger number of basic "how to" questions were being submitted via HelpSU and email submissions, in addition to a higher number of incorrect webforms created during curriculum planning. Second, the high turnover ratio amongst student services staff members has led to a new wave of individuals responsible for student records maintenance are not adequately prepared to process such information. Both of these situations flagged a need for the training program to thoroughly prepare staff members for student records processing leading up to the Spring quarter and Commencement period. In addition, recent developments within the student records division, such as the new SIS website redesign, the release of new general education requirements, the enforcement on WASC unit-for-credit policies, and the upcoming release of new class-time meeting patterns has provided the Registrar's Office with an opportunity to be proactive in making sure staff members are aware of these policies and how these changes relate to their student records procedures.

In addition to the data collected by the Registrar's Office, an informal needs analysis performed by the advisory committee will also be utilized. As the senior members of the learning audience and dean's offices are connected to program participants, conversations amongst these individuals will be recorded and analyzed for key or recurring points of interest. The schools also hold "brown bag" lunch forums in which key topics are addressed and concerns discussed amongst staff. The needs mentioned within these meetings will also be added to the student records roundtable if deemed appropriate by the committee. As the Registrar's Office has identified ascribed needs as the foundation for the training, the advisory committee must distinguish between additional "training wants and true training needs" that are relevant to the program objectives (Nowack as cited by Pearce, 1998, p. 256). The advisory committee will also be responsible for sorting these needs through a ranking approach to prioritize the critical learning needs of the intended audience. A formal needs assessment will not be performed; as in using Pearce's (1998) program decision model (p. 260), the purpose of the program and reason for developing a training module was derived prior to a needs assessment needing to be performed.

The Purpose of our Evaluation Efforts

As stated by Caffarella and Daffron (2013), "the purpose, design, and criteria for the evaluation are all drawn from the program goals and objectives" (p. 244). The main goal of the program evaluation will be to determine whether program goals and objectives have been successfully achieved. More specifically, did the program facilitate a change within our learning audience to further understand the existing and new student records concepts to improve performance in departmental staff day-to-day operations? In analyzing this question, we will rely on analyzing both quantitative and qualitative data via formative and summative evaluation methods to assess the outcomes of the training program.

Formative assessments will be utilized by the advisory committee during the planning cycle. The advisory group interaction allows for instant assessment of our program goals, objectives, content, and evaluation measures. Based on the feedback from the departmental staff members and the suggestions of the committee, modifications to the delivery of the program content and format will be open for discussion throughout the planning cycle. For example, the senior staff members and Associate Deans would be able to observe topics of student records interest in the monthly brown bag lunch meetings. This informal approach would allow the committee to see which areas are of greatest need and interest amongst the future program participants without being officially committed to installing these concepts in the program agenda.

Summative evaluations will take place in the form of quantitative data collection via two methods. First, the program advisory committee will compare results of the HelpSU ticket requests, email submissions and records webform data from both before and after the training sessions. This standard for assessment will be driven by the Registrar’s Office’s ability to develop and analyze the data via query reports. To ensure that we are measuring relevant data in an effort to avoid correlative influences, data will be referenced from similar time points within the quarter to reflect the peak periods (first three weeks) of high volume of help requests. Ideally we would like to compare data from the same quarters in previous years (ex: Spring quarter 2013 to Spring quarter 2014), however, there could be some concern that with the high staff turnover (new populations) in the Summer quarter, that the data is not accurately represented by the current program participants. Also, with the introduction of new concepts (Ways general education requirements and WASC unit-for-credit emphasis), referencing year-old data does not provide an accurate evaluation baseline. Therefore we will rely on data from peak periods from Autumn and Winter quarters to compare with the Spring term. Additionally, a survey will be issued to the program participants at the completion of the training sessions. The survey will contain both a structured answer format in addition to directed open-ended questions to elicit critical feedback from the program participants (Posavac, 2011, p. 88). A majority of the structured questions will offer a Likert rating scale relating to the program objectives while the qualitative section of directed open-ended responses will focus on emphasizing the learning experiences of the program participants.

Additional Evaluation Methods Considered

Informal observations will be employed to seek immediate feedback from the program participants both during the training program and during break periods. Registrar's Office staff members will be asked to assist during the trainings to answer questions, observe body language and record mental notes on the participants' behavior. As the records staff members are context experts, they will have strong understanding of the program content and can also relate to the participants' comments and concerns, which can then be relayed back to the Associate Registrars and the advisory committee. One hurdle with including Registrar's Office staff in the informal observation process is to avoid observer bias, as these individuals may only seek out positive reviews or be hesitant to include critical feedback as this may reflect poorly on the Registrar's Office.

After the training has been completed, support networks of student services staff will be developed within the schools to monitor the learning outcomes. The aim of these networks is to provide staff members with internal resources to continue their development and understanding of the concepts covered within the program. Ideally, the senior staff members who were a part of the planning committee would lead the support network efforts and then report back to the Registrar's Office with feedback or lingering issues related to the training. In addition, with the high volume of staff turnover within the year, the support networks can provide a stable learning environment for new staff members. As stated by Posavac (2011), "monitoring critical process and outcome variables to verify that an effective program stays effective is a crucial activity after programs have been successfully implemented" (p. 14). Essentially from the student records standpoint, we will be performing quality assurance with frequent feedback from our program participants through focused support groups.

As a result of our evaluation efforts, findings relevant to the learning outcomes and program objectives will be presented to both the University Registrar and school deans. As the program will likely be held on a biannual basis, program support from the key stakeholders is vital for the program to continue moving forward. As Stanford is a decentralized university immersed in constant change and growth, the goal is to establish a student records training program that is proactive to future concerns rather than reactive to issues of staff understanding.

Establishing Learning Objectives

Identifying the learning objectives for the program will allow the advisory committee to organize content, determine instruction methods and develop a transfer of learning model for continuous development during and at the program's conclusion (Arnold, 2014). The learning objectives detailed below focus on enhancing cognitive and psychomotor skills, with an emphasis on knowledge acquisition from content experts and tackling “how to” problem solving scenarios. The learning objectives are directly tied to program objectives identified by the advisory committee and at the conclusion of the program student services staff members should be able to:

- Understand the correlation between course webforms and the course catalog and class/facility webforms and the Schedule of Classes
- Recognize the difference between submitting updates for current courses and classes, and the process of submitting changes for the next academic year
- Use the Time Schedule Report and Course Catalog Report to identify any discrepancies in course/class set up prior to the term opening for enrollment
- Identify how to set up staff administrators to view final recommending lists
- Understand the final recommending list workflow to approve UG/GR students for graduation
- Acknowledge the deadlines for recommending list submissions
- Use the new breadcrumb design to transition to the desired records webpage
- Become comfortable with the new search feature to find a specific records webpage
- Learn how to add a webpage to the “favorites” menu and how to find these favorites
- Distinguish the difference between the Ways requirements and old general education requirements (GER)
- Understand the GER webform workflow and how the course displays in ExploreCourses once approved
- Increase awareness on the WASC unit-for-credit policies

- Identify courses in the course catalog that do not fall within WASC policies and make corrections via the course webform
- Understand the unit-for-credit policy correlation to “hours of in class instruction” in the Schedule of Classes
- Run a Time Schedule Report and identify where current classes would align with the new meeting patterns

Format of the Training Program

The proposed format for the training program is derived from the program content, the number of learners involved and the available resources to meet the learning objectives. The training program will cover the three main student records’ topics: degree progress, course scheduling and academic records over a span of three days, in two-hour block sessions (for a program of six hours total). The three-day hybrid workshop will be limited to two hours a day as staff members often have open office hours at some point during the day so a full-day session simply isn’t feasible with the learning audience. In addition, with the vast amount of content covered, the separate day sessions will allow learners to focus on one main student records area per day, with the intention that the learner will return to his/her office to review the concepts and for additional practice.

To accommodate the 150-plus student services staff members, multiple training sessions will be offered during the spring quarter in preparation for Spring Commencement and prior to the summer scheduling period. As open office hours vary per department, the three-day sessions will be offered in multiple timeframes in the early morning, during lunch-time hours and in the late afternoon. Ideally, each session would include 15-20 student services staff members.

Finally, a hybrid workshop format was selected as it is more conducive to reaching the program's learning objectives than other potential formats. While a large audience can often be reached all at once via a sizeable lecture format, the knowledge acquisition and ability to problem solve academic records issues are best transferred in smaller lecture-workshop setting. In addition, the lower student-to-instructor ratio will allow for more personalized interaction between learners and instructors during the session. The multiple offerings of the hybrid workshops will also take learners' schedules into consideration, allowing staff members to attend an alternate session if the original session conflicts with prior engagements.

Familiarity with Instruction Methods

The instruction methods will be specifically tailored to three key aspects relative to the hybrid workshop program: the learning objectives, the instructors' experiences and the available facilities to promote learning. First, the identified learning objectives promote change in cognitive and psychomotor skills that would benefit from a blended learning approach. In this approach, each two-hour session will be broken down into a lecture by the content expert, followed by a hands-on workshop. The session will first focus on content acquisition from the instructor, and then the session will transition to active learning as students engage with the material and test scenarios. The goal is to help the learners become familiar with the material through review and then real-time practice.

Next, the instructors' comfort levels and abilities to lead the training program were considered in identifying a hybrid lecture-workshop session. The instructors will be comprised of content experts from within the Registrar's Office, with each instructor focusing on one of the three main areas of student records. As advised by Caffarella and Daffron (2013), instructional techniques should be selected in such that the instructors are capable of using these methods and that take into account the experiences of the learners and learning context (p. 203). All of the instructors have previously conducted 25-person lecture trainings and are skilled within the content area as well as the technological tools that will be used in the classroom.

Lastly, the training program will utilize the multiple computer labs at Stanford University to maximize available resources that directly relate to the learners' transfer of knowledge. In referencing the learning objectives, each of these goals focuses on understanding a concept found on a Stanford website or actively navigating and creating material within the web-based student information system (SIS). Therefore, to increase student retention and understanding, the computer lab setting will allow students to review the materials in real time during the lecture portion of the session, and then practice and develop questions instantly in the workshop portion of the class.

Available Resources and Materials

In preparation for the training, a webpage with the program's agenda will be made available for all student services staff members. The webpage will include the topics to be covered, as well as providing a timeline and expectations for the learning sessions. In addition, the webpage will advise students to bring any writing materials they may require for note taking and to notify the learners of the resources available to them during the session. The intention of publishing a program agenda is to motivate staff members to start thinking about student records topics and to also brainstorm questions they may have prior to attending the session. The webpage will be created in partnership with the Student Affairs web development team.

During the training program, desktop computers within the computer lab will be utilized to navigate current concepts and to work on test scenarios within a test student information system (SIS) environment. The test SIS environment will allow students to engage in active learning during the workshop portion of each session, without the fear of submitting an incorrect webform or approving a live graduation checklist. The SIS test environment is refreshed on a weekly basis and will mimic live data as of Sunday afternoon to allow learners a realistic look at the course/class setup, student records and graduation checklists available for review. The session instructor will also be equipped with a computer that is projected onto a front screen for students to visually follow along during the lecture session and view navigation of problem solving scenarios during the workshop.

At the conclusion of the workshop, staff members will be directed to the Registrar's Office's Learning Hub, a new central web location for all training videos and job aids. Previously all of this information had been scattered amongst separate degree progress, records or course scheduling webpages, but with assistance of the web development team, a centralized learning center has been created. As the academic year is cyclical and not all of the information covered in the training program will be instantly used by staff on a day-to-day basis, the central webpage will act as a reference point to topics covered in the training when these issues do arise. Finally, the learning hub webpage will also include the web links discussed during the training sessions for future reference.

Transfer of Learning

The focus on transferring knowledge and skills to the learner acts as the foundation of our program: to facilitate a change in understanding student records concepts. In achieving this goal, we will aim to relate the learning within the training sessions to the staff members' day-to-day responsibilities (Arnold, 2014). Prior to the start of the training program, program agendas will be made available to all staff members to provide the learners with a starting point of what topics and concepts the program intends to cover.

As mentioned, the program sessions will be divided into a lecture based transfer of knowledge period from a content expert and an open workshop in which questions and test scenarios will be presented. The workshop portion of the training session aims to improve learners' retention and understanding of the material by putting the concepts into practice in an active learning activity. Emphasizing active learning techniques and having the learners incorporate new skills in similar settings are key strategies to enhance learning transfer (Caffarella & Daffron, 2013, pg. 202). In addition, the use of the computer lab will allow the students to practice in real time rather than taking two hours worth of training material back to their offices without active engagement. The workshop will also focus on the psychomotor skills of problem solving and troubleshooting, with students engaging in a test environment that directly reflects the live SIS data.

At the conclusion of the training program, support networks will be established with the assistance of the senior student services staff members of the advisory committee. These senior staff members will hold follow-up group discussions in which the learners can get together and brainstorm on concepts or share solutions to student records issues. The support networks will provide the learners with mentors who are confident with the material and also act as an additional resource when troubleshooting student records problems. The Registrar's Office will continue to work with the senior staff members for status updates, as well as continuing to monitor the HelpSU, webform and email submissions via query reports. The post-program data collection will provide a quantitative analysis of staff questions/issues after the training sessions to compare to collected pre-program data.

Scheduling

With the hybrid workshop format, the emphasis on active engagement with the instructor, reflection on the student records concepts and application of knowledge through the SIS test environment allows for adequate learning to occur in a realistic time frame as determined by the advisory committee (Arnold, 2014). In considering the macro level of scheduling, the initial training program will ideally be offered in the Spring quarter (starting mid-March) to relate directly to the program content focused on commencement preparation, graduation clearance, and course scheduling for the next academic year which all take place from May to July.

The micro level components of scheduling are determined directly based on the availability of the audience and the time required to cover the program content. The training sessions will be held three times a week for two hours a day, with sessions offered in the early morning (8:30-10:30am), lunch hours (11am-1pm) and late afternoon (3-5pm) in alternating weeks to accommodate the learner's schedules. The majority of the program sessions will be offered on Tuesdays, Wednesdays and Thursdays to avoid conflicts with the possibility of three-day vacation weekends. The sessions will begin starting the last week of Winter quarter prior to Spring break and will run through mid-Spring quarter, with no sessions held the first two weeks of Spring quarter, as this time period is particularly busy for all student services staff (and Registrar's Office staff) as both students and instructors finalize their class schedules (Caffarella & Daffron, 2013, p.267).

As the learning audience is comprised of student services staff members, open office hours for student drop-in appointments are common. To accommodate the open office policy, the multiple sessions will provide flexibility to staff members to choose a training time that works best with their schedules. Ideally staff members would attend a three-day session in succession, however realistically this may not be feasible if office hours vary on a day-to-day basis. As the advisory committee includes Associate Deans from each of the respective schools, allotted time to attend the trainings will be made available with the approval from these individuals. To effectively manage each session's attendance, a sign-up form will be made available and emailed to all student services staff via the Stanford form builder application. With 150+ student services staff members, each training session will be capped and subsequently closed to further enrollment once reaching the facility room limit of 18 people. In discussion with the advisory committee the program schedule below would be offered for the nine training sessions:

Date	Day	Start Time	End Time	Topic	Enrollment	Location
Winter Quarter, Week 11, Day 1	Tuesday	8:30am	10:30am	Scheduling	x/18	Birch Hall, Room 105
Winter Quarter, Week 11, Day 1	Wednesday	8:30am	10:30am	Records	x/18	Birch Hall, Room 105
Winter Quarter, Week 11, Day 1	Thursday	8:30am	10:30am	Degree Progress	x/18	Birch Hall, Room 105
Spring Break, Day 1	Tuesday	8:30am	10:30am	Records	x/18	Birch Hall, Room 107
Spring Break, Day 2	Wednesday	8:30am	10:30am	Degree Progress	x/18	Birch Hall, Room 107
Spring Break, Day 3	Thursday	8:30am	10:30am	Scheduling	x/18	Birch Hall, Room 107
Start of Spring Quarter, Two-week break to accommodate start of quarter						
Week 3, Day 1	Tuesday	8:30am	10:30am	Scheduling	x/18	Birch Hall, Room 105
Week 3, Day 2	Wednesday	8:30am	10:30am	Degree Progress	x/18	Birch Hall, Room 105
Week 3, Day 3	Thursday	8:30am	10:30am	Records	x/18	Birch Hall, Room 105
Week 4, Day 1	Tuesday	3:00pm	5:00pm	Degree Progress	x/18	Birch Hall, Room 107
Week 4, Day 2	Wednesday	3:00pm	5:00pm	Records	x/18	Birch Hall, Room 107
Week 4, Day 3	Thursday	3:00pm	5:00pm	Scheduling	x/18	Birch Hall, Room 107
Week 5, Day 1	Tuesday	8:30am	10:30am	Scheduling	x/18	Birch Hall, Room 105
Week 5, Day 2	Wednesday	8:30am	10:30am	Records	x/18	Birch Hall, Room 105
Week 5, Day 3	Thursday	8:30am	10:30am	Degree Progress	x/18	Birch Hall, Room 105
Week 6, Day 1	Tuesday	11:00am	1:00pm	Records	x/18	Birch Hall, Room 107
Week 6, Day 2	Wednesday	11:00am	1:00pm	Scheduling	x/18	Birch Hall, Room 107
Week 6, Day 3	Thursday	11:00am	1:00pm	Degree Progress	x/18	Birch Hall, Room 107
Week 7, Day 1	Tuesday	8:30am	10:30am	Degree Progress	x/18	Birch Hall, Room 105
Week 7, Day 2	Wednesday	8:30am	10:30am	Scheduling	x/18	Birch Hall, Room 105
Week 7, Day 3	Thursday	8:30am	10:30am	Records	x/18	Birch Hall, Room 105
Week 8, Day 1	Monday	8:30am	10:30am	Scheduling	x/18	Redwood Hall, Room G6
Week 8, Day 2	Wednesday	8:30am	10:30am	Records	x/18	Redwood Hall, Room G6
Week 8, Day 3	Friday	8:30am	10:30am	Degree Progress	x/18	Redwood Hall, Room G6
Week 9, Day 1	Monday	11:00am	1:00pm	Degree Progress	x/18	Redwood Hall, Room G6
Week 9, Day 2	Wednesday	11:00am	1:00pm	Records	x/18	Redwood Hall, Room G6
Week 9, Day 3	Friday	11:00am	1:00pm	Scheduling	x/18	Redwood Hall, Room G6

Within each session, the first hour will be focused on content acquisition through an instructor lecture and relevant demonstrations to engage the learners on the student records concepts covered that day. After a five minute break, the students will return to a more active learning session in which the students will apply what they have learned in the first hour to examples and test scenarios within the test SIS environment. The second hour will allow students to work independently, collaborate on common questions with the instructor and fellow students while also reflecting on how the student records concepts covered in the first hour relate to their day-to-day responsibilities.

Facilities and Location

To accommodate all learners, the nine sessions will be offered during late Winter quarter and mid-Spring quarter in the Redwood Hall and Birch Hall computer labs. The computer labs offer a familiar training setting to the departmental staff members, as previous one-off training sessions were held either in computer labs across campus or Registrar's Office owned seminar rooms. The Redwood and Birch computer labs are equipped with computers for 18 students and a lead computer for the instructor linked to a projection screen for students to follow along. Due to room capacity limitations, the 18-person maximum requires additional sessions to be held versus using a larger Registrar's Office owned 30-person capacity seminar room (without computers). However, the technology requirements are instrumental to meeting the learning objectives and the organizational goals through active learning as developed by the advisory committee. Thanks to a partnership with the Information Technology Services (ITS) group, direct room fees ($75 per hour) are waived as the Registrar's Office allows ITS to use a number of the Registrar's 190+ rooms for their semi-annual conferences. In addition to the waived fees, an IT specialist is on-call in a nearby office for any urgent technical issues should they arise at no additional cost. While the computer labs assist in enhancing the learning experience, there are two main concerns with using such spaces: room availability and possible distractions. As a computer labs are uncommon room setups on campus, available times for a nine-week session may be hard to reserve. However, as academic trainings and workshops receive priority with ITS, booking the rooms months in advance should allow for successful room reservations. Next, the use of in-class computers can become a distraction if the students are not focused on the course material, as email, social media and other websites are common distractions. In addition, the hurdle of learning a new computer configuration may also be difficult for the learners (the computer labs operate on PCs, so Mac users may find difficulty initially). To combat the learning curve, a note regarding the use of PCs during the training will be emphasized in the emailed program agenda and posted on the training website. Any students uncomfortable or unfamiliar with PCs can email the program planner and the Registrar's Office's Mac laptop(s) will be provided on the day of the training sessions. To mitigate the learning distractions, the advisory committee will work with the instructors to brainstorm on ideas to promote active engagement throughout the training session, with ideas such as following along online, clicking related links and navigating through the SIS system.

Staffing Needs and Budget Considerations

The staffing needs will be determined primarily by the student records advisory committee, with emphasis on the roles of the Associate Registrars and their respective staff, as these individuals will have a majority of the responsibilities during the training sessions. As these individuals will be involved with the program planning process from the beginning, they will have a thorough understanding of the program goals, learning objectives and content. The lead program planner will take on the responsibility of registration activities, program promotion and evaluation setup for the post-program surveys. The Associate Registrar for Course Scheduling will oversee the facility logistics, reservations and space coordination as her office has a close partnership with the ITS department.

The two-hour training sessions will be divided by component of the student records division: course scheduling, academic records, and degree progress topics. Therefore, the

Associate Registrar for each area will serve as the instructor due to his/her knowledge of the content and familiarity with computer lab based trainings. The training sessions will appear as follows:

Course Scheduling topics covered: Course & class webforms; New class-time meeting patterns; led by Rosa Chappell

Academic Records topics covered: Navigating PeopleSoft's new user interface; WASC unit-for-credit compliance; led by Reid Kallman

Degree Progress topics covered: Graduation clearance & recommending lists; Ways of Thinking, Ways of Doing general education requirement setup; led by Ewa Nowicki

In addition to the Associate Registrars, each division within student records has two full-time staff members who will act as program observers assisting with the informal evaluation efforts, monitoring student progression and answering questions during the workshop. These staff members work directly for the presenting Associate Registrars and will be urged to meet prior to the sessions to discuss the group's goals for the training.

Finally, in considering the staffing required both during the planning process and during the training sessions, there will be a noticeable increase in the overhead and "lost time" costs associated with the Registrar's Office staff members participating in the training versus performing other job responsibilities (Watkins & Sechrest, 1998, p. 436). In calculating the lost time costs for the Registrar's Office staff members, each division (scheduling, records, degree progress) will be involved in nine sessions over the eleven week training period. The nine sessions will be composed of two hours out of office, either conducting or participating in the training, for a total of 18 hours per person. Each team will have three members in attendance (an instructor and two assistant staff members), for a total of 54 hours in 'lost time' costs over the duration of the program, or 6 hours per week per team. In addition to the in-class time 'lost', these staff members will also likely meet as a team to provide their feedback for evaluation purposes, which may cover an additional hour per week. Finally, the Associate Registrars are also active members on the advisory committee, in which monthly meetings will take up an additional two hours of time. Unfortunately I do not have access to employee compensation figures to provide a true assessment on the ‘lost time’ cost figures besides the ‘total hours lost’ perspective. However, as staff training is part of the Registrar’s Office (RO) job responsibilities, the related costs of supporting the training is partially included in the RO staff members’ calculated salaries. In addition, the program benefits of improved student services staff understanding of records concepts will assist the Registrar’s Office staff in the long run with less HelpSU tickets, email submissions, and incorrect webforms to process.

Internal Promotion of the Training Program

In addition to the program agenda displayed on the Registrar’s Office website, a mass email to all program participants, managers and Associate Deans via the student administrator mailing list will also be sent prior to the training to drum up interest, promote the program’s learning agenda and to emphasize the value of the training sessions with the Registrar’s Office staff. In order to differentiate the email from other ‘student-administrator’ emails, photos of the learning spaces (Redwood and Birch computer labs) and diagrams of the key concept areas will be included to draw attention to the email and to excite staff members about the learning opportunity (Caffarella & Daffron, 2013, p.324). In my three years at Stanford, I have yet to receive an email through this mailing list that includes photos or graphics, so it would be a minor added feature with a possible large impact. In order to avoid overcommunication, we will limit the number of emails sent prior to the training and focus more on helpful content such as links and informational graphics to convey our message (Caffarella & Daffron, 2013, p.329).

Finally, the training program will be promoted to our captured audience at the monthly student services meeting co-hosted by the Registrar's Office. Usually drawing 100+ staff members in attendance, the monthly meeting will provide an excellent opportunity for the meeting emcee to display slides on the upcoming learning opportunities. In addition, a member (or more) of the advisory committee will spend five minutes explaining the concepts to be covered, the expected learning outcomes, and benefits of the records training program (Caffarella & Daffron, 2013, p.322). The Associate Deans and senior members of the advisory committee will also be encouraged to internally promote the programs within their departments to peak the interests of their colleagues. The goal of directly addressing our future audience is to effectively communicate expectations for the program to help learners approach the sessions with a positive outlook and to improve learner participation during the sessions (Caffarella & Daffron, 2013, p.312).

As we move forward with the training program, there are two remaining areas that provide challenges to the program's implementation. First, the creation of the Records Learning Hub (an online training portal for staff to reference post-training) sheds light on the role technology plays in program development. In our case, a training portal could mitigate the need for in-person trainings if the learning hub is actually utilized by staff. The benefit of the hybrid workshops is that learners can learn directly from the instructor or one another. The learning hub currently is just a set of videos and job-aids; however this online portal could open the doors for online training sessions, in which key concerns of room availability, room capacities and unfamiliar workstations are diminished. Second, relating closely to the future of the training program is the question: where do we go from here? Ideally trainings would be held on a bi-annual or annual basis, but the same training and/or target population cannot simply be addressed. We must either focus our training to a new audience (new hires only), on new concepts (changes in students records introduced in 2015-2016) or format (optional attendance or online-based) to continue advancing the program. Overall, I believe the ability of the advisory committee to evolve the training program to meet the needs of the learning audience will improve the program's ability to make a lasting impact on the student services division at Stanford University.

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