Division   Enrollment Management & Student Affairs

Department   Office of the University Registrar (Registration & Records)

1. **What are the main objectives of your unit, and how do you measure success in achieving them?**

    SOU's Registration & Records team supports students from registration to graduation by providing essential enrollment services to our campus and ensuring the integrity of the SOU degree. We are dedicated to assisting students in successfully meeting their academic goals. Our office provides support, security, maintenance of records, and effectively communicates information about enrollment services, records, academic evaluation, and degree completion for student success. We model integrity, professionalism, inclusion, and teamwork through customer service, data, and technology for SOU and external communities.

    We utilize several measures of success depending upon the area of focus, including (some data from most recent assessment interval provided as well):
    ● Measured level of processing accuracy and number/% of errors (99% adherence to industry standards)
    ● Time length of response to queries (99% adherence to industry standards)
    ● Number of items completed (core items) such as degrees produced, irregular registrations, registration instances, petitions/waivers, courses scheduled, transfers articulated, etc.
    ● Effectiveness and accuracy of systems employed in an annual cycle, such as tuition/fees, DegreeWorks scribing, degree production, articulation, and course scheduling.
    ● Results from customer satisfaction feedback forms (only 1 remotely negative feedback received in 3 years)
    ● Staff training and professional development metrics (all staff covered by periodic training/development activities)

2. **What are the services that your unit provides and to which customers (students, faculty, staff, donors, others)?**

    Although not an exhaustive list of every possible item, our core service areas include:
    ● Degree evaluation, coordination, and awarding (students, faculty)
    ● Commencement (students, faculty, staff, donors, others)
    ● Transfer course articulation and maintenance/development of articulation agreements (students, faculty, others)
    ● Tuition/fees setup, maintenance, processing, and special populations work (students, faculty, staff, others)
    ● Course scheduling, setup, and maintenance, room assignment, and irregular registrations (students, faculty, staff)
    ● Setup and maintenance of various core systems, including DegreeWorks, Navigate, and multiple complex BANNER tables/programs/interfaces (students, faculty, staff, others)

- Processing/troubleshooting of core student-related items such as registrations, course changes, grade changes, tuition/fees reconciliation, enrollment and degree verifications, student curricular changes, petitions/substitutions/waivers, appeals, etc. (students. faculty, staff, others)
- Research into complex historic records (students, faculty, staff, others)
- FERPA compliance (students, faculty, staff, others)
- Catalog maintenance (students, faculty, staff, others)
- Advise on various curricular matters (faculty, staff)
- Academic policies development/enforcement (students, faculty, staff)

3. **List each position in your unit, and briefly describe the responsibilities of each. Include part-time and work-study student hours. Indicate if functionality of the position is tied to federal, state, or institutional compliance.**

Matt Stillman – Assistant VP for Enrollment Management & University Registrar (1.0 FTE)
Position tied to federal, state, and institutional compliance
This position has primary administrative responsibility for the operation of Raider Student Services (RSS) , serves as the University Registrar, and has significant broader administrative and leadership responsibilities within the Division of Enrollment Management and Student Affairs. This position serves as University Registrar and in that capacity as the University's FERPA compliance officer and student records custodian. This position manages academic policies, student and alumni records, academic progress, academic scheduling, athletic eligibility, student registration, grading, transcripts, diplomas, degree awarding, credit awarding, transfer articulation, degree audit, course evaluation, student information system security class permissions, student holds management, grading, term setup, academic calendar, student self-service functionality, and tuition/fees assessment. The University Registrar serves in a significant leadership and coordination roll with annual Commencement exercises. In this capacity, this individual directly supervises the Associate Registrar, Coordinator of Innovative Program Development, Enrollment Systems Coordinator, IT Consultant, and Transfer Articulation Coordinator. This position supervises the operations of RSS, including providing general administrative oversight and coordination of activities and resources. This position directly supervises Associate Director of Enrollment Services and provides substantive managerial oversight for the entire Center. This position provides overall administrative leadership for Disability Resources, Success at Southern (TrIO), University Coaching and Mentoring, and International Programs, directly supervising the senior leaders of said departments. This position provides coordination for EAB Navigate, provides direction on and supervises staff devoted to innovative program development (e.g. micro-credentialing, certificates, public-private partnerships, last mile, program delivery expansion, etc.) This individual serves as the primary administrative backup to the Vice President for Enrollment Management and Student Affairs on enrollment-related matters, advises and assists the Vice President on a variety of matters, and contributes significantly to enrollment-related research and planning activities. This position co-chairs the Student Success and Retention Subcommittee of Enrollment Council and

contributes substantially to overall institutional retention, engagement, persistence, and graduation efforts, planning, research, and execution.

Alisha Higley – Associate Registrar/Associate Director of Raider Student Services (1.0 FTE)
Position tied to federal, state, and institutional compliance
The Associate Registrar and Associate Director of Enrollment Services reports directly to the University Registrar and serves as this individual's primary administrative "second in command." As Associate Registrar, this position has primary administrative responsibility for coordinating the effective daily operation of student records and registration activities. The Associate Registrar directly supervises the Academic Scheduling Coordinator, Degree Coordinator, and Academic Records Coordinator positions and provides general administrative coordination of associated activities. This position exercises sound judgment in interpreting and enforcing core academic and other policies. The Associate Registrar maintains and effectively utilizes a significant breadth and depth of knowledge related to registration and records, as well as enrollment services in general. As Associate Director of Enrollment Services, this position exercises sound judgment in interpreting and enforcing core academic and other policies and serves as the cornerstone for overall front office administrative coordination and support within Raider Student Services (RSS). The Associate Director maintains a close working relationship with the Director of Financial Aid, Bursar, and Director of Admissions. The Associate Director ensures that friendly, accurate enrollment services are available to students, faculty, staff and the community in a front line setting within RSS. This individual possesses extensive knowledge of these services and related procedures and deadlines, and understands and responds to students from a big picture perspective. This individual directly supervises and provides leadership of the Student Services Associates.

Julie Hugues – Degree Coordinator (0.75 FTE)
Position tied to federal, state, and institutional compliance
The Degree Coordinator reports to the Associate Registrar and advises/supports both the Associate Registrar and the Registrar. The Degree Coordinator has primary coordinative responsibility for the overall degree evaluation and awarding enterprise of the University. This position collaborates with other members of the Office of the University Registrar (and RSS as a whole) to cross-functionally support a variety of student registration and records activities.

Kitty Cable – Registration Systems Analyst (1.0 FTE)
Position tied to institutional compliance
The Registration Systems Analyst (RSA) possesses comprehensive knowledge of all Registration and Records (R&R) operations and systems. The RSA is responsible for the technological needs of R&R functions and systems, provides leadership, and develops appropriate recommendations for the implementation of IT solutions in support of enhanced services offered through R&R. Under the direction of the University Registrar, the RSA works closely with interdepartmental users, managers, and other stakeholders to analyze business processes, determine functional and technical requirements, resolve client and system-related issues, develop and implement University policies and procedures, and provide support and training. The RSA advises the Registrar on systems-related issues and priorities. The RSA 1) provides consultative support and

service to students, faculty, and staff to ensure problem resolution, system/data access, and optimal system performance; 2) manages R&R academic and student data records and ensures that data sources are accurate and accessible to students, faculty, and staff; 3) provides training and documentation to students, faculty, and staff to maximize their ability to utilize system capabilities, features, and other resources; and 4) provides leadership in planning, organizing, and coordinating complex IT projects.

Eric Wilhite – Enrollment Systems Coordinator (1.0 FTE)
Position tied to federal, state, and institutional compliance
The Enrollment Systems Coordinator reports to the University Registrar and advises/supports both the University Registrar and the Associate Registrar. The Coordinator has primary coordinative responsibility for the overall enrollment systems enterprise of Southern Oregon University (SOU). This position collaborates with other members of the Office of the University Registrar (and RSS as a whole) to cross-functionally support a variety of student registration and records activities.

Winter Woods – Academic Scheduling Coordinator (1.0 FTE)
Position tied to state and institutional compliance
The Academic Scheduling Coordinator reports to the Associate Registrar and advises/supports both the Associate Registrar and the Registrar. The Coordinator has primary coordinative responsibility for the overall academic scheduling enterprise of the University. This position collaborates with other members of the Office of the University Registrar (and RSS as a whole) to cross-functionally support a variety of student registration and records activities.

Racquel Berglund – Transfer Articulation Coordinator (1.0 FTE)
Position tied to state, and institutional compliance
The Transfer Articulation Coordinator reports to the University Registrar and advises/supports both the Associate Registrar and the Registrar. The Coordinator has primary coordination responsibility for the overall transfer articulation enterprise of the University. This position collaborates with other members of the Office of the University Registrar (and RSS as a whole) to cross-functionally support a variety of student registration and records activities.

Luke Williams – Coordinator of Innovative Program Development (1.0 FTE)
Position not directly tied to compliance
The Coordinator of Innovative Program Development (Coordinator) is a critical position designed to advance Southern Oregon University's effectiveness in emerging alternative, innovative, and/or nontraditional enrollment programs/options. This position emphasizes efforts supporting SOU's desire to be increasingly more competitive in attracting and retaining a variety of learner populations that enhance the fiscal and demographic viability of the institution. The Coordinator reports directly to the University Registrar and enjoys a close working relationship with various SOU academic programs, SOU's Department of Continuing Education, the Director of Financial Aid, and other personnel. This position requires a high level of independent professional judgment, will be expected to make core recommendations to senior management, and will demand a commitment to embracing non-sequential processes.

Vacant – Academic Records Coordinator (0.5 FTE)
Position tied to federal, state, and institutional compliance
The Academic Records Coordinator reports to the Associate Registrar. The Coordinator has primary coordinative responsibility for the overall academic records enterprise of the University. This position collaborates with other members of the Office of the University Registrar (and RSS as a whole) to cross-functionally support a variety of student registration and records activities.

Student employees
Registration and Records regularly employees a variable number of student employees. These individuals primarily assist with transfer processing, records recovery/scanning, and basic processing needs.

4. **Do you see needs and demands for services that your unit cannot currently meet? If so, what are they, and how do they relate to the university's mission?**

- System Localization – making systems more local to SOU to better fit our workflows
- Historic records archival
  Adapting new systems to new workflows and better implement current systems to better workflows
- High demand for special academic program development (we directly and intensely support each and every one of them)

5. **How could the university help your unit do its job better?**

- We desperately need at least one staff member to cover sheer processing, such as petitions, curriculum updates, returning students, etc.
  More access and training for current and future systems would be helpful
- We burn a tremendous amount of calories on special programs, especially special academic programs. They are numerous, follow NO universal approach, are tremendously inefficient, and have been unchecked over a long period of time. We should at least consider whether or not they all need to be "special."
- Currently, all of our curriculum management is done manually. Whether we invest in software such as Courseleaf or Curriculog or whether Workday can fulfill this role, we desperately need to modernize our curriculum management process to avoid duplicate entry, incorrect information, and overall frustration and confusion for our staff, faculty, and students.
- Requiring certain staff to receive email alerts related to diverse student populations, much the same way Bridge, UCAM, ROTC, etc., currently receive them.

6. **In what ways does your unit relate to other units of the university, academic and non-academic? For example, what services do you provide to other units? What services do other units provide to you? On what tasks do you collaborate with other offices?**

Our office relates significantly to every academic area, and most non-academic areas, at SOU. Our services are integral to the ability of these other areas to function and support students, and we frequently collaborate with others to ensure them. Other units of course provide core services to us, including IT.

7. **What skill sets and resources does your unit possess that can be shared with other units at slack times?**

   Our office does not experience any slack times of the year whatsoever. However, our skillsets include significant knowledge of diverse systems at the university, expertise in catalog policy and curriculum management, Cognos and Workday expertise for data reporting, data entry skills, and of course substantive customer service skills overall.

8. **Which individuals in your unit are cross-trained and in what areas?**
   We are mostly cross-trained to provide coverage for each other's positions on a very limited basis. That does not imply that all nuances are 100% cross-covered, but we have ensured at least universal basic cross-functionality, especially for core items.

9. **What resources do you need to improve your services to a superior level?**

   Generally speaking, we need to spend less time in purely processing roles. At least one whole day per staff member is spent on petitions, curriculum updates, returning students, etc. that could be done by a less expensive classification, leaving more time to implement and customize systems and provide better documentation, a better user experience, more accessible training, etc. We are hopeful that Workday will provide significant opportunities in this regard.

10. **What technologies are available to you to provide your services better? What training do you need to be more effective users of the technology?**

   - Formstack, Banner, DegreeWorks, Cognos, and Navigate are our core systems
   - Additional advanced training in DegreeWorks (from Ellucian) and Cognos would be highly beneficial. Time to take or audit CS 360 and 460 for advanced SQL training would also be beneficial to some of our staff
   - More Cognos training or a more user-friendly data reporting system would be very useful. Cognos is not user-friendly whatsoever and requires one to either be very familiar with computer science or be able to be a very intelligent and quick learner. The training we have is very minimal, and IT can be very particular about answering questions via email and would prefer you to come to one of their very rarely offered training sessions. This is not helpful and can make it take much longer to pull the data you are looking for.

11. **What one thing do you wish you could do differently to improve your effectiveness but have not had the opportunity, time, or resources to do?**

- Some of our staff would benefit from pursuing technical industry certifications (Linux+, CCNA, Data+, etc)
- We would love to create more training videos for staff onboarding, as it would increase long term efficiency. For example, it takes roughly 4-5 hours of staff training time from our office to onboard a new academic scheduler at the program level.
- We are generally behind with process documentation and work manuals (probably on hold anyway now with Workday coming)

12. How do you review and evaluate your department's yearly performance?
Individual staff regularly discuss goals, progress, and performance with management. The office writ large engages in regular collective planning/goal-setting/performance expectation setting, and work prioritization.

13. Explain how your unit could function with:

a. A 10 percent reduction to staff – our ability to support Navigate (other than VERY basic) would be eliminated
b. A 20 percent reduction to staff - our ability to support Navigate (other than VERY basic) would be eliminated, all of our core processes would take significantly longer, resulting in significant faculty/student/staff dissatisfaction, and it would be very difficult to ensure effective adherence to key compliance items – we would be unable to support special programs whatsoever
c. A 30 percent reduction to staff – we would not be able to function properly at all – core mission-critical functionality would have to be eliminated, putting the university at significant risk
d. A 10 percent reduction to non-personnel resources – we would have far fewer opportunities to address key professional development needs
e. A 20 percent reduction to non-personnel resources – no professional development resources would remain and we would have to start eliminating core systems resources, which would reduce/eliminate core functions
f. A 30 percent reduction to non-personnel resource – not feasible
g. What would be the consequences or other effects on service delivery in each case? Addressed above

14. What opportunities exist for greater collaboration and team approaches in the delivery of services?

We would enjoy more involvement with curriculum planning, integrating the Registrar's office with curriculum review prior to submitting to Curriculum Committee to help programs avoid long, drawn-out review of curriculum due to system limitations.

15. How many "middle managers" do we have? Are there opportunities to reduce middle stata in the organization and expand the span of control?

Our Associate Registrar position is the only middle manager we have, and this role also serves a broader direct supervisory role within Raider Student Services (supervises and coordinates all of our front desk).

16. What technological improvements could be made that would result in labor savings?

- Workday will of course represent a long term substantial technical improvement for the vast majority of our functions
- As mentioned elsewhere, curriculum management and approval is terribly antiquated and manual at SOU. An effective, modern, integrated replacement for Acalog is way overdue.
- We could consider pursuing a more automated transfer articulation solution (Workday may inherently assist in this regard)
- Depending upon what Workday delivers, we may consider a new academic scheduling system. At present, we are very manual, lack advanced diagnostics and space management assessment tools, and are unable to utilize physical classroom resources in an efficient manner (lack of data)

17. How can a service be more efficiently delivered?

We are placing a tremendous amount of hope that Workday will significantly improve our overall efficiency, allow us to develop multiple streamlines process/workflows, and generally allow us to eliminate as much manual work as possible. This will of course not be immediately realized, but represents a significant opportunity for gained efficiency.

18. What processes do we have that can be streamlined or eliminated to improve service delivery?

As mentioned elsewhere, curriculum management and approval is terribly antiquated and manual at SOU.

19. Restructuring: What efficiencies might be gained by consolidating similar entities?

We could consider what similar processes/functions/needs/skills/systems we share with Admissions and assess whether or not any potential synergies exist there to consider consolidation.

20. Personnel: Have we worked around or structured around non-effective personnel and other personnel issues, and is this the time to stop indulging and start confronting the issue(s)?

Not applicable

21. Outsourcing: Are there other opportunities to outsource non-mission-critical services to private contractors who could do it better, faster, cheaper?

We already outsource official transcripts, diplomas, and most routine verifications, as these functions are less-expensive and more efficient when outsourced. There are no remaining

appropriate opportunities for outsourcing functions that would be remotely more efficient/effective than doing them in-house.

22. **Customer focus: How might our services be structured or delivered to meet the needs of students, faculty, staff, donors, and others better?**

    This question has been addressed throughout this document.

23. **Benchmarking: Compare your unit with similar units at other institutions or national norms.**
    Because of the relatively unique structure and scope of our office, benchmarking is very difficult. However, we are well in-line (or on the low end) when it comes to direct staffing resources associated with our functionality. We are continually a model for systems in the State of Oregon. We lead other institutions in the implementation and management of digital technologies.

24. **What can we stop doing?**

- Federal Tuition Assistance (FTA) (this needs to be handled but our office should be removed from this work – we're the only OPU that utilizes Registrar resources for this work)
- Stop requiring faculty use Campaigns and setup availability. There might be a negative impact, and this could be used as a trade off to instead receiving email alerts, a project we know has some positive relationship to student success. There is no evidence that suggests a positive relationship between faculty usage of campaigns & availability with student success.
- Navigate (phase out for replacement with WorkDay functionality)