Assessment Cycle 2018 – 2019

University Registrar

Division or Department: N/A

Prepared by: Yvette Ceasar-Williams   **Date:** 06-25-2019

Approved by: Barbara Prescott   **Date:** 06-25-2019

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Registrar ensures the integrity, accuracy, and security of all academic records of current and former students; facilitates effective student registration and enrollment; builds secure student data files and sets policy and procedures for their responsible use; maintains up-to-date course schedules, catalogs, final examination schedules; manages efficient use of classrooms; and supervises and maintains the Banner and degree audit systems. The Registrar supervises the processes for the articulation of transfer credits, graduation and certification of graduate, baccalaureate, and associate degrees; enrollment and degree verification, production of official transcripts, diplomas, and commencement ceremonies. The Registrar counsels and advises students, faculty, and staff on academic matters; and interprets and enforces policies and regulations of the University, Board of Regents and Supervisors, and FERPA.

Methodology: The assessment process includes:

(1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and submitted to the Unit Assessment Coordinator;
(2) The Unit Assessment Coordinator will analyze the data to determine whether or not the applicable outcomes are met;
(3) Results from the assessment will be discussed with the appropriate staff;
(4) Individual meetings will be held with staff, as needed;
(5) The Unit Assessment Coordinator, in consultation with Unit Coordinators, will determine proposed changes to the measurable outcomes, assessment tools for the next assessment period and any appropriate service changes.

Academic Services and Veteran Affairs

Service Outcomes:

SO 1. The Academic Services and Veteran Affairs Unit ensures the timely processing of Veteran Affairs documents and certifications of enrollment each semester for new,

transfer, visiting, and continuing VA students; facilitates the class schedule information for access by students and faculty for effective registration and enrollment; and facilitates the commencement ceremonies.

Source Map:
U.S. Department of Veteran Affairs – Education and Training
University of Louisiana System Board of Supervisors
Louisiana Board of Regents Legislative Response (Louisiana Military Friendly Campus)

Measure 1.1 (Indirect - Survey)

The Veteran Services Office coordinates all veterans, dependents, guardsmen, and reservists' benefits for those attending classes and using the G.I. Bill. The students' satisfaction rating with the processing of their data forms and certifications, staff's attitude, and assistance will increase to 75% at the end of spring 2019.

Finding: Target was met.

Analysis: In 2017-18, the target was not met. Based upon the analysis of the 2017-18 results, we found it evident that we are providing service to our VA recipients. We changed our population of students surveyed to only include those with VA benefits and only surveyed VA students receiving in-person assistance in our VA area. By following this decision, we were able to get a more accurate view of the service provided to our VA students. Of the 63 VA students who completed the survey for the Academic Year 2017-18, we had a 63% satisfaction rating. In accordance with the plan of action of 2017-2018, in 2018-19, the Director of Academic Services attended VA certification trainings over the summer and during the fall semester. As a result, in 2018-19, we now have someone always readily available to provide service to our VA students who visit the office.   Based upon the analysis of the 2018-19 results, we found it evident that we are providing service to our VA recipients.   We changed our population of students surveyed to only include those with VA benefits and only surveyed VA students receiving in-person assistance in our VA area. By following this decision, we were able to get a more accurate view of the service provided to our VA students. We surveyed 100 VA students. Of the 77 VA students who completed the survey, we had a 77% satisfaction rating. In accordance with the plan of action of 2017-2018, in 2018-19, the Director of Academic Services attended VA certification trainings over the summer and during the fall semester. As a result, in 2018-19, we now have someone always readily available to provide service to our VA students who visit the office. The analysis reflects that we are meeting the needs of the VA students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will survey VA students receiving in-person service and ensure that all VA certifying officials attend at least one VA training each academic year to drive continuous improvement. By doing so, we should reach our goal of a

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75% satisfaction rating by the end of spring 2020 to drive continuous improvement.

Measure 1.2 (Indirect – Survey)

Academic Services coordinates all aspects of the commencement ceremonies to ensure a successful and memorable experience for the graduates, parents, faculty, staff, visitors, and community. Early preparation of and retrieval of the participants on the program and script, stage and sound preparation instructions, effective communication with the Graduation/Audit Unit on program completion and diplomas/covers, photographer confirmation, confirmation of floral decorations, etc. will minimize problems on the day of commencement. The satisfaction rating of the graduates will increase to 100% by the end of spring 2019.

Finding: Target was not met.

Analysis: Based upon the analysis of the 2017-18 results, we found it evident that we are meeting the needs of our graduates. The decision to change our survey population to only include actual graduates made a huge difference in our results. This allowed us to only receive input from those for whom the ceremony was intended. We exceeded our goal of achieving a 90% satisfaction rating by achieving a 97% rating by the end of spring 2018. Our plan was to continue proving exemplary service to our graduates to increase their satisfaction rating to 100% by the end of spring 2019. As a result, in 2018-2019 we chose to continue to provide exemplary service to our graduates and survey those participating in the ceremony. By doing so we received the following results: 816 out of 827 graduates responded as being satisfied with the entire ceremony resulting in a 98.67% rating. A total of 11 graduates did not respond favorably which could be attributed to the fact that these students may not have actually graduated but were allowed to participate in the ceremony since the commencement program is unofficial until all candidates have been certified by their dean, or the fact that the air conditioning went out during the second spring ceremony.   The unfavorable response resulted in a 1.33% unsatisfactory rating. Although we did not meet our target, the analysis does reflect that we are providing a satisfactory service to our graduates.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will provide exemplary service and survey the graduates participating in the ceremony to drive continuous improvement. For the fall 2019-20 year, those candidates participating in the ceremony will be graduates due to the administrative decision to have the calendar returned to the prior candidate due dates for grades and certifications by the deans. With the two factors of true graduates and our efforts to provide an exemplary ceremony, we should be able to reach our satisfaction rating of 100% by the end of spring 2020 to drive continuous improvement.

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Student Academic Services and Transcript Evaluation

Service Outcomes:

SO 2. The Student Academic Services and Transcript Evaluation Unit ensures the accuracy of information and assistance provided to current and former students, faculty, and staff; and accuracy of transfer credits.

Source Map:
University of Louisiana System Board of Supervisors
Louisiana Board of Regents'

Measure 2.1 (Indirect - Survey)

Student Academic Services is the first point of contact for current and former students, parents, faculty, and other staff. It is essential that accurate information is provided as well as processing their requests within a timely manner. The service we provide to students is our main focal point. The students' satisfaction rating with the completion of their requests, our staff's attitude, and our staff's assistance will increase to 75% by the end of spring 2019.

Finding: Target was not met.

Analysis: Even though our target was not met in 2017-18, our analysis indicated that we are proving satisfactory services to those who come into our office. We implemented the plan to survey students, faculty, and staff when services were rendered within our front office area. Due to the volume of visitors to our office and phone calls during the beginning of the semesters, we randomly selected 50 students, faculty, and staff to complete the survey. A total of 38 students, faculty, and staff participated in the survey for fall 2017 and a total of 22 for spring 2018. For the 2017-18 Academic Year, their responses for receiving the assistance needed and our staff's attitude being very good resulted in a 60% rating. For the Academic Year 2018-19, we chose a plan to focus more on the services we provide to the students versus faculty and staff because the result of every service is for the students. As a result, in 2018-2019 we implemented the change to survey only the students and only when services were rendered within our front office area. Although we did not meet our goal, we had a total of 36 students who participated in the survey. There were 35 out of the 50 students surveyed who gave a very good/good response for the assistance needed, completion of their requests, and staff's attitude resulting in 70% satisfaction rating. A total of 35 out of 50 responded with very good/good for their overall visit resulting in a 70% satisfaction rating. Only 1 student responded unfavorably resulting in a 2% unsatisfactory rating. Although we did not meet our goal, the analysis indicates that we are providing satisfactory service to our students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will survey only students when services are rendered.

We will implement the change to have our front office staff randomly hand out surveys as well as having the surveys accessible in our front office area to drive continuous improvement. The students' satisfaction rating with our staff providing needed assistance, completing their requests, and our staff's attitude will increase to 75% by the end of spring 2020 to drive continuous improvement.

Measure 2.2 (Indirect – Survey)

Transcript Evaluation is critical in determining admission eligibility, pre-requisite requirements for registration, and degree completion determination. The students are our main focal point for services rendered. The students' satisfaction rating with the speed and accuracy of transfer evaluations will increase to 60% by the end of spring 2019.

Finding: Target was not met.

Analysis: During the 2017-18 Academic Year, our responses to the survey from students with transfer credits and their advisors were low. However, the responses received provided evidence that we are providing service for the benefit of the students. There was an 85.24% satisfaction rating based upon the responses received. We had difficulty determining students from their advisors in the survey results from fall 2017, so we made the decision to have two separate surveys. For the spring 2018 semester, we had an even lower response to the surveys with only 8 out of 563 students participating and 13 out of 124 advisors participating. As a result of our analysis of the 2017-2018. We changed our plan for the 2018-2019 Academic Year to focus on the students with transfer credits rather than their advisors and to increase the satisfaction rating to 60% by the end of spring 2019. As a result, in 2018-2019 we implemented the change to survey only the students with transfer credits. We surveyed 1,341 students who had transfer credits added to their records during the academic year. A total of 85 students responded to the survey resulting in a 6.34% participation rate. A total of 72 students responded that their transcripts were evaluated in a timely manner resulting in an 85% satisfaction rating. There were 71 students who responded that they were satisfied with the accuracy of the equivalent credits given resulting in an 83.5% satisfaction rating. When asked if they were able to contact an evaluator for assistance regarding questions, 72 students responded yes resulting in an 84.7% satisfaction rating. The responses are evidence that we are providing satisfactory services that benefit our students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will change our focus to the volume of transcripts evaluated into the Banner system since our participation was so low. By doing so, we will be able to establish the student's satisfaction rating based on the volume of transcripts successfully evaluated to drive continuous improvement.

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Records and Transcript Production

Service Outcomes:

SO 3. Records and Transcript Production ensures the accuracy and security of all current and former students' records. The primary focal points are to facilitate effective student registrations and enrollments, generate enrollment and degree verifications; and production of official transcripts.   This unit builds secure data files for current and former students and counsels/advises current and former students, faculty, and staff on academic policies and regulations.

Source Map:
University of Louisiana System Board of Supervisors
Louisiana Board of Regents'
National Student Clearinghouse

Measure 3.1 (Indirect - Survey)

Records monitors all students' records daily. Updates and adjustments are made to records using student requests (major changes, residency redetermination, catalog changes), Registration Credits and Graduation Council appeal committee decisions, approved grade change requests, approved academic standing reinstatements, and approved out-of-state waivers from the Scholarship Office. By completing all updates and adjustments in a timely manner, this aids in the students being eligible to register and/or enroll in the appropriate courses for their degree programs as well as having an accurate accounting of tuition and registration fees.   The students' satisfaction rating with the timeliness and accuracy of processing of their grade changes and major changes will increase to a 65% satisfaction rating by the end of spring 2019.

Finding: Target was not met.

Analysis: For the 2017-18 Academic Year, our target was not met. Our plan was to survey students and their advisors to determine their satisfaction rating of the records update service provided. There was some difficulty determining which records updates could be identified from the Banner system. Our IT staff was able to make that determination and retrieved the corresponding students for the survey. These students received an electronic survey that yielded a low response. Of those who did respond, the satisfaction rating of 94.11% for fall 2017 and 100% for spring reflects that we are meeting the needs of the students. Based on the analysis of the 2017-2018 results our plan was to focus on identifying the students with major changes and grade changes. By doing so we expect the assessment to yield a 65% satisfaction rating for 2018-2019. As a result of this change, in 2018-2019 we surveyed 5,147 students who had grade and/or major changes processed on their records. A total of 60 students responded to the survey resulting in a 1.2% participation rating. After discussion with an IT programmer, it was discovered that most updates to the students' records cannot be clearly identified except grade changes. We had 47 out of 60 students respond that

their major change was processed in a timely manner resulting in a 78.33% satisfaction rating. There were 19 students who responded that their grade change was processed in a timely manner when received in our office resulting in a 31.67%. Even though we did not meet our target, the analysis indicates that we are satisfactorily meeting the needs of our students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will focus on grade changes processed for each student to drive continuous improvement. By doing so, we will be able to determine the students' satisfactory rating with the timeliness and accuracy of their grade changes by the volume of changes made. By the end of spring 2020, the volume of grade changes processed to students' academic records will reach 2,500.

Measure 3.2 (Indirect)

Records ensures that all current students' enrollment data is uploaded every 30 days to the National Student Clearinghouse during each semester, and degree completions are uploaded at the end of each semester. Timely uploading allows for the enrollment data to be accessible for students' self-service enrollment verifications, the National Student Loan Data System accessibility for students' financial aid eligibility statuses, and employer/prospective employer verification of degree completions.   With this information being readily available at the beginning of each semester and making students aware of this service, the volume of on-line self-service for students and employers/prospective employers will increase to 4,500 for Academic Year 2018/19.

Finding: Target was met.

Analysis: For the 2017-18 Academic Year, our target was met. Our plan to increase the awareness of the on-line verification service resulted in our exceeding the targeted volume. Our target volume was 4,000, but we reached 4,160 requests successfully processed. This was 104% of our expected volume. The on-line process requires minimal assistance from staff and makes the verification of degrees/attendance readily available to outside individuals and entities. The analysis for the 2017-18 Academic Year provided evidence that we are providing a valuable service to the students and outside individuals/entities. Our plan for 2018-19 was to notify all currently enrolled students that this service is available 24 hours a day which should increase the volume of on-line requests. As a result, in 2018-19, we saw the volume increase to 5,573 which exceeded our goal. This result is an indication that we are meeting the needs of the students and employers.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will notify all currently enrolled students of the on-line verification service to drive continuous improvement. Our volume should increase to 5,800 by the end of spring 2020.

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Measure 3.3 (Indirect - Survey)

Transcript Production ensures that all current and former students' official transcripts of their academic work are generated in a timely manner upon request. The validation of each student's record is completed first before generating the transcript whether electronically or a paper copy. Unofficial transcripts are readily available on-line and contain all of the students' academic information. The volume of on-line self-service requests completed will increase to 4,000 by the end of spring 2019.

Finding: Target was met.

Analysis: Our target rating for the 2017-18 Academic Year was not met. Our responses to the electronic survey was very low. A 0.77% satisfaction rating of very satisfied/satisfied was received for fall 2017 and 1.6% for spring 2018. Of the responses received, there was a favorable indication that we are satisfactorily providing this service to the students. Since the number of responses to the survey were so low, we decided to analyze the volume of transcripts processed through our on-line system. There were 3,100 requests processed for fall 2017 and 3,600 processed for spring 2018. According to the percentage from the volume of transcripts processed on-line, this was an indication that the students are satisfied with the service being provided. Our plan for the 2018-19 Academic Year was changed to only focus on the volume of transcripts produced through our on-line service. As a result in 2018-19, our staff informed students in need of a transcript of the on-line service and its availability 24 hours a day 7 days a week to drive continuous improvement. The online service also includes an electronic method of sending transcripts. We exceeded our goal of 4,000 in on-line transcript volume by reaching 8,306. This increase in the on-line volume of transcripts processed is an indication that we are meeting the needs of the students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will inform all currently enrolled students of the on-line transcript service to drive continuous improvement. Our volume of on-line transcripts processed will increase to 8,500 by the end of spring 2020.

Measure 3.4 (Indirect)

Records ensures that all permanent student records' documents, of current and former students, are scanned into Paperflow, our digital imaging system. Each document type is batch scanned, matched and merged with the identifying number and name on the Banner system, and indexed to the corresponding data file. These data files can be accessed for retrieval from Papervision. The volume of documents scanned into Paperflow will increase to 50,000 by the end of spring 2019.

Finding: Target was met.

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Analysis: For the 2017-18 Academic Year we did not meet our target. For the fall 2017 semester, we exceeded our target goal of 14,000. We initially trained several employees in the office to scan on a second scan station each week which resulted in the higher volume of documents scanned during the beginning of fall 2017. The Registrar changed the plan mid-semester to only two employees scanning primarily half-days. The volume of documents scanned during fall 2017 was 20,909. Due to the resignation of one of the employees responsible for scanning, the scanning process slowed down tremendously from the beginning of the spring 2018 semester. There were only 1,047 documents scanned during spring 2018 resulting in 4.19% of our target goal. Our analysis reflected that we still needed some improvement in the volume of documents scanned into the students' files. The volume of documents scanned during the fall 2017 semester was still evidence that we can reach our target goal. For the 2018-19 Academic Year, we changed our plan to include the hiring of another employee who would work primarily with records and scanning documents. By doing so, this should increase the volume of documents scanned to 50,000 by the end of the 2018-19 Academic Year. As a result, in 2018-19, we were able to move an employee into the records area to primarily scan documents. We exceeded our goal of 50,000 by scanning 87,129 documents into students' files. This increase in scanned documents is an indicator that we are satisfactorily meeting the needs of the students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will assign other staff members to verify the scanned documents to drive continuous improvement. By doing so, this will allow room for more scanning to be efficiently completed. The volume of scanned documents will increase to 90,000 by the end of spring 2020.

Measure 3.5 (Indirect - Survey)

Records ensures that it disseminates the current NSU, Board of Supervisors, Board of Regents, and FERPA regulations and policies when communicating with and advising current and former students, faculty, and staff. Continuing to provide the most current policies and regulations will help reduce any violations that could negatively affect the unit and University. At the beginning of each fall semester, faculty and staff will be encouraged to review and complete the FERPA tutorial and students to review the Student-Right-To-Know information on the Registrar's Office web page.   The faculty and staff's Average and Superior Understanding of the FERPA regulations is our focal point. We will increase the completion of the FERPA Tutorial to 80% by the end of spring 2019.

Finding: Target was not met.

Analysis: During the 2017-18 Academic Year, we were unable to set up the FERPA Tutorial as planned due to the delay in hiring a technical person and employee changes within our department. Understanding of the FERPA regulations by faculty and

administrative/staff in academic/student affairs areas is crucial for the University because any violations reported could have a negative impact on our institution. It would be more beneficial to faculty and staff to complete the tutorial during the beginning of each fall and spring semester. Our plan for the 2018-19 Academic Year was to finalize the tutorial, have faculty/staff complete it to increase their Average Understanding and Superior Understanding, and to reach our target goal of an 80% completion rating by the end of spring 2019. As a result, in 2018-19, we had the FERPA Tutorial set up online. A message from the Registrar was sent out by Messenger to all faculty and staff with the intent of those who have access to student information such as Registrar, Financial Aid, Admissions, Student Accounting, academic advisors and instructors, administrative staff and support staff, etc. to access the link provided in the message and complete the tutorial. We ran into the problem of some faculty and advisors not being able to access the link off-campus. The IT staff created another link through Moodle for any faculty and staff member to access. With the assistance of HR, we were able to identify approximately 471 employees who had access to student information. There were 357 faculty and staff who completed the FERPA Tutorial resulting in a 76% completion rate. Some faculty and staff completed the tutorial more than once which lets us know that they want to have a better understanding of the privacy rights of students. Even though we were close to meeting our target, the results reveal that the FERPA Tutorial is beneficial to faculty and staff, therefore, increasing their Average and Superior Understanding of the privacy rights of students.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will send a Messenger notice out at the beginning of the fall 2019 semester to all faculty and staff to complete the FERPA Tutorial to drive continuous improvement. This will allow new faculty and staff to complete the tutorial as well as refresh and increase the understanding of the faculty and staff who previously completed the tutorial. By the end of spring 2020, the FERPA Tutorial completion rate should reach 80%.

Graduation and Degree Audit

Service Outcomes:

SO 4. Graduation and Degree Audit ensures the accuracy of the degree audit system, graduation and certification of graduate, baccalaureate, and associate degrees, and diplomas for the commencement program.

Source Map:
University of Louisiana System Board of Supervisors
Louisiana Board of Regents'

Measure 4.1 (Direct - Knowledge)

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Graduation and Degree Audit updates and maintains the tables in the Banner system that upload data into Degree Works. This data is directly linked to program requirements, compliance, and possible substitutions. Since Degree Works is not a Banner product, the assistance of programmers in the IT Department is needed to complete technical updates to the Degree Works software and batching of data. The creation of an in-house technical position in the Registrar's Office has decreased the wait time for technical updates and issues with batching data. A Degree Works Manual will be accessible on the web for advisors/department heads/deans. By having the manual accessible on the web, the percentage of advisors/department heads/deans with No Knowledge should decease to 25%.

Finding: Target was not met.

Analysis: For the 2017-18 Academic Year, our target was not met. We were unable to develop the Degree Works tutorial due to administrative and technical position changes within our department. However, we did create a manual that provided helpful information for the advisors/department heads/deans. Based upon our analysis, some type training or accessible information was needed and should meet the needs of the advisors/department heads/dean. Our plan for the 2018-19 Academic Year was to have the Degree Works Manual accessible on the web for advisors/department heads/deans with the goal of decreasing their No Knowledge to 25%. As a result, in 2018-19, we surveyed all students, faculty, staff, advisors, and administrators. A total of 198 out of the 11,760 responded to the survey resulting in a 1.68% participation rate. According to information we received from IT, there is a total of 321 faculty and advisors which were our true targets to be surveyed. A total of 45 participated (10 advisor and 35 faculty) in the survey resulting in a 14.02% participation rate. The number of faculty responding that they never use Degree Works was 3 resulting in an 8.6% no knowledge rating which is good for those who responded. No advisors responded to never using Degree Works, so this lets us know that out of the 10 who participated in the survey have knowledge about Degree Works. Even though our responses were low, it is evident that our manual is working, and the faculty and advisors' knowledge of Degree Works is increasing.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will send out an email to all faculty and advisors to review the Degree Works manual at the beginning of the fall and spring semesters to drive continuous improvement. At mid-point of the fall and spring semesters, we will survey all faculty and advisors to determine their level of knowledge of Degree Works. By changing our survey focus to only include faculty and advisors, we should be able to reach our target of decreasing them not having any knowledge to 25% by the end of spring 2020.

Measure 4.2 (Indirect)

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Graduation and Degree Audit ensures that all candidate certifications are received from the deans' offices by the established deadline for each semester. The timely submission of the certifications affects the timely awarding of degrees, the commencement program, and the accuracy of the graduation count. The timeliness of the receipt of the certification of candidates will reach 100% by the end of spring 2019.

Finding: Target was met.

Analysis: We met our goal for the 2017-18 Academic Year. For the fall 2017 and spring 2018 semesters, all deans' office submitted their candidate certifications on time resulting in a 100% timely rating. Our goal was to stress the importance of and send frequent reminders of the candidate certification deadline date. We also made sure this information was included on the Academic and Graduation/End-of-Semester Calendars. The commencement program will still not be official because the date candidates' grades are due is after the program has to be sent for printing. Otherwise, there would not be a commencement program on commencement day. Fortunately, with receipt of on time candidate certifications, we can identify eligible candidates and award degrees accordingly the day prior to commencement. The analysis reflects that we are successfully receiving the certifications in a timely manner to award degrees in time for commencement, therefore, we are providing a beneficial service to our candidates. As a result, in 2018-19, we will work with the advisors' and dean's offices to help with discrepancies before the calendar due date. By doing so, this should ensure a 100% on time submission rate by the end of spring 2020.

Decision, action, or recommendation. Based on the analysis of the 2018-2019 results, in 2019-2020, we will work with the deans and advisors to ensure that they are aware of the due date for candidate certifications. We will send the end-of-semester graduation calendar as well as reminders of the certification due date to all deans and advisors to drive continuous improvement. By following this plan, we should have a 100% on time submission rate by the end of spring 2020.

Comprehensive Summary of Key evidence of improvement based on the analysis results.

- We changed our population of VA students surveyed to include only those who received in-person assistance. We ensured that sufficient staff were available to assist students by having the Director of Academic Services receive VA training. Even though she could not be a certifying official, she was able to answer questions and take documentation needed for processing.

- For 2018/19, we did notice a slight increase in the participation rate of the VA students completing the survey.

- Our decision in 2017/18 to survey only the graduates attending the ceremony was a wise decision. The true purpose of the ceremony should be one of excitement, accomplishment, and pride for the graduates as they receive their

degrees. For 2018/19, we noticed that a small number of surveys did not give a favorable response. We attributed those responses to participants who did not actually graduate but were able to participate in the ceremony.

- To increase the survey responses regarding the services provided by our front office staff, we changed our focus to include only students instead of faculty, staff, and students receiving in-person service. When asking for the survey to be completed after service was rendered, we noticed that students were more willing to complete the survey compared to faculty and staff.

- We chose to only survey students awarded transfer credits instead of both the students and their advisors. This decision was because of the initial difficulty with determining which category the responses should be included in for the transfer credits survey during the 2017/18 cycle. In 2018/19, the response rate remained low with student participation. The analysis of the responses provided the evidence we needed to determine the students' satisfaction, but we were puzzled by the low number of responses.

- Obtaining an accurate report of students who had changes made to their academic records has been a bit difficult mainly because most forms in our Banner system cannot be audited. We were able to clearly identify grade changes, but major changes were still not absolute. After surveying the students who had the changes updated on their academic records, our responses were not as many as we anticipated but still provided the information we needed.

- We have seen from our on-line verification service that current and former students prefer the on-line method. This can probably be attributed to its accessibility 24 hours a day. We saw the volume of on-line verification requests in 2018/19 increase beyond our goal. There are some students, former students, and employers who prefer verification provided directly within our office. The number of those inner office requests seems to be decreasing.

- Our on-line transcript service has been steadily increasing in volume as current students and former students become aware of this self-service.   As current and formed students inquired about how to obtain an official transcript, our staff informed them of the on-line service. This did not eliminate the inner office transcript service that we provide. From within our office, we can provide the mail option for transcript services. Most students and former students requesting an official transcript prefer the electronic method of sending their transcripts which is only available on-line. The electronic method produces and sends a pdf transcript to the identified recipient within 2-5 minutes. The volume we have seen indicates that our transcript service is valuable to our students.

- The decision to use a digital imaging system to maintain the vast amount of paperwork received from students was a very wise choice. We have been scanning documents into students' files since the summer of 1995. This allowed us to save space and time in keeping these documents secured. When the

documents are scanned and indexed into the students' files, they become readily available for retrieval to view, print, or email. We had experienced some lag time in the scanning because of employee turn overs that seemed to keep occurring. For this 2018/19 year, we moved another employee into this position to mainly focus on scanning documents which had fallen behind. We saw the change immediately with location of students' documents which were now in the digital filing system. This proved to be beneficial for us as well as the student.

- Many of our faculty and staff are aware of the FERPA regulations regarding the confidentiality of students 'records and information. Our goal was to provide an on-line tutorial that covered pertinent information regarding the students' privacy rights to reduce and avoid employee violations that could negatively affect our institution. This has proven to have been very beneficial for our institution. We were pleased to see the number of faculty and staff that completed the tutorial.

- Maintaining accuracy of course enrollment information and degree catalogs is of the upmost importance for our students, advisors, and deans. The Degree Works system is constantly being updated with new curriculum changes from year to year. Our plan to create a Degree Works Manual proved to be very beneficial to our advisors and deans. By doing so, we noticed a difference in the inquires previously received about students' eligibility to graduate and retrieve an updated degree audit. The inquiries decreased. This let us know that creating this manual for accessibility to the advisors and deans was beneficial to them. The manual was helping answer a lot of the questions or concerns they had.

Plan of action moving forward.

Based upon the 2018/19 assessment cycle's results, we will survey VA students receiving in-person service and ensure that all VA certifying officials attend at least one VA training each academic year. The Director of Academic Services and the University Registrar or her designee will attend at least one VA training during the academic year. Our plan is to achieve our satisfaction rating by the end of the 2019/20 academic year.

The administration made a wise decision to have the academic calendar changed back to candidates' grades being due the week prior to the ceremony. This sets the stage to obtain a more accurate analysis of graduates' satisfaction with their ceremony and having true graduates participating in the ceremony. We expect 100% satisfaction from all the graduates.

We plan to have more students complete the inner office survey when service is rendered in our front office area by randomly handing out surveys. Surveys will also be visible and available in the front office area. Students should reflect at least a 60% satisfaction rating with our staff's attitude, assistance, and service provided.

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For 2019/20, we will change our focus to the volume of transcripts evaluated rather than survey students with transfer credits. Our accuracy and timeliness will be reflected in the number of evaluations completed.

We did not meet our target for 2018/19 with grade and major change updates to students' records, so we will change our focus to grade changes only and the volume of grade changes processed. We plan to reach a volume of 2,500 grade changes by the end of spring 2020.

Since we exceeded our target with on-line verification services, we want to increase our target volume to 5,800 by the end of spring 2020. We will notify all currently enrolled students of the service availability.

Our target volume of 4,000 for the on-line transcript service was also exceeded by twice the target volume. We will notify all currently enrolled students of the on-line service and expect to reach a volume of 9,000 by the end of spring 2020.

Since we now have an employee scanning full-time, we expect to reach our target volume of 90,000 documents scanned by the end of spring 2020. For 2018/19, we exceeded our target. By assigning other staff to verify the imaging of these documents for retrieval, we will be able to accurately maintain a steady volume of scanning.

For 2019/20, we should only have one FERPA link available for faculty and staff. This should reduce any possible duplication of employees retrieved from the one completion report. We will send out a Messenger notification around midpoint of the fall semester instructing all faculty and staff with access to student information to complete the tutorial. We expect to reach our target of an 80% completion rate.

We will send out a Messenger notification at the beginning of the fall semester instructing all faculty and staff who advise students to complete the Degree Works Manual and provide the link. At midpoint of the fall semester a survey will be sent to all faculty and advisors regarding their knowledge of Degree Works. Focusing on just faculty and advisors instead of all employees should provide the results needed to assess that their having no knowledge decreases to 25% by the end of spring 2020.

By the administrations wise decision to change the academic calendar back to having candidate grades due the week prior to commencement, the certification of candidates should result in all submissions being on-time. Our timely submission rate for 2019/20 should reach our target of 100% on-time submissions by the end of spring 2020.