|  |  |
| --- | --- |
| **Unit/Program Name** | Registrar's Office |
| **Office of Primary Responsibility** | Office of the Registrar |
| **Assessment Coordinator** | Kelly Proctor |
| **Submission Date of this Report** | May 30, 2017 |

1. **Unit/Program Goal**: Provide timely and accurate service for students, faculty, staff and community

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategic Goal Supported** | |  | | | | | | | |
| **Indicator of Success or Student Learning Outcome** | **1.** | Percent of courses registered on-line, Fall | | | | | | | |
|  | **2.** | Percent of courses registered on-line, Spring | | | | | | | |
|  | **3.** | Percent of courses registered on-line, Summer | | | | | | | |
|  | **4.** | Percent of courses registered by first day of classes, Fall | | | | | | | |
|  | **5.** | Percent of courses registered by first day of classes, Spring | | | | | | | |
|  | **6.** | Percent of courses registered by first day of classes, Summer (First day of classes for the first summer session was used). | | | | | | | |
|  | **7.** | Number of student enrollment verifications for the year (July1 - June 30) | | | | | | | |
|  | **8.** | Percentage of enrolled students using degree evaluation software (CAPP) - Fall and Spring \*removing this goal | | | | | | | |
|  | **9.** | Percentage of faculty using degree evaluation software (CAPP) - Fall and Spring  \*removing this goal | | | | | | | |
|  | **10.** | Percentage of On-line transcript requests (vs. other types of written requests) | | | | | | | |
|  | **11.** | Percentage of On-line graduation applications | | | | | | | |
| **Assessment Instruments and Frequency of Assessment** |  | Instrument | | | | Frequency | | | |
|  | **1.** | Banner - Student Information System | | | | Annually | | | |
|  | **2.** | Banner - Student Information System | | | | Annually | | | |
|  | **3.** | Banner - Student Information System | | | | Annually | | | |
|  | **4.** | Banner - Student Information System | | | | Annually | | | |
|  | **5.** | Banner - Student Information System | | | | Annually | | | |
|  | **6.** | Banner - Student Information System | | | | Annually | | | |
|  | **7.** | National Student Clearinghouse Monthly Reports | | | | Annually | | | |
|  | **8.** | Banner - Student Information System | | | | Annually | | | |
|  | **9.** | Banner - Student Information System | | | | Annually | | | |
|  | **10.** | Banner - Student Information System | | | | Annually | | | |
|  | **11.** | Banner - Student Information System | | | | Annually | | | |
| **Expected Outcome of Indicator of Success or Student Learning Outcome** |  | Met (3) | | Partially Met (2) | | | | Not Met (1) | |
|  | **1.** | 100 - 75 We build schedules for first -time Freshmen in the Registrar's Office every fall semester. This is done in our Banner system and not online. We feel that anything greater that 75% of the total is an acceptable target. | | 74 - 70 | | | | < 69 | |
|  | **2.** | 100 - 85  In the spring, we do not build schedules for first-time Freshmen so the majority of our students in the spring will build their own schedules online. This is why our target moved up from 75% to 85%. | | 84 - 80 | | | | < 79 | |
|  | **3.** | 100 - 75  In the summer we register students for contract courses in the Banner system. We also register students for a LU 102 course in the Registrar's Office if the students completed a fast track orientation course during EXPO. This is done in our Banner system also. | | 74 - 70 | | | | < 69 | |
|  | **4.** | 100 - 85  The majority of our students should be registered by the first day of class. However, I set the target range from 85% to 100% because we will have students add classes during the drop/add period. We will also add FALS 101 at the end of the semester when students have completed the FALS requirement. Contract courses could also be entered after the first day of classes. | | 84 - 80 | | | | < 79 | |
|  | **5.** | 100 - 85  The majority of our students should be registered by the first day of class. However, I set the target range from 85% to 100% because we will have students add classes during the drop/add period. We will also add FALS 101 at the end of the semester when students have completed the FALS requirement. Contract courses could also be entered after the first day of classes. | | 84 - 80 | | | | < 79 | |
|  | **6.** | 100 - 60  The target range is lower for the summer because we register students for LU 102 if they have completed the fast track orientation course during one of our EXPOs. The LU 102 course is entered into our Banner system at the end of the summer semester. We will also have students add classes during the drop/add period. FALS 101 is added at the end of the semester when students have completed the FALS requirement. Contract courses could also be entered after the first day of classes. | | 59 - 50 | | | | < 49 | |
|  | **7.** | 100 - 85  This target should be lowered and this goal may be removed for next year. We have found that more students need enrollment verifications before the semester begins. | | 84 - 80 | | | | < 79 | |
|  | **8.** | 100 - 85  We set the target range from 85% to 100% because students must turn in a degree evaluation with their graduation applications when applying for graduation. We will remove this goal for next year. | | 84 - 80 | | | | < 79 | |
|  | **9.** | 100 - 85  We set the target range from 85% to 100% because students must turn in a degree evaluation with their graduation applications when applying for graduation. Faculty are using the degree evaluation tool to determine if students are ready to apply for graduation. We will remove this goal for next year. | | 84 - 80 | | | | < 79 | |
|  | **10.** | 100 - 75  We feel that 75% to 100% is an acceptable target range. We have students fax and mail in transcript requests instead of requesting them online. We also have students who attended Lander prior to 1985 that have to complete a transcript request form. | | 74 - 50 | | | | < 50 | |
|  | **11.** | 100 - 95  Once a student turns in a printed degree evaluation, they are required to go online in Bearcat Web and complete a graduation application. We will remove this goal for next year. | | 94 - 85 | | | | < 85 | |
| **Summary of Data Collected** |  | 2011 | 2012 | | 2013 | | 2014 | | 2015 |
|  | **1.** | 79%  (14142/17921) | 77%  13462/17575 | | 78%  13134/16752 | | 76%  12601/16611 | | 74%  11938/16194 |
|  | **2.** | 94%  15803/16813 | 94%  15803/16814 | | 94%  15281/16294 | | 94%  14405/15387 | | 94%  13734/14671 |
|  | **3.** | 73%  1653/2279  \*An error was found on 5/25/17 and this number was corrected. | 74%  1713/2324 | | 78%  1466/1874 | | 83%  1281/1547 | | 81%  1283/1578 |
|  | **4.** | 94%  16401/17539 | 93%  16362/17575 | | 93%  15611/16752 | | 94%  15602/16611 | | 94%  15241/16194 |
|  | **5.** | 89%  14642/16409 | 92%  15403/16814 | | 92%  14953/16294 | | 93%  14282/15387 | | 93%  13618/14671 |
|  | **6.** | 67%  1520/2279  \*An error was found on 5/25/17 and this number was corrected. | 70%  1628/2324 | | 76%  1425/1874 | | 79%  1216/1547 | | 79%  1249/1578 |
|  | **7.** | 28%  1030/3682 | 25%  829/3280 | | 17%  511/3049 | | 16%  520/3270 | | 13%  420/3181 |
|  | **8.** | 99% | NA | | NA | | NA | | NA |
|  | **9.** | 90% | NA | | NA | | NA | | NA |
|  | **10.** | 52%  3273/6266 | 72%  3680/5139 | | 83%  4222/5078 | | 81%  3819/4700 | | 80%  4006/5037 |
|  | **11.** | 95% | 99%  458/464 | | 98%  523/531 | | 99%  541/546 | | 99%  493/494 |
| **Review of Results and Actions Taken** | **1.** | The fall numbers will always be lower than the spring and summer numbers. We build all first-time freshmen schedules in the Registrar's Office for the fall semesters. This is done in our Banner system and not online. We register students for FALS 101 in the Registrar's Office when students meet the FALS requirement. We also register some students for LU 103 for the fall semester which is a continuation of LU 102 from the summer. This is done in our Banner system also. A determination of on-line registration could not be made for several courses that were withdrawn, dropped, or cancelled. These numbers should improve because we will not offer LU 103 beginning Fall 2017. | | | | | | | |
|  | **2.** | Over the five year period, these numbers have been consistent. We do not build freshmen schedules for the spring so the majority of our students should register online themselves. The Registrar's Office will register students for FALS 101 when students meet the FALS requirement. This is done in our Banner system and not online. A determination of on-line registration could not be made for several courses that were withdrawn, dropped, or cancelled. | | | | | | | |
|  | **3.** | In Summer 2011, we registered 175 students for LU 102. This was done in the Registrar's Office.  In Summer 2012, we registered 127 students for LU 102. This was done in the Registrar's Office.  In Summer 2013, we registered 118 students for LU 102. This was done in the Registrar's Office.  In Summer 2014, there was a drop in the number of fast track students. We only registered 71 students for LU 102. This drop caused the percentage of classes registered online to increase.  In Summer 2015, we registered 91 students for LU 102. This was done in the Registrar's Office.  A determination of on-line registration could not be made for several courses that were withdrawn, dropped, or cancelled. These numbers should improve because we will not offer LU 102 beginning Summer 2017. | | | | | | | |
|  | **4.** | These percentages have stayed the same across the five year period. We will always have students adding courses during the drop/add period which is the first week of classes. A number of registered courses after the first day of classes are due to entry of FALS 101 (graduation requirement), splitting of EDUC 461 into separate sections, requested college/ department changes, withdrawn courses and contract registration. The Registrar's Office is working to improve this goal by sending out more reminder emails regarding registration dates, advisor information, and who to contact for registration issues. | | | | | | | |
|  | **5.** | These percentages have stayed the same across the five year period. We will always have students adding courses during the drop/add period which is the first week of classes. A number of registered courses after the first day of classes are due to entry of FALS 101 (graduation requirement), splitting of EDUC 461 into separate sections, requested college/ department changes, withdrawn courses and contract registration. The Registrar's Office is working to improve this goal by sending out more reminder emails regarding registration dates, advisor information, and who to contact for registration issues. | | | | | | | |
|  | **6.** | In Summer 2011, we had 175 Fast Track students. These students were not registered for LU 102 until the end of the summer semester. The number of Fast Track students have slowly dropped. In the Summer 2012, we had 127 students. In Summer 2013, we had 118 students. In the Summer 2014, the percentage of courses registered by the first day increased to 79%. The reason for the increase is because the number of Fast Track students decreased to 71 students.  A number of registered courses after the first day of classes are due to entry of FALS 101 (graduation requirement), splitting of EDUC 461 into separate sections, requested college/ department changes, withdrawn courses and contract registration. The Registrar's Office is working to improve this goal by sending out more reminder emails regarding registration dates, advisor information, and who to contact for registration issues. These numbers should improve because we will not offer LU 102 beginning Summer 2017. | | | | | | | |
|  | **7.** | The number represents the number of student created enrollment verifications through the National Student Clearinghouse versus office created verifications. Office created verifications are needed for requests prior to the beginning of each semester and until the report is submitted the third week of classes. We did not have a number of office-created verficiations, so we used as a denominator unduplicated headcount for academic year. We have found that more students are needing these verifications before we submit the Clearinghouse reports. We are researching ways to improve this goal. We are looking into submitting an extra report earlier in the year before the semester starts. When students come in, we are also going to ask more questions and find out more information before completing an enrollment verification in the office. | | | | | | | |
|  | **8.** | CAPP usage has to be purged from Banner system periodically, but based on the fact that all students must turn in a clean degree evaluation for graduation clearance, then all students must use CAPP. This goal will be removed from the scoring because it has and will be met in the future. We improved this goal by making the degree evaluation printout a requirement to apply for graduation online. We are removing this goal (number 8 and 9) and replacing it with electronic transcript requests. Electronic transcripts became available in October 2016. | | | | | | | |
|  | **9.** | Based on the fact that all students must turn in a clean degree evaluation for graduation clearance, then all students must use, and faculty shoud use, CAPP. Only a handful of professors do not use CAPP. This goal will be removed from the scoring because it has and will be met in the future. We are removing this goal (number 8 and 9) and replacing it with electronic transcript requests. Electronic transcripts became available in October 2016. | | | | | | | |
|  | **10.** | Transcript requests were offered online beginning Fall 2011 semester. We have improved on this goal by directing students to Bearcat Web to request transcripts. We have updated the wording on our webpage by describing the transcript request process and working with the IT department on making the transcript request form online user friendly. We renamed our printable transcript request form online to say "Archive Record Release" and we only direct people to use it if they were a student prior to 1985. | | | | | | | |
|  | **11.** | Students are required to apply to graduate online starting August 2011 graduation cycle. Students still have the ability to apply with a paper form if they cannot pay electronically. This goal has been met because we now require students to apply online. We will still have a few that will complete a paper form because they cannot pay electronically. We are removing this goal and replacing it with "Percentage of graduation applications received by the graduation application deadline." | | | | | | | |
|  | **Sum** |  | | | | | | | |
| **Indicator of Success or Student Learning Outcome Outcomes** |  | Indicator of Success Evaluation | | | | Indicator of Success Score | | | |
|  | **1.** |  | | | |  | | | |
|  | **2.** |  | | | |  | | | |
|  | **3.** |  | | | |  | | | |
|  | **4.** |  | | | |  | | | |
|  | **5.** |  | | | |  | | | |
|  | **6.** |  | | | |  | | | |
|  | **7.** |  | | | |  | | | |
|  | **8.** |  | | | |  | | | |
|  | **9.** |  | | | |  | | | |
|  | **10.** |  | | | |  | | | |
|  | **11.** |  | | | |  | | | |
| **Additional Resources Required to Achieve or Sustain Results** | | $0.00: Explanation | | | | | | | |

1. **Unit/Program Goal**: Provide timely and accurate service for evaluation of official transcripts.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategic Goal Supported** | |  | | | | | | | |
| **Indicator of Success or Student Learning Outcome** | **1.** | Percentage of completed evaluations within one month of receipt, newly admitted, Fall. | | | | | | | |
| **2.** | Percentage of completed evaluations within one month of receipt, newly admitted, Spring. | | | | | | | |
| **3.** | Percentage of completed evaluations within one month of receipt, continuing students, Fall. | | | | | | | |
| **4.** | Percentage of completed evaluations within one month of receipt, continuing students, Spring. | | | | | | | |
| **Assessment Instruments and Frequency of Assessment** |  | Instrument | | | | Frequency | | | |
| **1.** | Bannner - Student Information System | | | | Annually | | | |
| **2.** | Bannner - Student Information System | | | | Annually | | | |
| **3.** | Bannner - Student Information System | | | | Annually | | | |
| **4.** | Bannner - Student Information System | | | | Annually | | | |
| **Expected Outcome of Indicator of Success or Student Learning Outcome** |  | Met (3) | | Partially Met (2) | | | | Not Met (1) | |
| **1.** | 100 - 70  The target range was set to 70% to 100% because we were doing a lot of manually processes for transfer credit at that time. We started using a program in October 2015 called TES from College Source that helps us evaluate courses faster. The target will be changed to 100-80 for next year. | | 69 - 50 | | | | < 49 | |
| **2.** | 100 - 70  The target range was set to 70% to 100% because we were doing a lot of manually processes for transfer credit at that time. We started using a program in October 2015 called TES from College Source that helps us evaluate courses faster. The target will be changed to 100-80 for next year. | | 69 - 50 | | | | < 49 | |
| **3.** | 100 - 70  The target range was set to 70% to 100% because we were doing a lot of manually processes for transfer credit at that time. We started using a program in October 2015 called TES from College Source that helps us evaluate courses faster. The target will be changed to 100-85 for next year. This target will be set higher because the only transfer credit entered for continuing students should be one or two previous semesters (not the entire transcript). | | 69 - 50 | | | | < 49 | |
| **4.** | 100 - 70  The target range was set to 70% to 100% because we were doing a lot of manually processes for transfer credit at that time. We started using a program in October 2015 called TES from College Source that helps us evaluate courses faster. The target will be changed to 100-85 for next year. This target will be set higher because the only transfer credit entered for continuing students should be one or two previous semesters (not the entire transcript). | | 69 - 50 | | | | < 49 | |
| **Summary of Data Collected** |  | 2011 | 2012 | | 2013 | | 2014 | | 2015 |
| **1.** | 74%  35/47 | 80%  33/41 | | 87%  986/1132 | | 88%  974/1112 | | 90%  856/946 |
| **2.** | 68%  25/37 | 80%  28/35 | | 69%  267/387 | | 80%  265/330 | | 84%  286/340 |
| **3.** | 92%  78/85 | 90%  57/63 | | 85%  80/94 | | 90%  78/87 | | 89%  56/63 |
| **4.** | 91%  51/56 | 95%  53/56 | | 80%  104/130 | | 68%  56/82 | | 89%  71/80 |
| **Review of Results and Actions Taken** | **1.** | For years 2013, 2014, 2015 It is counting freshmen, transfers, returning, and graduates that had transcripts reviewed. These numbers will be a little off. Every time someone updates a student's transfer work in Banner, the reviewed date changes on SOAPCOL. The percentages may actually be higher than what my report shows. Our numbers improved in 2015 because we implemented the TES system (Transfer Evaluation System) from College Source in October 2015. TES helps us evaluate UNCR courses (unevaluated courses with no course equivalencies). | | | | | | | |
| **2.** | For years 2013, 2014, 2015 It is counting freshmen, transfers, returning, and graduates that had transcripts reviewed.These numbers will be a little off. Every time someone updates a student's transfer work in Banner, the reviewed date changes on SOAPCOL. The percentages may actually be higher than what my report shows. Our numbers improved in 2015 because we implemented the TES system (Transfer Evaluation System) from College Source in October 2015. TES helps us evaluate UNCR courses (unevaluated courses with no course equivalencies). | | | | | | | |
| **3.** | For years 2013, 2014, 2015 It is counting continuing students that had transfer work posted during that particular semester.These numbers will be a little off. Every time someone updates a student's transfer work in Banner, the reviewed date changes on SOAPCOL. The percentages may actually be higher than what my report shows. We implemented the TES system (Transfer Evaluation System) from College Source in October 2015. TES helps us evaluate UNCR courses (unevaluated courses with no course equivalencies). | | | | | | | |
| **4.** | For years 2013, 2014, 2015 It is counting continuing students that had transfer work posted during that particular semester.These numbers will be a little off. Every time someone updates a student's transfer work in Banner, the reviewed date changes on SOAPCOL. The percentages may actually be higher than what my report shows. Our numbers improved in 2015 because we implemented the TES system (Transfer Evaluation System) from College Source in October 2015. TES helps us evaluate UNCR courses (unevaluated courses with no course equivalencies). | | | | | | | |
| **Sum** |  | | | | | | | |
| **Indicator of Success or Student Learning Outcome Outcomes** |  | Indicator of Success Evaluation | | | | Indicator of Success Score | | | |
| **1.** |  | | | |  | | | |
| **2.** |  | | | |  | | | |
| **3.** |  | | | |  | | | |
| **4.** |  | | | |  | | | |
| **Additional Resources Required to Achieve or Sustain Results** | | $0.00: Explanation | | | | | | | |

1. **Unit/Program Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit/Program Goal** | **Strategic Goal Supported** | **Unit/Program Goal Outcome** | | **Additional Resources Required to Achieve or Sustain Results** |
|  |  | **Score** | **Evaluation**  **Met: 3.00 – 2.01**  **Partially Met: 2.00 – 1.01**  **Not Met: 1.00 – 0.01**  **Not Evaluated: 0.00** |  |
| 1. Provide timely and accurate service for students, faculty, staff and community |  | 2.73 |  | $0.00 |
| 1. Provide timely and accurate service for evaluation of official transcripts |  | 3.00 |  | $0.00 |
| **UNIT/PROGRAM TOTALS** | | **2.87** |  | **$0.00** |