

The University of Virginia's College at Wise
 Planning and Institutional Effectiveness

Unit/Department or Functional Area	Name and Title of Person Completing Form
Registrar's Office	Sheila Combs, Registrar

<p>Mission of Department or Functional Area</p> <p>Office of the Registrar</p> <p><u>Mission Statement</u></p> <p>The Registrar's Office serves the College community of current and former students, faculty, staff, and the public through the collection, verification, maintenance, preservation, distribution, and reporting of data for the academic enhancement of the College.</p>
--

2005-2006						
	Outcome Goals in Measurable Terms	Desired Accomplishments/Goals	Critical Priorities	How Outcomes Will Be Achieved	Method(s) of Assessment and/or Achievement	Results
	1. Compare the number of follow-up revisions required to the total number of requirements addressed on standards for which office is responsible to determine a percentage.	All		-SACS report from the on-site visit will address Direct observation of the date the report was submitted	SACS On-Site Committee Report	There wer no follow-up revisions required on the sections prepared by the Registrar.
	2.60% of students report satisfaction with Registrar's Office services and other student support services.	1.1 2.1	H	-Reorganize Registrar's Office to include an "Office Manager " who would have more authority. -expand ADA services using additional staff -expand support for Tutor Connection -New job descriptions on record for the changed positions. -list of new or expanded	A student survey will be administered during the Spring 2006 term during the advising/registration cycle.	Information from the Student Opinion Survey indicated a 4.2 rating on a scale of 5.0 regarding the satisfaction with the Registrar's Office services. The survey rate of return was lower than 60% so there is not sufficient data available to document the status of this goal

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

				services offered for the year - numbers of students served in the Tutor Connection compared to last year		
3. 80% of students will successfully registers o	1.1 2.1		U	Test in Abingdon this summer and fall. Train faculty & staff to read and use the system. Problems encountered in Abingdon will be rectified. -lists of people who attended training opportunities.	Compare # of paper registrations with # of electronic registrations.	Data from Spring 2006 indicated that 1361 students registered on the web out of a total of 1796 for a 76% success rate for the term. As of June 1, 2006, there are 974 students registered for Fall 2006; 854 are web registrations. That is an 87% rate.
4. 90% of degree audits for College programs completed on COCO.	1.1 2.1		U	Each semester one additional catalog will be completed until the 2005 issue is included. Inclusion of each catalog edition in the student and faculty portal offerings.	Compare printed catalogs with COCO web site.	Degree audits for all majors in the 2003 – 2005 catalogs are active on the web.

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

Analysis and Documented Improvements Narrative

Outcome Goal #1: *Compare the number of follow-up revisions required to the total number of requirements addressed on standards for which office is responsible to determine a percentage.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

- 1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?**
- 2. What improvements have been made as a result of your efforts on this goal?**
- 3. Did your assessment suggest other areas for further improvement?**
- 4. Provide a one paragraph executive summary for the annual institutional effectiveness report:**

Goal #1 for the Registrar's Office was met. There were no revisions required on any standards for which the Office was responsible so it was 100% met.

Outcome Goal #2: *.60% students report satisfaction with Registrar's services and other student support services.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

- 1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?**
- 2. What improvements have been made as a result of your efforts on this goal?**
- 3. Did your assessment suggest other areas for further improvement?**
- 4. Provide a one paragraph executive summary for the annual institutional effectiveness report:**

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

This goal is partially met.

The student satisfaction survey that was designed for the Registrar's Office is available on the web from the Registrar's Home Page. The return rate for Spring was very low – less than 20% so the results would not be valid. But from the results obtained, on a scale of 1 to 5 with 1 being poor and 5 being excellent, the Registrar's Office services received a 4.2 rating. Each member of the Office staff will attend at least one workshop this year. The workshops will focus on satisfactory delivery of services. Information from the limited returns indicates there is dissatisfaction with the course availability. That question received only a 2 on the scale. This finding will be discussed with the Department Chairs in the fall.

Outcome Goal #3: *80% of students successfully registers online*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?
2. What improvements have been made as a result of your efforts on this goal?
3. Did your assessment suggest other areas for further improvement?
4. Provide a one paragraph executive summary for the annual institutional effectiveness report:

This goal has been met.

Data from Spring 2006 indicated that 1361 students registered on the web out of a total of 1796 for a 76% success rate for the term.

As of June 1, 2006, there are 974 students registered for Fall 2006; 854 are web registrations. That is an 87% rate. In the process of registering online, many small adjustments were made along the way. Priority dates were modified to give students access to the system in a shorter period of time. Manual registration called for 2-3 day intervals for each classification; online access allowed us to reduce the interval to one day per classification. Adjustments had to be made to COCO to allow students who were currently enrolled in a class that was a pre-requisite for an upcoming class to register as if the pre-requisite was met. The Schedule Action Form used in the

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

Registrar's Office for manual overrides had to be revamped because students and faculty did not like the format. Having separate boxes for classes to be added and classes to be dropped has reduced confusion. Putting required forms on the web so that students and faculty can access them without a visit to the Registrar's Office helped too. Work will continue on the timing of access to the online system. There are problems with not being able to access more than one term at a time.

Outcome Goal #4: *90% of degree audits for College programs completed on COCO.*

Based on your results, analyze and document the reasons the expected outcome was a) met, b) partially met, or c) not met.

1. If outcome goal was b) partially met or c) not met, what further actions will you take to address this shortcoming?
2. What improvements have been made as a result of your efforts on this goal?
3. Did your assessment suggest other areas for further improvement?
4. Provide a one paragraph executive summary for the annual institutional effectiveness report:

This goal has been met. Degree audits for all majors in the 2003 – 2005 catalogs are active on the web. Each major listed in each catalog has a programmed degree audit on the system. There are problems with some of the audits because of the way the programs are defined in the catalog. A statement at the bottom of each audit indicates that the audit is not an official document but an advising tool to be used in conjunction with faculty advising. Faculty and students continue to report minor discrepancies within audits. Those are addressed as reported. The most often reported situation occurs when a course number has changed. For example, MATH 208, Beginning Statistics, might be required for a BS degree in Biology in the 2003 catalog. That course number changed to MATH 118 this year. So a student seeking the BS in Biology in the 2003 catalog will get a notice in the audit that MATH 208 is required when MATH 118 appears on the student transcript. Because the audits stand alone within an annual database, there is no universal way to change without going back through each catalog. Refinements in the audits have sparked some department chairs to rewrite the program requirements in a more computer-friendly manner. In

The University of Virginia's College at Wise
Planning and Institutional Effectiveness

almost all cases, approval of the audits by the department chair required a close inspection of the catalog requirements for their unit.