

Registrar's Office – Assessment Report – October 6, 2009

I. Executive Summary

During the past year, the Registrar's Office performed assessment on five of six of our goals. We plan to assess goal two via a survey to be administered during the spring semester, 2010. We are pleased to report that our assessment of goals one, three, four, five and six revealed we are meeting our goals. Details of our assessment of each goal and the conclusions reached can be found below.

II. Summary of Assessment Review and Planning Meeting

The Registrar's Office staff (Registrar Karla Leybold-Taylor and Assistant Registrar Melanie Cullen) held our annual assessment meeting on Tuesday, October 6th, 2009 from 2:30 p.m. until 3:45 p.m.

We discussed our current assessment plan and the extent to which we have met our goals. We are pleased that assessment has confirmed our "gut feelings" that we are, in fact, meeting goals one, three, four, five and six. We feel that we are also meeting goal two (we certainly strive to in our daily interactions with the constituents named in this goal), and we spoke at length about the need to develop a satisfaction survey to be administered in the spring. We talked about possible questions, method of administration and how to encourage wide participation in the survey; we know that surveys tend to be answered by people who have strong opinions one way or the other.

In addition, we spent some time reviewing our current assessment plan with a view toward determining which goals we might replace, having determined we are meeting them, and what we might replace these with. We are thinking of keeping indefinitely goal two, dealing with satisfaction, since it is very important, and because continued assessment of this goal is necessary to ensure that we are meeting it. We would like to add a goal and assessment measures related to Globe services and, eventually, if increased enrollment becomes a reality, one related to our ability to continue to function at a high level with a significantly larger student population.

Detailed Update on Goals – Part 1

Goal 1

Ensure the timely and accurate updating of the academic sections of the college catalog, including those sections that rely on faculty input.

Goal 1 assessment:

1. Information for all academic sections of the catalog is submitted to Janet Mapstone, graphic designed, **on or before** her stated deadlines throughout the catalog update cycle. (This may mean frequent reminders to faculty about reviewing their sections and/or follow up phone calls or visits.)
2. The printed catalog will contain no more than three errors in content that can be directly attributed to the Registrar

Results:

1. Due to the increasing workload of the Registrar's Office over the past four years, this is the second year in which I have had to request small deadline extensions for returning various catalog edits to Janet Mapstone and, later in the process this year, to Mark Temelco, who took over for Janet in June. The college was still able to meet the deadline that had been set with Jacob's Press and the catalogs arrived on campus on time.
2. To date, I have discovered one catalog error. It is not a content error, per se. It's a typo that crept in during the update process in the communications office, but still, I should have caught in the final proofread. That is, the new interdisciplinary internship is listed as ID 290/230, when of course, it should be ID 290/390.

Goal 2

To provide high quality, efficient and courteous academic-related services to students and faculty.

Goal 2 assessment:

1. Now that we have completed the Jenzabar conversion, including the implementation of all Globe services (with the exception of alumni access to transcripts, which is not under my direct control), it will be a good time to develop and administer a satisfaction survey to students and faculty. I plan to use Survey Monkey for this and to ask Professor Gagnon, who has expertise in developing meaningful surveys, for input regarding questions. I would like to have the survey ready by the middle of the spring semester, 2010.

Results:

Since I have not yet developed or administered the satisfaction survey, I cannot yet report any results.

Goal 3:

Transfer credit evaluations for prospective transfer students are completed within three business days of receipt from the Admissions Office, except at “peak” times for my office, such as graduation week.

Goal 3 assessment:

1. Admissions files are date stamped upon receipt and the date compared with the date of completion as noted on the transfer evaluation.

Results: I have met this goal, as the former director of transfer admission (and now the associate and assistant directors of admission) will attest, even at peak times. Being out of the office for an extended period of time (such as when on vacation) is the only situation that has prevented completion of transfer evaluations within the goal time (three days or fewer), but since I am mindful of the needs of the college when planning vacation time, this has not created problems.

Goal 4:

Requests for official transcripts are processed within three business days of receipt, except when the requestor has asked to have the request held until final grades have been posted.

Goal 4 assessment:

1. Transcript requests are date stamped upon receipt and dates can be compared with the processing date recorded in Jenzabar (for online records), or on the request itself (for digitized records).
2. The office should receive not more than one complaint per month regarding lack of timeliness in receipt of transcripts that can be attributed to the Registrar’s Office.

Results:

This goal has been met. We often hear from transcript requestors that our turnaround time is quicker than expected. Sometimes someone will call to make a change to the sending address or to add an “attention” line and be surprised when we say the transcript has already been sent.

The complaints we occasionally receive about timeliness with regard to transcript requests are generally the result of the requestor’s not making a timely request and then expecting same-day service, which we cannot always provide. We do try to accommodate these urgent requests, but this isn’t always feasible at times such as the first week of classes each semester or during graduation week.

Now that students can view and print their unofficial transcripts from the Globe, these last minute requests should become less frequent; often, an unofficial transcript will suffice temporarily. This is one reason I think it is critical that alumni be given Globe access as soon as possible. I will participate in a meeting on November 4th at which progress toward this goal will be discussed.

Additionally, I am happy to report that we have made a change that results in greater efficiency with regard to processing transcripts in timely fashion. That is, I have contracted with a new transcript paper vendor, Scrip-Safe (the recognized industry leader). This paper has our transcript legend preprinted on the backside, meaning we no longer have to “waste” a sheet of paper with each transcript request. Additionally, the multiple security and fraud detection features of the paper allow us to omit a couple of elements of the authentication process, namely stamping the registrar’s signature on each page of each transcript and affixing the college seal to each page of each transcript. This has shortened processing time.

Goal 5:

1. For prospective F-1 students, I-20s are issued within three business days of receipt of completed admissions file and certifications of finances showing sufficient funds. Updates to the SEVIS system are made in timely fashion, according to ICE rules, so as to avoid student or institutional citations for non-compliance.
2. For students receiving VA benefits, timely enrollment verifications (timely = by the beginning of the upcoming semester) and updates (within 30 days of an enrollment change) are submitted via the VA-ONCE system.

Goal 5 assessment:

1. Prospective students will not experience F-1 visa delays due to untimely completion of I-20 on the part of the Registrar, nor will students or Wells College be faulted for non compliance with regard to reporting changes to SEVIS.
2. VA audits will not show citations for non-compliance.

Results:

Goals one and two have both been met. I issued I-20s during the past year in fewer than three days, usually within one day of receiving the completed file. The associate director of admissions and the director of off campus study can attest to this fact. There were no international students who were unable to enroll at Wells due to untimely completion or mailing of the I-20.

Neither Wells College nor any students have been faulted for non compliance in reporting changes to SEVIS.

A periodic federal V.A. audit was completed on September 24, 2009 and the reviewer, Jerry Ferguson, complimented me on our well kept records and compliance with V.A. rules and regulations. He indicated that schools who have dedicated certification officers have more citations for errors. (Granted, they also deal with far more students receiving benefits.) Wells College was not cited for any errors or omissions in this review.

Goal 6:

All required IPEDS, NYSED and other assorted reports are completed accurately on or before the established deadlines. In some cases, this requires follow-up with others on campus who supply information for these reports.

Goal 6 assessment:

1. The college will not receive notice of or citations for untimely submission of reports.

Results:

This goal was met. State and federal reports, as well as various others, were completed on time. The only exception to this was the NYSED F.AUDIT, which requires submission of the college's certified financial audit; since the auditing firm we were using in 2008 (and for several years before) was habitually late in getting the audit statements to us, I had to request multiple extensions from the state education department in meeting this deadline. Since we have now retained a different financial audit firm, I expect this will no longer be a problem.

Detailed Update on Goals, Part 2 – How Jenzabar EX Affects How the Work Gets Done

Goal 1:

Last spring, we completed the process of inputting catalog course descriptions for all courses into Jenzabar. This is a great advantage to faculty advisors and students, who can now view this information as they are browsing classes prior to registration each semester. In future, this might make the hard copy catalog course update process easier and less paper based; however, I'm not sure what the mechanism for this would be. The Jenzabar EX software doesn't seem to be

designed for this use. Additionally, the course descriptions we input for the Globe are in a slightly different format than what's needed for the catalog. This area needs further study and evaluation.

Goal 2:

Now that we're at a more or less status quo state with regard to Jenzabar and the Globe, we'll assess satisfaction with services provided through this medium, as well as with other services the office provides. This will be accomplished via the Survey Monkey survey mentioned earlier.

Goal 3:

Conversion to EX has not changed the part of the transfer evaluation process that involves notification to students about their transfer credit and how it fulfills general education requirements.

What has changed, however, with the advent of the Advising Module, is the time it takes the assistant registrar and me to process the work of those who enroll. I have to assign advising requirements codes (ARCs) to all transfer work in order for the advising module to recognize that transfer courses meet specific Wells requirements, meaning that I have to spend time on the files of those who enroll twice, once when I do the initial evaluation and again after the student has actually enrolled. To assign ARCs at the time of initial evaluation would, at first glance, seem more efficient, but that would mean spending considerable time on students who do not go on to enroll.

It also takes the assistant registrar longer to enter transfer work into Jenzabar than it did with the old system, because of having to attach an ARC to each course.

Goal 4:

Use of the EX software has not significantly altered transcript processing time. However, it has allowed us a better and more efficient tracking mechanism for requests, at least for those transcripts that reside on the Jenzabar system. As mentioned to earlier, the digitized records still need to be printed from CDs and their disposition tracked via a manual entry on the request form.

Goal 5:

Use of the EX software has not altered the time it takes to issue I-20s or to provide V.A. enrollment certifications.

Goal 6:

As a result of the conversion to Jenzabar EX, we have not thus far realized any real time savings. The assistant registrar and I have completed the process of writing in Infomaker the various reports from which I get the data required for completion of the state and federal reports. Completing the reports, therefore, takes about the same amount of time as it did using the reports generated by the old software.

Thus far, we have not been able to use the software interface for the federal (IPEDES) reports, due to problems with converted data. I know that other offices have experienced the same issue. I expect in future to be able to use the system for the three federal reports for which the interface exists. However, the state reports (and other miscellaneous reports and surveys) will continue to be done by using data extracted from the system, but not automatically, because interfaces don't exist (nor will they be created) for any but the federal reports.

III. – Our Focus for the Coming Year

I plan, for at least one more year, to continue assessing the goals we laid out in our initial assessment plan. As stated earlier, now that Globe services have been fully implemented, I am ready to prepare and distribute a satisfaction survey so that Goal 2 can be assessed, which it has not to date.

I am also thinking about changes to the assessment plan itself. These might include the removal of some goals (once it has been well established we've been meeting them continuously) and the addition of others, such as one dealing with Globe services and responsiveness to usage questions and the like, and another related to our ability to provide excellent service to a larger student and faculty population.

IV. Updated Assessment Plan

Please see III. above.

V. Summary of Data Used

This information is contained in part one of the "Detailed Update on Goals" above.

Respectfully submitted,

Karla Leybold-Taylor

Registrar