



Credit Awarding Assessment

Edison State College

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Project Summary

Edison State College (Edison) engaged AACRAO Consulting for a comprehensive review of the College's assessment and awarding of credit process. The review included an evaluation of all processes related to the awarding of credit, suggestions for the resolution of incorrectly awarded credits and best practice recommendations for realigning the credit awarding process at Edison. AACRAO Consulting focused on the following during the consulting engagement:

1. Analyzing current and past practices and policies related to the awarding of credit including articulation and clearing degree requirements in programs requested by Edison.
2. Reviewing the use of data in the credit awarding process.

Project Summary

3. Assessing specifically records management policies in relation to credits awarded.
4. Reviewing compliance of practices and policies.

Pre-Visit Activities

A conference call was conducted in preparation for the on-site consulting visit between Mark Lupe, Edison General Counsel, Dr. Steve Atkins, Vice President for Academic Affairs and AACRAO Senior Consultant Michele Sandlin.

1. The call occurred on Friday, July 29, 2011, 12:00 pm, Eastern time.
2. The discussion reviewed the following:
 - The logistics of the onsite visit. The visit date agreed upon was August 4, 5 and 8, 2011.
 - The scope of the engagement as per the project proposal's Schedule A.
 - An overview of why Edison State College sought consulting services.
 - The discovery materials needed.

Pre-Visit Activities

3. Discovery materials disclosed and reviewed before the on-site visit:
 - Executive Summary:
 - Statement of the problem
 - Scope of the problem
 - Resolution of the problem
 - A letter dated December 2, 2010 from Dr. Steve Atkins, District Vice President Academic Affairs, to Dr. James Browder, Vice President of Operations with support documentation regarding excessive substitutions.
 - Pam Mangene's notes dated December 3, 2010 from discussions with three staff on the substitution issue; Billee Silva, Ray Medhurst, and Kevin Coughlin.

Pre-Visit Activities

- Robert J. Beeson's notes dated December 3, 2010, of the Investigation of Alleged Substitution and Waiver Violations.
- Pam Fairfax, Vice President, Human Resources , Investigation Notes on Course Substitutions, dated December 3, 2010.
- Compact Disc (CD) on course substitution documentation:
 - Emails, memos, and notes of evidence and conversations.
 - Catalog requirements for three identified programs.
 - Board of Trustees report on substitution status.
 - Detailed reports of students affected, with academic record, transcripts, and substitution approval forms, updated on three different dates:
 - December 3, 2010
 - June 15, 2011
 - June 20, 2011

On-Site Activities: Agenda

Over the course of a three day visit, the consultant engaged in constructive inquiry interviews and an intensive review of the file audit process. The consultant met with the following individuals:

- Dr. Kenneth Walker, District President.
- Dr. Steve Atkins, Vice President of Academic Affairs.
- Dr. Robert Beeson, Vice President Instruction, and District Dean of Arts and Sciences/Professional and Technology Utilization Studies.
- Billie Silva, Registrar.
- William Roshon, Dean of Continuing Education and Workforce Program Development (By phone).
- Sandi Towers, Advisor in Division of Professional and Technology Utilization Studies.
- Mary Myers, Dean Edison Online, and interim Dean Professional and Technology Utilization Studies.
- Theo Koupelis, Associate Dean Math and Sciences.

On-Site Activities: Agenda

- Ray Medhurst, Associate Registrar.
- Bobbie Buczyna, SACS Project Manager.
- Kim Gresham, Associate Dean Public Safety Programs.
- Edith Pendleton, Vice President for Strategic Initiatives and Institutional Effectiveness.
- Dennette Foy, Associate Dean Business and Technology (By phone).

Limitations and Disclaimers

1. Material contained in this report is based on information gathered from interviews with the individuals listed on the agenda, the discovery materials provided, and the file review conducted on-site at Edison. AACRAO is not liable for the accuracy of statements or documents provided, nor for additional relevant information that was not provided.
2. Observations and recommendations listed here reflect the understandings and professional judgment of the consultant and are subject to potential further review and judgments of other governing or accrediting bodies with jurisdiction over Edison State College.
3. Edison State College is solely responsible for implementing the recommendations of this report. AACRAO Consulting is available to assist in implementing the recommendations as an external consultant.

Executive Summary

1. There is a strong commitment from President Kenneth Walker and Vice President of Academic Affairs Dr. Steve Atkins to immediately resolve problems and implement best practices in granting course credit at Edison State College.
2. Edison State College is a student centered campus, with dedicated, caring, staff who are anxious for best practice solutions, training, and improved processes.

Executive Summary

3. A culture has evolved at Edison in recent years, as cited by some of the interviewed staff, that lacks communication, trust, training, and empowerment of staff, and has encouraged overriding academic policies and procedures in order to “not let a rule get in the way of helping students”.
 - This culture was attributed to a recent former Vice President’s management style.

Executive Summary

4. In December 2010 it was discovered that inappropriate exceptions were being made to Edison's course substitution policy and measures were put in place in early 2011 to correct the problem. It occurred again in Spring 2011 due to a backlog in Registrar's Office (RO), not questioning an academic administrator, lack of oversight, insufficient checks and balances, and possibly too much trust of those in lead roles in the investigation with the expectation or assumption that others corrected the problem.
 - Steps have been undertaken to rectify past inappropriate exceptions and enforce the College's course substitution policy.
 - The most recent revision of Edison's course substitution form, initiated and signed by the student, has the necessary checks and balances to accurately enforce the substitution policy.

Executive Summary

5. The integrity of some of the Edison State degrees could be questionable for those identified programs, predominately in the Division of Professional and Technology Utilization Studies, where the substitution abuse occurred.
6. Edison has unutilized technology, that if thoughtfully implemented, would greatly improve efficiencies and improve service to applicants, students, and the faculties.
7. Implementation of the recently-purchased Degree Works degree audit system will greatly improve academic records processes and help ensure adherence to policies and procedures.

Executive Summary

8. Edison has employed four Registrars in the last six years. There is a need for a knowledgeable, experienced Registrar who will be a strong campus leader.
9. Poorly trained and inconsistent leadership in the Registrar's Office had led to inefficient and ineffective processes for managing student academic records.
10. There are currently separate offices, functions, and processes for Associate of Arts/Associate of Science degrees and Baccalaureate degrees, creating inconsistencies and duplication of effort.
11. Staffing levels at Edison have not kept pace with increased enrollment.

File Review: Observations

1. Staff interviewed identified three major issues that set the stage for inappropriate exceptions to the substitution policy at Edison:
 - Rapid increase in enrollment.
 - The addition/approval of baccalaureate degrees at Edison.
 - Ongoing issues with Banner, the student information system.

File Review: Observations

2. It was discovered in early December 2010, that there were inappropriate substitutions made on internal courses, predominately in the Division of Professional and Technology Utilization Studies (P&TS), and some in the School of Nursing and Department of Health Professions. Issues found surrounding and contributing to the problem:
 - Delegation of authority from the Dean to the associate deans, with no additional checks, balances, or oversight.
 - This problem affects degree requirements mandated by the State of Florida.
 - Substitutions were commonly used for required courses that were not being offered often enough to meet students' needs for timely graduation.
 - Substitution forms were submitted at the end of the term in order to expedite students' progression into baccalaureate programs.

File Review: Observations

- The former Vice President for Academic Affairs enforced a philosophy of never questioning the decision of an academic dean or associate dean, which stifled the checks and balances process.
- Associate Dean of P&ST requested other deans sign blank substitution forms. There were other substitution forms that had the required signatures and appeared to be duplicated exactly, appeared to be copied, and the signatures were not original.
- At present, two respected, retired faculty members have been hired on contract to review all substitutions in the last five years. Both are previous, experienced, Department Chairs and faculty leaders at Edison.

File Review: Observations

3. An internal comprehensive review process is currently being conducted at Edison on all course substitutions in the last seven years. The internal Edison review team and Consultant Sandlin discovered multiple variances with professional standards. These include:
 - An extreme volume of inappropriate substitutions on internal courses that have no relationship to the required program requirement.
 - Instances of courses being counted repeatedly for the same student, allowing them to obtain multiple degrees. There were multiple instances of “double or triple dipping” and one instance where five “double dips” were granted for a single student.
 - Transfer courses that are not equivalent to an Edison course have been placed into a placeholder course prefix (GEE) number and/or title and not fully evaluated for the actual course content.
 - A high percentage of higher level business math credit being given to students taking Intermediate Algebra, a remedial course.

File Review: Observations

4. Due to program core requirement courses that were substituted in P&ST, it is a concern that if these substitutions have created severe knowledge gaps for students regarding skill level, that competency and qualifications could be questioned by employers.
 - It was reported by a P&ST advisor that she was instructed to allow anything but PE to count for general business course electives, despite the fact that the catalog states specific courses or course prefix groupings were to be taken. For example here are two areas that were substituted that clearly stated the course requirement choice:
 - “Choose from the following list: STA 2023, MAC 2233, ACG 2011, ACG 2071, and ECO 2023.”
 - “MAY SUB any Business, Management, Finance, or Accounting course.”

File Review: Observations

5. Based on how credit is accepted into the placeholder “GEE” prefix courses, a course is unknown on the substitution form, with no course title and unknown content. Therefore, an advisor cannot validate the substitution. Furthermore, these courses are not part of the Edison curriculum and thus do not appear in the official curriculum guide, the catalog.
6. The Edison catalog states that thirty-six credits of general education requirements and twenty-four credits of electives are required for an Associate of Arts degree. These “elective” credits are actually requirements for the major or program area of interest, which is stated in the paragraph definition. This is contributing to the substitution problem.

File Review: Observations

7. Course substitution forms have been used inappropriately to perform other records management tasks. Examples include:
 - Internal course number changes. It appears that faculty and Registrar staff were unaware of how to process the change in Banner system.
 - Course requirement options, where there is a choice of courses to fulfill a requirement. This is not a substitution, it is a choice of courses to meet a requirement. The new DegreeWorks system will greatly help define requirement options as part of the degree audit.
 - Curriculum course updates to the catalog. This process needs to be updated directly in Banner.

File Review: Observations

8. The most egregious of substitutions had no correlation in the outcomes/assessments of the course that was substituted for the course that meets the program requirement.
9. The increase in substitutions was further substantiated according to the April 26, 2011 Course Substitutions Analysis report, which showed that for 2009-10, there were 1,487 substitutions approved, an increase of thirty-five percent in five years.
10. Two years ago there was an extensive review of the substitution forms, so this has been an ongoing problem.

File Review: Recommendations

1. The course substitution policy must be strictly enforced.
2. Students who already have graduated with Edison degrees should be held harmless and their degrees allowed to stand.
3. Current or former students who inappropriately received course credit due to the reasons outlined in this report, should be allowed to obtain the proper courses through facilitated processes. Potential remedies include:
 - Allowing students to complete required courses at Edison at no cost.
 - Creating new online courses to add options for students to complete necessary courses.
 - Allowing students to take exam covering required academic content. In many cases this will be difficult since the deficiencies are not in general education, but in program/major/skill competency course areas.

File Review: Recommendations

4. A policy must be developed regarding “double dipping,” or using the same course to fulfill requirements of multiple degrees. The uniqueness, rigor, and integrity of each degree must be maintained.
 - A course required for content knowledge can apply to more than one degree or program as long as all requirements are met for each degree; total hours, major, residency, etc.
 - If a course is being used extensively (for example has applied to three different degrees or “triple dip”) then it calls into question the uniqueness, rigor, strength of the program, and justification for awarding a different degree.

File Review: Recommendations

5. GEE general elective placeholder courses should be eliminated, and transfer courses should be articulated showing exactly as they were earned at the transfer school.
 - Banner allows the user to transfer in a course to a group; it does not have to be a specific course equivalent, it can clear a larger content area.
 - The best practice is to transfer in the course into a course number that has been designated for the campus as an elective or into an alpha-defined designator, such as LDT or UDT. For example:
 - **Number designator:** BUS 1095, the last two digits “95” denote elective. This retains the prefix and title as taken to know the discipline area and course content.
 - **Alpha designator:** Bus LDT or UDT (LDT=Lower division transfer, UDT = Upper division transfer). Level is significant for evaluating equivalencies.

Examples:

Edison Course

BUS 1095 Business Elective

BUS LDT Business Elective

Transfer Course/Substitution

BUS 199 Business Internship

BUS 199 Business Internship

File Review: Recommendations

6. Spring, Summer, and Fall 2011 substitution forms should all be reviewed for accuracy and to ensure they are following policy.
7. Move the course substitution process to an online, electronic format via self-service to eliminate errors.
8. The new substitution form must only be accepted and processed when fully completed.
9. The program requirements section in the AA degree needs to be corrected to accurately reflect the requirement as stated in the catalog; specifically that the twenty-four hours is program/major area requirements, and needs to refer the student to the program requirements section for the major.

Communication: Observations

1. The Registrar's Office has spoken up about inaccurate and problematic academic policy issues, but has been reprimanded for doing so. Thus, a culture developed to not question any faculty member, or there will be consequences.
2. The customer service function in the Registrar's Office does not have a dedicated, experience staff person for basic functions of answering phones, email, scanning, indexing, and transcript processing, and currently relies on all staff to take limited duration shifts, student staff when available, and temporary seasonal staff.

Communication: Observations

3. There is no specific deadline date stated for students to meet with their advisor for their final graduation audit, or any final receipt date to file all final documents for clearance of a degree.
 - It was reported by a P&ST advisor that it is common practice to receive the list of graduates per term who did not meet all requirements, and find substitute courses to clear them. This process has become automatic and routine over time.

Communication: Observations

4. Multiple staff members report, referenced a large number of errors in the catalog.
 - Two years ago, associate deans were given editing rights for the online catalog, which caused Edison to retract the online catalog due to a high volume of inaccuracies.
 - Reports of catalog errors have caused graduation audits to be done by hand.
 - There are multiple reports of inconsistencies between Edison's web site, print catalog and online catalog.
 - Edison moved to the Acalog system three years ago for the online catalog.

Communication: Recommendations

1. As addressed in the organizational area, Edison has a need for experienced, trained, proficient staff in the Registrar's Office to provide improved customer service.
2. The Registrar's role as a campus leader is to enforce policies, and to uphold the integrity of the institution's policies. The role of the Registrar as a campus leader who knows, encourages, and enforces academic policy, regulations, requirements, standards, etc. needs to be communicated widely, with the understanding that the Registrar's role is to question any request or exception that does not following college policy.

Communication: Recommendations

3. There is a need for much improved communication, internally and externally, across campus.
4. Firm deadlines dates must be established before the term graduation date deadline, for the student to meet with their advisor, file all appeals, substitutions, grade changes, etc. with the graduation specialist in the Registrar's Office.
5. Centralized catalog editing, proofing, and an automated process needs be developed, followed, and maintained.

Communication: Recommendations

6. Trainings that need to occur:

- Annual training and orientation for faculty and staff who advise students on all academic record policies including the substitution policy, grading, etc. at the start of each academic year. The Registrar's Office should lead this training.
- Ongoing, annual training for the Registrar's Office staff on academic records, records retention, FERPA, customer service, and office responsibilities. (See "Resources").
- Campus wide workshops on effective working relationships, internal and external communications, social responsibility, policy, and leadership.
- Catalog training for the Catalog Coordinator. Possibly have this staff member visit two Florida institutions who are considered to be proficient at coordinating a catalog, and have her learn from them as a best practice.

Policy and Practice: Observations

1. The problems at Edison appear to be the result of not following industry best practices, including failure to adequately provide required courses.
 - If Edison's required courses are not able to be provided sufficiently to allow all students who need the course to complete their degree in a timely manner, then the program/course requirements need to be updated through the curriculum approval process.
 - Data produced by the SACS Project Manager showed four courses for the last six years that have been substituted at extremely high rates. These courses need to be addressed:
 - ACG 2071 - Managerial Accounting
 - CGS 1100 - Microcomputer Skills
 - MAN 2021 - Management Principles
 - SLS 1331 - Personal Business Skills

Policy and Practice: Observations

2. The focus of the current problem is the abuse of the substitution policy.
 - The substitution policy in the current catalog aligns with industry standards, but it is not being followed and enforced.
 - Advisors, in many cases, were waiting until the end of the students' program and then filing substitutions just prior to graduation or immediately after.
 - The Associate Registrar would spend days with the P&ST Associate Dean at the end of each term working through substitutions filed at graduation.
 - The Registrar's Office reported pressure from a former Vice President to move students quickly into the baccalaureate degree programs.
 - Required signatures on the substitution form were not being obtained and many were signed only by the Associate Dean.

Policy and Practice: Observations

- The Division of Professional and Technology Studies was using some pre-signed blank substitution forms; two associate deans refused to pre-sign the blank form.
 - It was also reported and there is evidence of substitution forms with questionable signatures; the signatures appear to be duplicated from a previous form.
- The Associate Registrar, being backlogged, did not follow through on new practices established in Spring 2011 and processed incorrect substitution forms, many of which had been signed by the Associate Dean in October/November of 2010.
- There has been a history reported by the Registrar's Office being pressured into inappropriate academic records requests.

Policy and Practice: Observations

3. Four key events occurred that were reported to have additionally impacted the current practices, including the substitution policy issues.
 - The abolishing of department chairs.
 - A delegation of power to the associate deans with no oversight and no checks and balances.
 - The new baccalaureate degrees that Edison was approved to offer were accompanied by pressure from the former Vice President that students progress into the baccalaureate programs in order to get the programs launched, established, and stabilized with enrollments.
 - Staff turnover, instability with student services and in the Registrar's Office.

Policy and Practice: Observations

4. It was reported that Nursing was granting twelve to eighteen hours of science pre-requisites based on a fifty percent or better correct answer rate on the National License Nursing test of skills exam.
 - After taking the test student was given a block of general education credit.
 - Nursing was instructed to stop this practice, but it was reported that it continued. It has since been reported, corrected, and the practice has stopped.
 - Students have complained that they took the test, and still want the credit.

Policy and Practice: Observations

5. Currently the Schools of Nursing and Business Management admit their own students. This has and is causing great confusion with the Registrar's Office as they do not know who is an admitted current student and who is not. This is reported by Registrar's Office as causing confusion and frustration for students.
6. The Nursing program was incorrectly reported as being accredited. This negatively affected a student who was denied admission to a graduate school.

Policy and Practice: Observations

7. The course payment and drop policy needs to be reviewed. Currently students are dropped for non-payment, but allowed to re-enroll in the same course the next day. There is no enforcement of this policy, and staff reported students learn quickly how to beat the system. Also, this process occurs very late in the term, so almost all students get back into the course immediately.

Policy and Practice: Recommendations

1. Conduct a Registrar's Audit before the upcoming September accreditation review by the Southern Association of Colleges and Schools (SACS). (See "Resources", item one, page eighty-three).
2. A deadline date has now been established at the beginning of the term a student plans to graduate for any substitutions, which will allow the Registrar's Office, with increased staffing and training, to adequately and accurately process correct substitutions.
3. There is a need to enforce a proactive hold on a student's file for the payment/drop policy. Thus, students will not be allowed to re-register until action is taken to remedy or address an outstanding balance. Consider a deadline at least one month after the start of the term. This will allow faculty to plan for their course(s).

Policy and Practice: Recommendations

4. Required courses at Edison should be adequately offered to meet the needs of all students in a program, at minimum annually, to allow timely graduation. If any course is not able to be offered sufficiently, then the program and course requirements need to be reassessed through the curriculum committee.
 - The primary purpose of the course substitution process is not to expedite graduation, but rather to clear a requirement, typically from non-equivalent transfer work, when:
 - The course is substantially equivalent to the required course.
 - The course has been cancelled, in the case of an internal course.
 - Required courses at Edison should be offered as stated, and only substituted “under extenuating circumstances” as stated in the Edison substitution policy.
 - A needs analysis should be conducted on course capacity by program, enrollments, faculty staffing levels/needs, and time to degree impact on students.

Policy and Practice: Recommendations

5. As recommended in the *AACRAO 2011 Academic Record and Transcript Guide*, post transfer credit to the Edison transcript as a summary line of transfer work, instead of posting each course. (See “Resources”, *Academic Record and Transcript Guide*, pg. 94).

Example:

Transfer credit from Florida Gulf Coast University	19.00
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6. The Registrar should be an active member of the college curriculum committee.

Staffing and Structure: Observations

1. The high turnover in the Registrar's position is of concern due to the lack of an experienced, seasoned professional who is a strong leader. The Registrar at Edison should possess the following qualifications:
 - Knowledge of academic records, retention of records, FERPA, supervision of staff, organizational needs, Banner proficiency, and knowledge of an automated degree audit process.
 - Strong leadership skills, with an understanding of the role of the Registrar as the “guardian of the integrity of the institution's records and degrees, to provide accurate information promptly to various constituencies, and safeguard privacy” (*AACRAO 2011 Academic Record and Transcript Guide*, page 3).
 - There have been four Registrars in the last six years. Only two had previous experience as a Registrar.

Staffing and Structure: Observations

2. There appear to be severe staffing deficiencies in key positions in the Registrar's Office.
 - Growth in degrees in the last seven years has been 247 percent, but there has been no additional staff added for the increased workload.
 - The Associate Registrar does all degree, graduation audits, processes all substitution forms, and other records maintenance issues. The Associate Registrar is the only staff member conducting degree audit/graduation checks for the entire campus, with no backup.
 - Backlog at times in certain areas has been months.
 - He is currently only able to work on current term priorities.

Staffing and Structure: Observations

- All Registrar's Office staff currently take a two hour shift daily for phone duty, including the Associate Director.
 - Transcript evaluators who work the flex late shift cannot get to processing files due to phone duty volume. This defeats the purpose of the workload benefit of a swing shift.
 - "Peak Partners" is a team of three temporary seasonal phone staff. The Registrar's Office has become excessively dependent on this team.
 - It has become a cycle of duplication of work due to the backlog, which causes an increase in phone and email, increases duplication of documents, etc.
 - Hours Registrar's Office staff work currently on flex time is:
7:30 am – 7:30 pm Monday - Friday
 - Current office hours that the office is open to the public:
8:30 am – 6:30 pm Monday – Thursday
8:30 am – 4:30 pm Friday
- There is no technology analyst for the Office. The Registrar's Office is still very manual, paper oriented, backlogged, and inefficient.

Staffing and Structure: Recommendations

1. An experienced Registrar, with strong campus leadership and supervision skills is needed.
 - The current Registrar, while working hard and trying to do a good job, is at a disadvantage in not knowing the profession.
 - The Registrar's Office leadership team should consist of: Registrar, Senior Associate Registrar, Associate Registrar, Assistant Registrar, Technology Analyst, and Staff Assistant.
2. Consider conducting a benchmarking study of staffing levels with similar institutions for comparison and best practices.

Staffing and Structure: Recommendations

3. The Registrar's Office needs several new positions in order to decrease backlog, cross train for coverage, improve efficiencies, utilize skills and supervision responsibilities of current employees at an appropriate level, upgrade and get current technology, and provide the best possible service to students, staff, and faculty.

Staffing and Structure: Recommendations

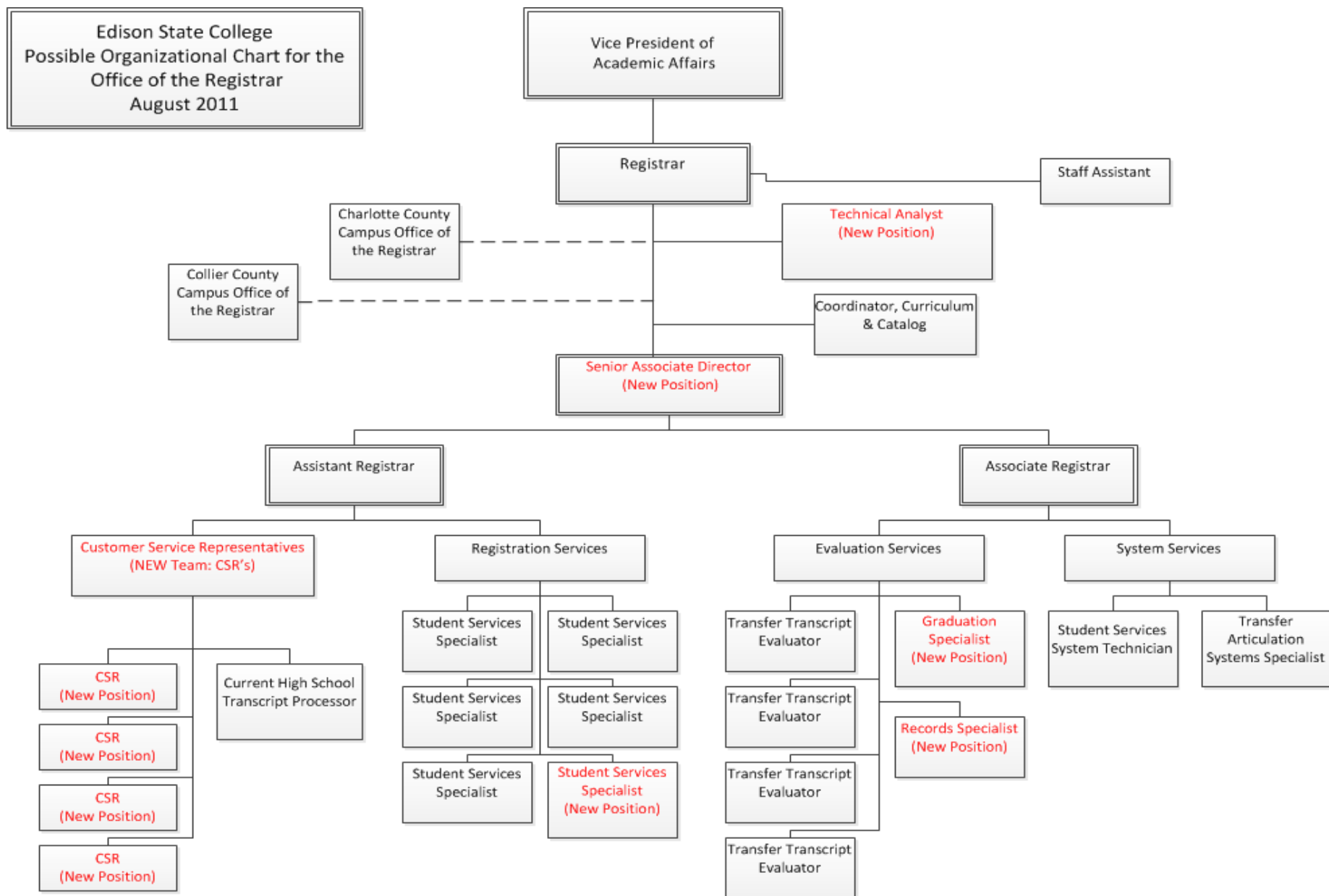
- Create a new Customer Service Representative team (CSRs).
 - Fully cross trained in all four areas: phones, scanning, indexing, transcript processing.
 - Recommend two full time staff on the phones during office hours, rotating with other duties as described above in order to provide relief.
 - This team should report to the Assistant Registrar, in alignment with Registration Services (Student Services Supervisor is currently being promoted to Assistant Registrar).
- Add an additional student services specialist staff member for the overworked, overloaded, backlogged Registration Services team.
- Two key positions in the Registrar's Office that currently do not exist and are crucial to the overloaded Associate Registrar who is currently doing three jobs. Both positions should report directly to the Associate Registrar.

Staffing and Structure: Recommendations

- Graduation Specialist, who is responsible for degree audits, and graduation final degree checks.
- Records Specialist, who is responsible for records maintenance, records changes, updates; substitutions, grade changes, etc.
- A new position of Technology Utilization Analyst is needed for Registrar's Office technical support, training, troubleshooting, and implementation of new technology. To include lead on EDI implementation, Banner, upgrades, Degree Works, data warehouse reporting solution, social media development, etc.
 - Degree Works implementation, training, and troubleshooting.
 - This staff member is crucial and should report directly to the Registrar.

Staffing and Structure: Recommendations

4. The Registrar's Office should remain aligned under the Vice President for Academic Affairs due to the strong support to and for the academic divisions, the important role on the curriculum committee, and to monitor and enforce academic policy as the campus moves forward to rebuild and strengthen policy.



Staffing and Structure: Recommendations

1. New positions:

– Senior Associate Registrar

- Move the current Registrar into this lead role.
- Associate and Assistant report directly to this position.

– Technology Analyst

- Registrar's Office lead for all technical areas and issues; Banner, Degree Works, EDI, training, Banner upgrades, workflow, data warehouse, social media, etc.

– Graduation Specialist

- Reports to the Associate Registrar, lead for graduation degree audits.

– Records Specialist

- Reports to the Associate Registrar, lead for academic records adjustments.

Staffing and Structure: Recommendations

- **CSR Team (Four staff).**
 - Reports to the Assistant Registrar, lead team on phones, email, social media, transcripts.
- **Additional Student Services Specialist.**
 - On the existing Student Services Specialists team. Cross trained within the team, help with increased workload.

Technology Utilization: Observations

1. Edison currently does not have a data warehouse solution for reporting.
2. There is a lack of training, cross training and documentation on current technology.
3. Currently the Banner system is underused, and there is overall inefficient use of the system. Staff reported problems, or that Banner was broken, there were glitches, or it couldn't do certain functions, but all reported areas in Banner are capable of these functions in the current version in use at Edison.
4. Edison is receiving transcripts electronically, but printing off the document and re-keying them manually.

Technology Utilization: Recommendations

1. The purchase and forthcoming implementation of DegreeWorks will help with consistency, errors, and enforce policy and procedures in the degree audit process. However, it must be implemented correctly, with a realistic timeframe for the implementation, training, and needed support from SunGard.
2. Edison needs a data warehouse reporting solution, and a workflow solution to increase efficiency, and reduce manual errors.
3. Edison should be fully automated on EDI (Electronic Data Interchange).

Technology Utilization: Recommendations

4. Edison should be accepting fax transcripts as official if the reader line and/or cover page verifies the sender as a Registrar's Office at the sending institution.
5. The Registrar's Office should be using the transfer tables in Banner to load incoming transfer credit once upon admission, so transfer evaluations are consistent from the same institution for the same course. This will decrease workload for the evaluator staff.
6. There is a need to restart some of the Banner training, and it is recommended that SunGard consultants be brought in to retrain Registrar's Office staff on capabilities, functionality, and usage.

Resources

1. Academic record and transcript guide.
 - American Association of Collegiate Registrars and Admissions Officers. (2011). *AACRAO 2011 Academic Record and Transcript Guide*.
2. FERPA quick reference for staff.
 - Rooker, L. (2010) *2010 FERPA Quick Guide; What You Need to Know About the Family Educational Rights & Privacy Act*.
3. Records retention guidelines.
 - Stanfield, S. (2010). *AACRAO's Retention of Records: Guide for Retention and Disposal of Student Records 2010 Update*.

Resources

4. Online college catalog access through TES College Source Online:
<http://www.collegesource.org/idxparticipate.asp>
5. Registrar 101 Online – next online course is October 17 - November 14, 2011.
 - An interactive, online course for members of the profession who have been in registrar or registrar-related positions for less than two years, the course covers fundamentals as:
 - The role and mission of the registrar in higher education today.
 - Helpful information resources that registrars use for their daily work.
 - The registrar's impact on academic policies and regulations.
 - The latest interpretations of FERPA and other federal compliance issues.
 - For more information see <http://www.aacrao.org/meetings/online-courses/registrar-101-online.aspx>.

Thank you!

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