

Assessment Plan Documentation

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Goals (Link 3 goals to the Strategic Plan [CAFE] Goals)	Goal Assessment: How was this goal assessed, and what were the results?	Use of Results: What changes, if any, will be made to improve goal achievement?
<p>2016/2017 & 2017/2018 Use technology effectively to provide better customer service for students needing transcripts (paper and electronic) and to provide increased efficiency in Registrar's Office.</p> <p>(CAFE Enrollment 3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input.)</p>	<p>Assessment of current practice: 1 - Collect data on number of transcripts sent daily/monthly 2 - Collect data on length of time to process transcripts 3 - Collect data on time spent by employee daily processing 4 - Collect data on requests for E transcripts</p> <p>During 2014, 2015, 2016, 2017, 2018, staff tracked above data on transcript requests and processing. Tracking showed an average of 15 transcripts processed daily. Each transcript takes an average of 8 minutes to process with an average employee time spent equal to 3 hours per day. Approximately 4200 transcripts were requested during the 2017/2018 academic year, up from 3800 during 2016/2017 academic year.</p> <p>In conversation and by email, more than 60% of students (requesting transcripts) requested E transcripts.</p>	<p>Moving to E transcripts provides the technology students want/need. E transcripts will reduce request time from 3-5 business days to approximately 10-15 minutes.</p> <p>Implementing E transcripts will also provide increased efficiency in the Registrar's Office. Staff daily processing time will decrease to an estimated 30-60 minutes daily.</p> <p>Based on results we plan to move forward with E transcripts during 2018/2019 academic year.</p>

<p>2016/2017 Creation of Fletcher First Stop (FFS) provides routine services to students/staff at one location in building to improve efficiency and reduce staffing in financial aid and registrar to help with budgetary issues.</p> <p>(CAFE Culture - 3. We cultivate continuous self improvement through service, assessment, and accountability.)</p>	<p>Assessment of new structure: 1 - Feedback from Business, Financial Aid, Registrar staff 2 - Survey regarding FFS sent to students and staff</p> <p>Feedback was gathered from staff in the Business Office, Financial Aid, and Registrar. Responses noted that not all functionality originally planned could be completed at the FFS. Due to the detailed nature of most of the functions in each office, the FFS became a sort of reception area. FFS staff were not able to answer many questions and students were still referred to the various areas. Office staff no longer felt connected to the students and felt the personal touch was lost with this structure. Staff were concerned that mis-information was provided. Overall feedback received from staff members cited decreased efficiency and reduction in personalized service to students/staff.</p> <p>A survey regarding services at the FFS was sent to students and staff during 2017. 144 participants completed the survey. When asked about the 'most challenging aspect of using the FFS', many responses referenced the building layout, lack of specific knowledge, and having to explain the same situation multiple times.</p> <p>39 suggestions for improvement were received. Many indicated confusion regarding the need for a one stop location - felt the Fletcher Center was a one stop.</p>	<p>Based on feedback and survey responses, the decision was made to dissolve the FFS and return to the previous office structure.</p>
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<p>2016/2017 Provide high quality degree audit services to students and advisors.</p>	<p>CAPP (Online Degree Audit tool) was implemented as part of Banner in 2011. Surveys were conducted for student users and for faculty-advisor users to determine the effectiveness of this degree audit tool.</p> <p>Frequent survey responses:</p> <ul style="list-style-type: none"> • Too many 'clicks' to get a degree audit to run. • Audit is long, difficult to read, and does not print well. <p>In addition, CAPP did not have capabilities to provide information on all students' / advisors' degree planning requirements.</p>	<p>In 2017/2018, there was an opportunity to purchase a new tool called DegreeWorks with grant funds. This tool integrates with Banner, and preliminary tests indicate it is simpler to use and provides a much broader range of degree auditing options than CAPPs.</p> <p>We began implementing Degree Works in late 2016 through the start of 2018 with a full-on student go live date of March 2018.</p>
<p>2018/2019 Improve retention at LSSU through collection and dissemination of data from survey given to students at time of withdrawal.</p> <p>(CAFE Enrollment 3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input.)</p>	<p>Assessment: 1 - Completion of a withdrawal survey at time of withdrawal.</p> <p>All students withdrawing from LSSU are asked to complete a short survey regarding their reason for withdrawing. Questions on the survey include general information, transfer information, reasons for leaving, and suggestions for improvement.</p> <p>Survey results show a wide variety of reasons for withdrawing from LSSU. For the Fall 2018 survey, a little more than half of the students are transferring to a different school. For reasons for leaving, the highest category was 'family/personal, followed by Health, and location/area.</p>	<p>Retention Committee will review results.</p>

	<p>This data is collected and shared with the Retention Committee and various LSSU administration members.</p>	
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