AACRAO 2013 ANNUAL MEETING
SAN FRANCISCO, CA

THE “NEW” ROLE OF THE REGISTRAR WITHIN ENROLLMENT MANAGEMENT

SESSION ID: 509
APRIL 15, 2013, 8:00-9:15AM
PRESENTERS

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SESSION RULES OF ETIQUETTE

- Please turn off your cell phone/pager.
- If you must leave the session early, please do so as discreetly as possible.
- Please avoid side conversation during the session.
- Please complete the session evaluation.
- Thanks for your cooperation!
INTRODUCTION

The presenters will discuss:

• Brief background of enrollment management structure
• Brief background on the role of the registrar, and the registrar within enrollment management
• Current issues
  • Affecting the registrar, affecting enrollment management
  • Affecting how the registrar interacts with enrollment management
• Things that we need to know
• Things that will continue to challenge us as registrars
• Future influences and trends
LEARNING OUTCOMES

• Participants will gain insight into current issues in higher education that are impacting or that are likely to impact the registrar’s office, as well as other units in an enrollment management or enrollment services unit.

• Participants in this session will gain insight into how these two key functions on campus have interacted in the past, how they interact in the present, and how the future may be different still.

• Participants in this session will gain insight into what influences are driving the changes within enrollment management and how that, in turn, impacts the role of the registrar and *vice versa*.
TOPICS

• The view from 30,000 feet
  • Background
    • Enrollment management
    • Role of the registrar
  • Current issues that affect both areas
• The view from the runway
  • What we need to be thinking about
  • What we need to be planning for
• Future influences
• Closing remarks
OUR AUDIENCE

• Two-year schools
• 4-year schools
• Public
• Private
• Specialized
• Traditional
• Vocational
• Large
• Medium
• Small
• Local
• Regional
• National
• Global

We’re all in it together. Issues that impact us, impact most, if not all, of us.
THE VIEW FROM 30,000 FEET

From a distance, enrollment management or enrollment services appears to be:

- A structure to facilitate communication among units that serve students in the enrollment process
- A structure that makes the most out of the resources within the units
- A structure that allows the enrollment plan, determining the size and composition of the student body, to be carried out efficiently
- A structure that provides a coherent message for incoming students
- A structure that supports retention efforts and seeks to support the institution in managing time to graduation
- A structure that supports the vision of the institution
ENROLLMENT MANAGEMENT

• Enrollment management a relatively new structure
• Late 19th century, admissions, student aid, enrollment functions under faculty or administrator purview
• Morrill Acts of 1862 and 1890 saw increased emphasis on college education as valuable and attainable
• Colleges then needed more formalized structures to manage enrollment
• The role of the registrar was developed to handle a broader array of functions
• At the start of the 20th century, the process to unbundle the functions began

ENROLLMENT MANAGEMENT

• 1972, federal legislation gave birth to the enrollment management profession

• Reauthorization of the Higher Education Act shifted aid directly to students to give them more “buying power” in higher education

• Higher education system infused with market-like competition

• Institutions had to compete for students and their aid dollars

• Concept coined by Jack Maguire and Frank Campanella at Boston College in 1974

• At some point, morphed from strategic effort grounded in educational ideals to one focused on serving institutional interests

ROLE OF THE REGISTRAR

• Role developed out of the faculty need for recording and authenticating student records
• Early on, the role was often given to a senior member of the faculty
• As institutions grew in size and complexity, so did the need for professional staff to handle these functions
• Technology is now deployed to handle many of the functions that were formerly “clerical in nature”; these solutions have allowed registrar professionals to focus on other functions such as analyzing data, using the data to inform policies and practices, and to play a larger role in implementing the mission and vision of the institution

Source: http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
ROLE OF THE REGISTRAR

• Partnership with Faculty
  o Development and delivery of academic programs
  o Active participant in academic innovation
  o Course sequencing
  o Student progress toward graduation
  o Retention
  o Providing data for decision making
  o Actively engaging in discussions and decision-making

• Defining our role through the lens of student educational outcomes
  o Requires faculty, and registrar’s office staff, to change their perspectives about the role of the office within the institution
    ▪ In a practical sense, this has already occurred
    ▪ In a psychological sense, we have more work to do

• Movement from tactical to strategic partner in the delivery of education

Source: http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
STRATEGY VERSUS TACTICS

Strategy
Your strategy is one or more plans that you will use to achieve your vision. To be "the largest retailer of automobiles in the US" you might have to decide whether it is better strategy for you to buy other retailers, try to grow a single retailer, or a combination of both. A strategy looks inward at the organization, but it also looks outward at the competition and at the environment and business climate.

Tactics
Your tactics are the specific actions, sequences of actions, and schedules you will use to fulfill your strategy. If you have more than one strategy you will have different tactics for each.

Source: http://management.about.com/cs/adminaccounting/a/vst.htm
ROLE OF THE REGISTRAR IN SUPPORTING ENROLLMENT MANAGEMENT

From an Inside Higher Education article, *Don’t Forget the Registrar*:

In the role of translator, arbiter, influencer, recorder, encoder, manipulator, and implementer of academic policy, grading protocols and keeper of official transcript records, privacy policies, enterprise information system architecture, real and virtual classroom usage rules, and academic calendar parameters, the registrar is involved in a wide array of campus activities below the radar of most faculty and many administrators...

http://www.insidehighered.com/views/2007/01/30/diamond
ROLE OF THE REGISTRAR IN SUPPORTING ENROLLMENT MANAGEMENT

From an Inside Higher Education article, Don’t Forget the Registrar:

The registrar, however, can play a vital role in academic innovation by providing invaluable policy counsel and advice about the degree to which information systems can be customized, and, ultimately, can grease the tracks of academic innovation.

http://www.insidehighered.com/views/2007/01/30/diamond
ROLE OF THE REGISTRAR IN SUPPORTING ENROLLMENT MANAGEMENT

From an article in Inside Higher Education, *Don’t Forget the Registrar*:

The registrar has, in fact, a major role to play in four of the most basic academic initiatives found on many campuses:

- Redesigning and improving the quality of courses and curricula.
- Enhancing the processes of course management and delivery to create more options and increased flexibility.
- Translating academic policies into efficient and easily used procedures and refining campus-wide inter-departmental records management procedures accordingly.
- Maintain official academic records and related processes in accord with state and federal privacy legislation while providing faculty and students with the information they require for quality advising and decision-making.

http://www.insidehighered.com/views/2007/01/30/diamond
CURRENT ISSUES

• There are many issues that are affecting higher education and enrollment management at this point in history.

• The issues that affect both the registrar and the enrollment manager are becoming harder to view as separate and distinct.

• Although the admissions office and the financial aid office, the other typical components of an enrollment management structure, still often work in silos much of the time, they are all being affected, to one degree or another, by these factors.

• The difference lies in how those offices are addressing these issues toward a common ES goal.

Following are just a few of those current issues that are raising questions for all these areas.
CURRENT ISSUES

• Cost
• Financial Aid
• Retention rates
• Graduation rates
• Employment after graduation
• On-line education
  • MOOCs
  • MOOMs
• Facilities on campus
  • Classrooms, technology supported
  • Labs
  • Offices, residence halls, etc.
• Serving veterans
  • DoD MOUs
  • Credit for military training
CURRENT ISSUES

- Transfer credit
- Academic calendar
  - J-mesters, Maymesters, etc.
  - Terms within terms
- Analytics
  - Discussions at EDUCAUSE
  - Purdue University’s product
- Staff development
  - Training
  - Performance management
- Succession planning (improving your bench)
  - A graying profession
  - Preparing the next generation
- Redefining non-traditional learners
- Customer services expectations – immediate gratification
They're Transfer Students, Not Cash Cows

By Alexander P. Ott and Bruce S. Cooper

Students are transferring from community colleges to four-year colleges in larger numbers than ever before. One of their chief concerns is finding out how many credits from their current institutions will carry over to their new ones and how those credits will count toward the degrees they seek. This is understandable: They need to know as early as possible how much time and money they will have to spend to complete their undergraduate degrees.

But it’s not always easy.

That’s because many colleges require a transfer student to make a commitment to attend—in the form of a nonrefundable deposit—before they will give out information about transfer credits. In short, they are saying, “Buy now! We’ll tell you later what it will actually cost you.”

We recently conducted a study of six private colleges in New York State—three that told students how many credits would transfer and how they would apply to the degree before the students made a financial deposit, and three that required nonrefundable deposits of up to $250 as a commitment to attend before they would provide that information.

What we found is that there are numerous reasons that all colleges should tell students early and at no charge whether their credits will transfer.
CURRENT ISSUES

...a 2002 NCES report has frequently been cited as noting that when the term “nontraditional student” is defined more broadly to include seven characteristics not typically associated with participation in college, a full 73 percent of students may be viewed as nontraditional (Choy 2002, 1). These characteristics include:

- entry to college delayed by at least one year following high school,
- having dependents,
- being a single parent,
- being employed full time,
- being financially independent,
- attending part time, and
- not having a high school diploma.

THE ROLE OF ANALYTICS

• The pressure to provide management information is growing.

• Our institutions are resource-constrained and must often choose from among competing priorities.

• Most institutions are under intense pressure to maximize student retention and shorten time to graduation.

• Institutions are increasingly using the information they accumulate about their students to gain insights into big issues, such as academic performance, student success, persistence, and retention.

THE ROLE OF ANALYTICS

• Regulatory bodies, accreditation bodies, state agencies, and boards all are asking for more information to measure and evaluate the effectiveness of our institutions.

• Decreases in state aid to higher education are causing many public institutions to pursue alternative revenue streams.

• Each of these issues is increasing the demand for information.
  • How successful are we at providing the information?
  • If we provide it, is it usable?
  • In short, are the investments we have made to improve our information infrastructure making a difference to our institutions?

HIGH-LEVEL CONSIDERATIONS AT GEORGIA TECH

• Areas that concern the Vice Provost for Enrollment Services and the Registrar:
  • Analytics
  • Graduating more students in STEM disciplines
  • GT’s Complete College Georgia program & retention efforts
  • Retention and Graduation rates
  • World class customer service
  • On-line education
  • Serving Veterans
  • Capacity
    • Size and composition of freshman class
    • Size and composition of transfer class
## Enrollments

### Step 1 - Report Type:
- By College
- By Ethnicity
- By Major
- By Ethnicity Citizenship
- By Residency
- By Gender
- By College, Class, Gender, and Ethnicity
- By Campus
- By Student Type
- Enrollment Chart

### Step 2 - Select Term:
- Spring 2013

### Step 3 - Enrollment Status:
- Total
- Full Time
- Part Time

### Step 4 - Count Type:
- Headcount
- FTE

### Spring 2013 Enrollment by College

<table>
<thead>
<tr>
<th>College</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Special Undergrad</th>
<th>Total</th>
<th>Masters</th>
<th>PhD</th>
<th>Special Grad</th>
<th>Total</th>
</tr>
</thead>
</table>

As of February 22, 2013
Graduating more students with STEM degrees is a national priority. In a recent briefing published by the U.S. Department of Commerce Economics and Statistics Administration, the authors write:

Science, technology, engineering and mathematics (STEM) workers drive our nation’s innovation and competitiveness by generating new ideas, new companies and new industries.

However, U.S. businesses frequently voice concerns over the supply and availability of STEM workers. Over the past 10 years, growth in STEM jobs was three times as fast as growth in non-STEM jobs. STEM workers are also less likely to experience joblessness than their non-STEM counterparts.

Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future.

• Retention Highlights:
  
  • Historic high second-year (95%), third-year (90%), and fifth-year (84%) retention rates were observed for the 2010, 2009, and 2007 cohorts, respectively.
  
  • Fourth-year (86%), sixth-year (82%), and seventh-year (82%) retention rates were maintained at or very near historic high rates for the 2008, 2006, and 2005 cohorts, respectively…

Source: http://www.irp.gatech.edu/publications/annual-first-time-freshmen-retention-study/
What are reasonable expectations for these rates and how do we determine what roadblocks the students are facing and address them?

Georgia Tech’s six-year graduation rate reached a record high for the Fall 2004 freshman cohort (80%), while the historic high for our four-year graduation rate was for the 2007 freshman cohort (41%). Our current six-year graduation rate for the Fall 2005 freshman cohort is at 79%, and five-year graduation rates for the 2007 cohort held steady at the record high of 72%.

SERVING VETERANS

Many Colleges and Universities Ramping Up Programs for Military and Veteran Students

July 25, 2012

Survey Also Finds Opportunities for Improvement

A survey of 690 higher education institutions finds that responding colleges and universities have increased services and programs for veteran and military students over the past three years.

Released today, From Soldier to Student II: Assessing Campus Programs for Veterans and Service Members updates a 2009 study which provided the first national snapshot of the programs and services colleges and universities had in place to serve veterans and military personnel following passage of the Post-9/11 GI Bill in 2008.

This new survey found that 62 percent of responding institutions currently provide programs and services specifically designed for military service members and veterans, up from 57 percent in 2009. Seventy-one percent reported including such programs and services in their long-term strategic plan, a notable gain from 57 percent in 2009.

The 2012 survey was conducted through a partnership between ACE, the American Association of State Colleges and Universities (AASCU), NASPA: Student Affairs Administrators in Higher Education and NAVPA—National Association of Veteran's Program Administrators.

Source: http://www.acenet.edu/news-room/Pages/Soldier-to-Student-II.aspx
SERVING VETERANS

The survey found areas in which the responding institutions can improve in serving military and veteran students, including:

- **Assisting military and veteran students with their transition to the college environment.** Only 37 percent of postsecondary institutions with services for military students and veterans provide transition assistance. Social acculturation was identified by 55 percent of institutions as a priority, so there is an awareness of the issue even if services have not yet been sufficiently developed.

- **Raising faculty and staff sensitivity to the unique issues faced by military and veteran students and their family members.** While 54 percent of institutions indicated this concern was a priority, more work remains to be done.

- **Streamlining campus administrative procedures for active-duty military students returning from deployment.** Only 28 percent of institutions with programs and services for military personnel have developed an expedited re-enrollment process to help students restart their academic efforts.

Source: http://www.acenet.edu/news-room/Pages/Soldier-to-Student-II.aspx
THE VIEW FROM THE RUNWAY

In looking at how these current trends and issues are playing out on the ground, it might be important to consider:

• As registrars, where are we coming from, how have things changed over the years?
• Where does our current focus need to be?
• What are the next big things that are coming our way?
• How will those things change how we run our offices?
• How will those things change how we interact with enrollment services?
THE CHANGING EVOLUTION OF THE RESPONSIBILITIES OF THE OFFICE OF THE REGISTRAR

In the “old days” the “typical” functions of this office included –

- Obtaining the file folders from the Office of Admissions for the new and transfer students in cardboard boxes
- Setting up a student record system – paper, electronic, file folder, etc.
- Developing a “typical” printed schedule of classes
- Getting the student registered for classes
- Sending the faculty green bar paper that listed the students who were registered in their classes
- Placing a list of closed, cancelled or new classes on the walls around the Registrar’s Office and throughout the campus
- Gathering in a timely manner the final grades from the faculty – paper or optical scan forms,
- Mailing grades
- Placing grades on the student record either via a label of courses and grades or simply a label and “writing” the grade onto the transcript
- Graduating students
- Beginning the cycle again
Admissions – in the very early years, registrars served both functions

Financial Aid – assist with offering students FA, scholarships and other types of aid

Bursar – billing, arranging fee payment plans, ensuring tuition is paid in a timely manner

Housing – setting the student up with housing either on or off campus (if even provided)

Public Safety – offering information with parking on campus, safety, etc.

Orientation – setting up a plan to help the student with the transition from high school/transfer college to the college

Advising – helping the student plan a schedule for their first semester and to keep them on a 4 year plan to graduate

Student Affairs – have representatives available from student services offices letting students know what type of activities, services, organizations, etc. are available
WHAT TYPE OF INTERACTION OCCURRED AMONG OFFICES??

• Bare minimum. Bureaucracy existed. “It’s not my job” was a common expression
• Limited technology
• New technology was slowly in the developmental stages - maybe
• Students were shuffled from one office to another
• Centralization of processes was minimal
• “Shopping around” for colleges wasn't a common practice
• Governmental regulations especially for Financial Aid were at a bare minimum
WHAT DID THE WORKING ENVIRONMENT OF THE REGISTRAR’S OFFICE LOOK LIKE BEFORE ALL THE DRASTIC CHANGES OCCURRED?

Years ago – “Long lines of students” waiting to register was considered a normal part of the initiation of going to college.…

Get ready for a trip down memory lane BEFORE the concept of Enrollment Management began.…

To all the old timers in the audience – this will bring back memories; to the new generation of Registrar’s – could you believe this was the process for registration????
REGISTRATION CLUB

THE EARLY DAYS OF REGISTRATION....
WHERE ARE THE “SEASONED REGISTRAR’S” IN THE AUDIENCE??
REGISTRATION 1928 AT OHIO STATE UNIVERSITY
TRANSCRIPT PRODUCTION, IOWA STATE COLLEGE, CIRCA 1950
TRANSCRIPT PRODUCTION, IOWA STATE COLLEGE, CIRCA 1950, WET PROCESS
“CLASS CARDS” FOR REGISTRATION/SCHEDULE CHANGES, IOWA STATE UNIVERSITY, CIRCA 1968 (CLASS CARDS USED UNTIL 1981)
“TERMINALS” USED FOR REGISTRATION/SCHEDULE CHANGES, IOWA STATE UNIVERSITY, CIRCA 1983
BEARDSHEAR REGISTRATION LINES, IOWA STATE UNIVERSITY, CIRCA 1983
HOW DID STUDENTS GET THEIR GRADES BACK IN THE 1960’S & 1970’S?

THE US POSTAL SERVICE
WHERE DID YOU GO TO APPLY FOR ADMISSIONS??

HINT – COMPUTERS AND THE WEB WERE UNHEARD OF.......
PICTURE TIME....

HOW DID WE TAKE ID PICTURES DURING THOSE DAYS?
LET’S LOOK AT MIAMI UNIVERSITY, OHIO
HOW DO YOU KNOW WHICH CLASSES WERE OPEN OR CLOSED

OR WHAT WAS BEING OFFERED FOR THE UPCOMING SEMESTER....
ADVISING SESSIONS

WERE VERY BASIC....
COMMENCEMENT DAY

OHIO STATE UNIVERSITY
EARLY 1900'S
THE FIRST COMPUTER I USED IN MY CAREER – SIMPLY CONNECT TO A TELEVISION SCREEN

Timex Sinclair 1000

Introduced: July 1982 Price: US $99.95

How many produced? 500,000 in first 6 months

Weight: 12 ounces

CPU: Zilog Z80A, 3.25MHz

RAM: 2K, 64K max

Display: 22 X 32

Ports: memory, cassette

Peripherals: Cassette recorder T/S printer

OS: ROM BASIC
SO WHAT IS THE “NEW” ROLE OF THE REGISTRAR WITH ENROLLMENT MANAGEMENT???

IT BEGINS WITH REACHING OUT AND OFFERING CONTINUOUS HELPING HANDS
ENROLLMENT MANAGEMENT: NOW A PERMANENT PART OF ALL OUR LIVES

- The job starts immediately after the student applies for admission, accepts the offer of admission and begins their college career
- First expectation of the student – seamless advisement, registration, informative and useful orientation
- Orientation sessions are also set up for parents
- There will be an abundance of planned communications coming from integral offices such as Financial Aid, Scholarships, Bursar – typically in a work flow process
- Welcomes abound from all areas of the academic community
THE UNIVERSITY REGISTRAR (AND STAFF) ARE A MAJOR PART OF STUDENT’S SUCCESS BY PROVIDING VIP SERVICE FOR NEW AND TRANSFER STUDENTS IMMEDIATELY AFTER THEY HAVE BEEN ADMITTED TO THE INSTITUTION

• Assist with their transition and incorporation into the university
• Work with these students as they adapt to their new environment
• Processes that are “routine” may be difficult for new students to understand
• Remind the staff that they are a representative of their university and must demonstrate sensitivity and conscious efforts to make the extra effort for these students
THE “NEW REGISTRAR” WORKING CHECK-IN DAYS
HELPING STUDENTS AND FAMILY
UNDERSTAND THAT THE STUDENT’S WHO ENROLL AT OUR INSTITUTIONS’ ARE PURSUING AN UNDERGRADUATE OR GRADUATE DEGREE AND EXPECT/WANT 1ST CLASS CUSTOMER SERVICE

- Office staff must be experts in their area of responsibility as well knowing the details of other divisions within the office
- Customers are treated with professionalism and a continuous attitude of “how may I assist you”
- Students receive prompt service with transactions requested handled in a timely manner
- Extra efforts are made to help students with unexpected problems – certification of enrollment, degree audit, registration problem, etc.
- Students expect technology solutions that are simple and easy to use
UNDERSTAND THAT THE RESPONSIBILITIES OF BEING A LEADER OF A MAJOR OFFICE ON CAMPUS HELPS WITH THE SUCCESS OF STUDENTS

• The Registrar MUST establish dynamic working relationships with members of the academic and administrative community

• Deans, department heads, advising centers, admissions and financial offices, cashiering, information technology are all integral parts of the Enrollment Management family
CONTRIBUTING TOWARDS STUDENT SUCCESS INCLUDES...

- Being an excellent leader and developing an outstanding staff
- Listen, learn, and understand the needs of the staff, faculty and administration
- Get out of your office and meet with key members of the administration to include deans, associate deans, faculty council, vice presidents and student government leaders to understand their short range and long range needs from the Office of the Registrar
- Provide timely follow-up on requests from the campus community
- Step out of Pandora's box and make changes as needed
A MAJOR PART OF ENROLLMENT MANAGEMENT INVOLVES PROVIDING AN EDUCATION TO THE CAMPUS COMMUNITY

- Make certain the faculty understand some of the systems and processes associated with the Registrar's Office – student information systems, grading processes, integral information regarding institutional policies and academic guidelines
- Set up training sessions (beyond those during orientation) to explain the depth of these processes – e.g. why the need to have mid term and final grades submitted by the deadline dates, effects of FA as it relates to LDA, repeat course, VA regulations, importance of end-of-semester reports
- Attend dept./deans meeting when rolling out new or updated information on enhancements to processes
- Be visible on the web with training manuals, specific information needed for faculty regarding the students in their classes as well as advisees
- Explain why courses need to be offered (typically) within the set time schedules
- Invite yourself to strategic meetings among the faculty/staff/administration
- Ensure faculty and other key staff are fluent with the basics of your student information systems e.g. logging in, understand where to find the data on their students/advisors
TAKE THE LEAD ON PROJECTS THAT BRINGS TOGETHER OTHER OFFICES WITHIN THE UNIVERSITY TO FOSTER ENROLLMENT MANAGEMENT ISSUES

- Provide comprehensive enrollment reports that present the essential data that helps within predictability analysis. NOTE - any and all reports developed for the campus community should always include comparative data and percentages from the exact same time in previous years.
  
- REMEMBER – university officials want data that analyzes orientation, admissions, enrollment, registration, class data, student demographic data, housing, etc.
  
- Make certain these reports are user friendly, self explanatory and are read by a campus wide audience
  
- Set up dashboard types of queries where gathering of information is simple to manage and available to all
  
- Help spread the word - the entire university is part of the enrollment management structure
  
- Utilize your Registrar, FA knowledge, SIS navigation, VA regs, INS regulations, and promote discussion to work collectively in these endeavors
Any and all roadblocks towards enrollment initiatives are brought forth to the Enrollment Management Council. Members include the President, Provost, other VPs, Admissions director, registrar, marketing and communications, deans, vice provost, institutional research.

Make things happen and identify where changes need to be done ASAP. Don’t report back and say that is always how we do things.

Invest in processes to better understand the new students as well as the returning students – e.g., Mapworks, Educational Advisory Board, etc.

The expression “What aren’t we doing” needs to become “This is what we do.”

Registrar must prevail with a continual vision that there is always something else we can do to increase enrollment, persistence, retention and graduation rates.
SPECIFIC EFFORTS USED AT NIU TOWARDS INCREASING THE RETENTION OF RETURNING STUDENTS

• Looked at list of holds – money, immunizations, final transcripts from high schools and colleges from transfer students, etc.
• Looked at students who did not return and did not graduate and are in good academic standing
• Used faculty and dept. advisors to contact students. This was a mandate from the Enrollment Management Council
• Looked at $$ amount owed and considered a few exceptions for students who were short a minimal # of credits towards completing their degree and would be considered a good risk to allow them to register so they can both graduate and pay back their loans
• Helped students get into classes that were a must for them to take with no other courses applicable towards their degree
• Considered reaching out to students and arrange agreements with community colleges for dual enrollment and transfer the courses back to the college. This made the cost to attend a college much more reasonable at the CC versus the public/private
MY FIRST PROJECT AT NIU WAS TO REVIEW ALL ASPECTS OF THE TRANSFER STUDENT PROCESS AND REPORT BACK TO THE PRESIDENT AND PROVOST....

• At what point in the admissions/registration and records process was the transfer credit completed and student notified – admitted, accepted admissions offer, accepted FA offer, registered, after term began???????
• What transfer credit equivalencies were already written
• Was there ample and up to date information on the website for transfer students
• How quickly was the student notified of the results of the evaluation of their transfer credit
• Were there any academic regulations for accepting transfer credit
• Were there 4 year plans developed for all colleges and programs.
• Who was responsible to determine course equivalencies whereby the course could have been more chemistry/biology/physics related
• What type of communication plan was in place for the transfer students
• Who took the responsibility to update these equivalencies on a regular basis
• What type of aggregate data was available that outlined detailed information about transfer students including yield, persistence, retention, graduation rates
• Were there specific student services within the university for this specific group of students
• What were some of the special efforts afforded to these students during the recruitment process (e.g. waive the admissions application fee)
• How did the Registrar’s Office determine which college to choose to begin writing the equivalency rules
UNIVERSITY HONORS PROGRAM COURSE SUMMARY

Name: [redacted]
Major: [redacted]

Honors Hrs/Std/GPA: 3.94/4.0

Semester 1
(2010)
MUSC 220 (3) A
284.00

Semester 2
(2011)
FISC 301 (3) A
44/70

Semester 3
(2011)
MATH 201
55/70

Semester 4
(2011)
EnCores / EnCores WERS 203 (3), WERS 306 (3) A
70/39/16

Semester 5
(2011)
MUSC 317 (3) A
80/39/56

Semester 6
(2012)
NURS 321 (3) A
LCLA 490 (3) A
102/39/03

Semester 7
(2012)

CAPSTONE SUBMISSION DATE: [redacted]
HAVE YOU READ THE COMMENTARY ARTICLE FROM THE CHRONICLE OF HIGHER EDUCATION MARCH 18, 2013 EDITION THAT ADDRESSES THE TIME AND ATTITUDINAL ISSUES FROM COLLEGES WITH THEIR RESPONSE TO TRANSFER STUDENTS WITH THE RESULTS OF THEIR TRANSFER CREDIT EVALUATION??
“many colleges require a transfer student to make a commitment to attend” (money) before they will give out the information….”

“….buy now! We’ll tell you later what it will actually cost you.”

the study involved six private colleges in New York State (not NYC)

Three indicated they “told students how many credits would transfer and how they would apply to their degree before the students made a financial deposit.”

“…three required non-refundable deposits of up to $250 as a commitment to attend before they would provide that information.”

Some of the positive responses included “with transfer information in hand before paying a deposit, students can make a well – informed comparison of institutions.

“….loss of (anticipated) transfer credit ….loss of time and money….having started classes….they (the students) do not have enough money to complete the degree.”

Best comment – “transfer students deserve better than a catch –and-release policy. They have a need – and, we would argue, a right - to know how many credits they will receive before they must financially commit to the institution.."
OTHER JOBS OF THE NEW “REGISTRAR” WITHIN ENROLLMENT MANAGEMENT

• Optimizing enrollment management success:
  • Roadblocks are eliminated or addressed in a timely manner
  • Must be a spokesperson for the student when someone needs to go to bat for them with an administrative error and needs an exception
  • Must represent the needs of the student and make certain committee meetings, standing committees and other groups the registrar works with has the ability to foresee complex or bureaucratic polices or procedures that may effect student success.
THE ENHANCED ROLE OF THE REGISTRAR IN THE FUTURE - WHERE DO YOU BEGIN....

- Ensure that policies are enforced OR modify the policy
- Review current processes to determine if there is an easier way of doing a task OR can a process be eliminated or combined with another processes
- Expand the database of transfer credit equivalencies
- Implement a self-assessment of office. Develop a survey instrument and administer to the campus community on a specific cycle
- Listen to or solicit suggestions made by students, faculty and staff and incorporate as necessary
- Review catalogs, schedules, brochures, and other university materials and determine if they are accurate and user friendly
CONTRIBUTING TOWARDS STUDENT SUCCESS: ABILITY FOR STUDENTS TO COMPLETE THEIR DEGREE IN A TIMELY MANNER

• Registrar must be monitoring the availability of courses throughout the registration process. Move classes around to accommodate the students who need to take a class versus a satisfying the faculty member request based on location of classroom
• Recommendations need to be directed to appropriate academic officials when additional courses/sections need to be opened to meet supply and demand
• Communication plans to students throughout their enrollment with issues regarding enrollment, curriculum changes, policy changes, or other factors that may affect their persistence to graduate in a timely manner.
• Reliable means for them to track their progress and plan future courses
<table>
<thead>
<tr>
<th>NURTURE AND DEVELOP DYNAMIC STAFF IN THE OFFICE OF THE REGISTRAR</th>
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<tbody>
<tr>
<td>• Make certain staff members partake in decision making processes whether operational to the office, the university, or in long range planning</td>
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<tr>
<td>• Constantly provide staff members with an opportunity to increase their computer, personnel, people, and management skills</td>
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<td>• Praise and thanks need to be afforded to the staff as much as possible</td>
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<tr>
<td>• Continue to cross train the staff within functional areas</td>
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<tr>
<td>• Work towards establishing a confidence level felt by students, faculty, and staff when these constituencies deal with the office. Make these people feel extra efforts are continuously made to assist as necessary</td>
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<tr>
<td>• Make certain the appearance of the office should be warm, friendly and approachable</td>
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</tbody>
</table>
THE CHALLENGES FOR THE OFFICE OF THE REGISTRAR CONTINUE ....

- Avoiding burnout of staff and “movement” to other offices on campus
- Developing detailed polices and procedures manuals and work flow processes
- Managing and exceeding the expectations of the administration, deans, department heads, faculty, staff and students
LEARN MORE INFORMATION ABOUT OTHER ADMINISTRATIVE OFFICES POLICIES AND PROCEDURES

AND BE READY TO HELP ANSWER QUESTIONS FOR OUR CURRENT AND FUTURE STUDENTS
Do you understand the international landscape…
Student attended orientation and meeting with Advisor

Transfer student accepted for admission & rec'd evaluation transfer credits

NIU received AP Placement Tests scores and updated ACT scores

I-20 forms sent to student

Housing deposit received & a room assigned

Returning student was contacted & they indicated they would be attending

Student signed up to receive eligible VA Benefits

Student received a financial Aid award

Billed & paid in full or financial arrangements made
WE HAVE COME A LONG WAY...
NEVER AGAIN WILL WE GO BACKWARDS
AND IN CONCLUSION....

EVERYONE NEEDS TO BE A PART OF ENROLLMENT MANAGEMENT
AND WHAT DOES THE END RESULT LOOK LIKE??

AND WAS IT WORTH ALL THE TIRELESS EFFORTS??
JUST IN CASE YOU THINK I LOOK LIKE SOME OTHER FAMOUS NEW YOURKER

• You are correct
• Hint – I am from dah Bronx, he is simply from Broooklyn
• We both root for the New York Yankees – except he gets better seats at Yankee stadium
• He and I are on different wavelengths as it related to political parties
• He turned around the city and made it the greatest place in the country
FUTURE TRENDS AND INFLUENCES

- Access
- Affordability
- Financial aid
- Student Success
- Outcomes assessment
- On-line education
- Graduating more students in STEM disciplines
- Accreditation
- Curriculum, academic innovation
- Return on investment
- Sustainability
- Funding, state and federal
- Technology
QUESTIONS?
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Skills: Innovative
Chewing, Barking,
Creation of Mayhem
(whenever possible)