

CAS
Utah State University
Self-Assessment
Registrar Programs and Services
 August 2008

Part 1: MISSION

Registrar Programs and Services (RPS) must incorporate student learning and student development in its mission. RPS enhance overall educational experiences. RPS must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. RPS must operate as an integral part of the institution's overall mission.

In support of the overall mission of the institution, and when responsibility is assigned, the mission of RPS must be to:

- *develop institutional publications to provide information about courses, programs, policies, and procedures*
- *develop course schedules to provide information on courses and sections being offered in any given term with their day, time, and location*
- *schedule appropriate space for all classes*
- *provide information on regulations, policies and procedures*
- *develop forms and procedures as required*
- *provide a registration process for enrolling students in classes each term, which may include the assessment of tuition and fees*
- *certify student enrollment as required (e.g., veterans services, rehabilitation services, student loans, athletic eligibility)*
- *provide reports as required (e.g., class rosters, grade rosters, grade reports, transcripts);*
- *record properly evaluated transfer credit*
- *administer academic eligibility policies (e.g., graduation, honors, academic probation or dismissal)*
- *prepare and distribute diplomas*
- *maintain student record data base and archival files*
- *ensure that the security and confidentiality of student record data are maintained throughout the university/college*
- *prepare statistical reports (e.g., enrollment projections, retention, attrition, and graduation rates)*

The registrar may also coordinate the arrangements for commencement and provide administrative support to the faculty senate or other governance bodies.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.5 The program helps the institution:	
1.5a develop and maintain appropriate publications about courses, programs, policies, and procedures	ND 1 2 3 4 NR
1.5b schedule appropriate space for all classes	ND 1 2 3 4 NR
1.5c provide a registration process	ND 1 2 3 4 NR

1.5d certify student enrollment	ND 1 2 3 4 NR
1.5e record proper transfer credit	ND 1 2 3 4 NR
1.5f prepare and distribute diplomas	ND 1 2 3 4 NR
1.5g maintain student record database	ND 1 2 3 4 NR
1.5h ensure student records confidentiality	ND 1 2 3 4 NR
1.5i prepare reports as required	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

The Office of the University Registrar supports the mission of Utah State University by placing students as the focus as they seek intellectual, personal, and cultural development; providing course management support to faculty and administrators; providing data services to collect and access information for enrollment management; maintaining the integrity of university records; and implementing and monitoring the compliance of institutional policies and procedures. The Registrar's Office seeks to achieve this mission by incorporating the following service goals and objectives:

- Maintaining a positive atmosphere for students, staff, and faculty.
- Demonstrating an attitude of respect and service toward students, staff, and faculty.
- Providing accurate and timely information and data to students, staff, and faculty.
- Exhibiting a willingness to provide individuals with the opportunity for due process when an exception to University policy is warranted.
- Serving as a resource for the fair and consistent interpretation and implementation of institutional, state, and federal policies.
- Creating partnerships and compacts with academic and Student Services departments in order to resolve student concerns and initiate efficiencies.
- Continually improving the quality and accessibility of services through the use of technology.
- Guarding the integrity of University records, programs, and degrees.

B. How does the mission embrace student learning and development?

- Providing accurate and timely information and data to students, staff, and faculty.
- Continually improving the quality and accessibility of services through the use of technology.

C. In what ways does the program mission complement the mission of the institution?

The Office of the Registrar has made significant improvements in areas that support Goals 3, 5, and 8 included in the University Mission Statement, which are: (3) Adopt new business models that embrace accountability, responsiveness, and efficiency, and a budget process that is responsive to University goals; (5) Raise the base level of compensation for faculty and staff to be more competitive with peer institutions, and reward especially outstanding faculty and staff achievements; and (8) Foster new partnerships, both internally and externally.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Registrar Programs and Services (RPS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal

relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

RPS must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	<i>Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences</i>
Effective Communication	<i>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</i>
Enhanced Self-Esteem	<i>Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others</i>
Realistic Self-Appraisal	<i>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</i>
Clarified Values	<i>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</i>
Career choices	<i>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</i>
Leadership Development	<i>Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes</i>
Healthy Behavior	<i>Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community</i>
Meaningful Interpersonal Relationships	<i>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect</i>
Independence	<i>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively</i>
Collaboration	<i>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</i>
Social Responsibility	<i>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</i>
Satisfying and Productive Lifestyle	<i>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</i>
Appreciating Diversity	<i>Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society</i>
Spiritual Awareness	<i>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</i>
Personal and Educational Goals	<i>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions;</i>

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

RPS must:

- **have the authority to operate effectively in the academic community**
- **ensure that relevant policies and procedures are communicated widely**
- **ensure the accuracy and reliability of the data collected and distributed**
- **provide for the maintenance, upkeep, security, integrity and proper dissemination of academic records**
- **develop a workable disaster recovery plan that will allow the registrar to function in the event of catastrophic circumstances**
- **educate the institutional community with regard to the security and release of student data**

The Registrar should assist in institutional efforts to establish and maintain co-curricular transcripts or other records.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	
<u>List student learning and/or developmental outcomes in spaces provided</u>	
2.4.1 Intellectual Growth <u>Understands consequences of personal actions and purposes of institutional policies</u>	ND 1 2 3 4 NR
2.4.2 Effective Communication	ND 1 2 3 4 NR
2.4.3 Enhanced Self-Esteem	ND 1 2 3 4 NR
2.4.4 Realistic Self-Appraisal	ND 1 2 3 4 NR
2.4.5 Clarified Values <u>Complies with institutional policy</u>	ND 1 2 3 4 NR

2.4.6	Career Choices	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.7	Leadership Development	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.8	Healthy Behavior	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.9	Meaningful Interpersonal Relationships	ND 1 2 3 4 NR
<u>Practices effective conflict resolution; Treats others with respect</u>		
<hr/>		
2.4.10	Independence	ND 1 2 3 4 NR
<u>Transacts business online</u>		
<hr/>		
2.4.11	Collaboration	ND 1 2 3 4 NR
<u>Works cooperatively with others; Exhibits effective listening skills</u>		
<hr/>		
2.4.12	Social Responsibility	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.13	Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.14	Appreciate Diversity	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.15	Spiritual Awareness	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.4.16	Personal and Educational Goals	ND 1 2 3 4 NR
<hr/>		
<hr/>		
2.5	Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 3 4 NR
2.6	Program offerings are designed to meet the developmental needs of relevant student populations and communities	ND 1 2 3 4 NR
2.7	The program ensures policies and procedures are communicated widely.	ND 1 2 3 4 NR
2.8	The program ensures accurate and reliable data.	ND 1 2 3 4 NR

2.9 The program has a workable disaster recovery plan in the event of catastrophic circumstances.	ND 1 2 3 4 NR
2.10 The program educates the campus community about the release of student data and its security.	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Registration, academic records, articulation, graduation, degree audit, document imaging, etc.

B. What evidence exists that confirms the program contributes to student learning and development?

The institution needs to more clearly define the roll the Registrar's Office plays in this area.

C. What evidence is available to confirm program goals' achievement?

The number of students who register themselves. The number of students who graduate from the University. The number of courses from other institutions that have been articulated.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Registrar Programs and Services (RPS) leaders within the administrative structure to accomplish stated missions. RPS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of RPS must exercise authority over resources for which they are responsible to achieve their respective missions.

RPS leaders must:

- *articulate a vision for their organization*
- *set goals and objectives based on the needs and capabilities of the population served*
- *promote student learning and development*
- *prescribe and practice ethical behavior*
- *recruit, select, supervise, and develop others in the organization*
- *manage financial resources*
- *coordinate human resources*
- *plan, budget for, and evaluate personnel and programs*
- *apply effective practices to educational and administrative processes*
- *communicate effectively*
- *initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area*

RPS leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

RPS leaders must promote campus environments that result in multiple opportunities for student learning and development.

RPS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

The registrar's office should:

- *develop, advocate, and implement a statement of the mission, goals, and objectives for the unit that is congruent with and complementary to the institutional mission*
- *be responsible for implementing services congruent with institutional mission, goals, and objectives*
- *provide accurate information and timely service to all constituencies*
- *be at the forefront of technological advancement*
- *be able to justify investment in hardware, by identifying time and cost efficiencies that will accrue to the institution*
- *be sensitive to the special needs of all students including evening students, commuting students, married students, single parents, students with disabilities, adult learners and students of various ethnic and cultural groups*
- *assess decision-making and problem-solving models and select those most appropriate to the institutional milieu*
- *serve as a catalyst in team building because the activities of the registrar impinge on most other institutional units*

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 3. LEADERSHIP <i>(Criterion Measures)</i>		Rating Scales					
3.1	The host institution has selected, positioned, and empowered a program leader.	ND	1	2	3	4	NR
3.2	Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND	1	2	3	4	NR
3.3	Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND	1	2	3	4	NR
3.4	Clearly defined leader accountability expectations are in place.	ND	1	2	3	4	NR
3.5	Leader performance is fairly assessed on a regular basis.	ND	1	2	3	4	NR
3.6	The leader exercises authority over program resources and uses them effectively.	ND	1	2	3	4	NR
3.7	The program leader:						
	3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND	1	2	3	4	NR
	3.7b prescribes and practices appropriate ethical behavior	ND	1	2	3	4	NR
	3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND	1	2	3	4	NR
	3.7d manages fiscal, physical, and human resources effectively	ND	1	2	3	4	NR
	3.7e applies effective practices to educational and administrative processes	ND	1	2	3	4	NR
3.8	Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND	1	2	3	4	NR
3.9	The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND	1	2	3	4	NR
		ND	1	2	3	4	NR
3.10	The leader encourages campus environments that promote multiple opportunities for student learning and development.						
3.11	The leader strives to improve the program in response to evolving student needs institutional priorities.	ND	1	2	3	4	NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Program leaders were hired based on their education and experience. Leaders are encouraged to participate in professional development opportunities. Program leaders have received high marks in their performance appraisals, thus demonstrating that they are meeting the expectations of their superiors.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

Regular meetings are held with the different program leaders to discuss what needs to be done. Program leaders are then free to choose how various goals will be accomplished. The Registrar is available to discuss specific ideas in accomplishing those goals.

C. How are program leaders accountable for their performance?

Annual performance appraisals are conducted. In addition, upward evaluations are conducted on all employees who have at least one subordinate reporting to them. Individual assignments are regularly addressed in staff meetings as follow-up items. Reporting lines are clearly outlined.

D. What leadership practices best describe program leaders?

The program leaders are very knowledgeable in their respective areas. Those in leadership positions have leadership experience. Integrity is of utmost importance. Program leaders communicate effectively with each other, as well as with their subordinates and the Registrar.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and services must provide channels within the organization for regular review of administrative policies and procedures.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Registrar Management Team Meetings are held regularly where program objectives are defined and program leaders are empowered to accomplish those objectives. Restraints on the program include a shortage of human resources during some of the peak periods, and external decisions that require allocation of resources to areas outside of the main goals and objectives of the Registrar's Office.

B. What protocols or processes are in place to insure effective management of the program?

The Registrar's Office has a well-defined organizational chart. Any complaints are forwarded to supervisors. There are excellent lines of communication within the office. All new scenarios related to the student information system are tested before they are implemented.

Part 5: HUMAN RESOURCES

Registrar Programs and Services (RPS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, RPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. RPS must strive to improve the professional competence and skills of all personnel it employs.

Staff members should be aware of the criteria on which they are to be evaluated at the beginning of each evaluation period. They should be properly trained and their performance monitored so that the evaluation at the end of the period does not contain judgment of criteria that have not been previously discussed.

RPS professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

The chief administrator of the office should have the capacity to motivate, inspire, and help staff members develop a team atmosphere in the office. Attention should be paid to recognizing and rewarding the efforts of those who have accomplished expected and exceptional work.

Since the registrar works with all sectors of the institution, many of whom have terminal degrees, it would be advantageous if the registrar had a terminal degree as well. Other professional registrar staff may not require a terminal degree, but a master's or bachelor's degree is appropriate. Most degree programs do not specifically prepare individuals to become registrars. Courses of study relevant to the registrar area include: administration, education, business, counseling, curriculum, personnel, sociology, and psychology. Professional staff are often employed in the area after prior teaching or administrative experience. A demonstrated service-oriented philosophy is important since the office will be serving the entire campus population.

The registrar should possess an array of budget management skills: developing budgets, writing proposals for special projects, performing cost benefit analyses, amortizing the cost of major equipment purchases, and preparing analyses of future needs. Additionally, the registrar should be aware of the institution's personnel policies that could affect the budget, of accounting reports that track expenditures, and of policies governing unused funds.

The selection criteria for the registrar's position should include consideration of the match between a candidate's educational, personal, and experiential qualifications and the institution's mission, goals, and objectives. Staff member's selection should attempt to ensure the responsibilities are consonant with abilities.

Typically, the registrar reports to a vice president of academic affairs, student affairs, enrollment management, or comparable senior officer. Specific titles and reporting structures will necessarily reflect institutional mission, goals, and objectives.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

RPS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

The support staff should be skilled in interpersonal communications, public relations, and the dissemination of information. Personnel should be adept in handling complex and detailed activities and responsibilities. Accuracy is essential because the office is recording the academic history of students.

Development for the support staff should include adequate initial training to be able to represent the institution in their office function in a competent and professional manner. Ongoing training and staff development should be designed to enhance and broaden understanding of roles and responsibilities within the office and the institution.

Salary levels and fringe benefits for all RPS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

RPS must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

RPS must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

RPS must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Because the office often involves routine and repetitive work, special attention should be given to the accuracy of all work.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

--	--

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>	Rating Scale
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
5.3 The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.12 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.14 The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

One of the main goals of the Registrar's Office is the retention of staff members. In order to accomplish this, the salaries in the office need to be commensurate with the salaries of individuals in similar positions in other offices. Much has been done to increase the base pay for incoming staff members. Ongoing training and cross-training are also part of the strategic plan.

B. In what ways are staff members' qualifications insured and their performance judged?

All applicants must submit official transcripts of their coursework in higher education. In addition,

reference calls are made as part of the hiring process. Performance is judged through a regular performance appraisal process.

C. In what ways does the program train, supervise, and evaluate staff members?

Training is accomplished through staff meetings and training manuals. In addition, training sessions are scheduled as needed. One-on-one training is provided to new employees, or other employees as needed.

Part 6: FINANCIAL RESOURCES

Registrar Programs and Services (RPS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students, and the availability of internal or external resources.

RPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

The registrar should have a clear understanding of the office's mission, sources of funding, and the budgeting process used by the institution.

Funds should be provided for salaries and benefits of staff and temporary or part time workers; professional development and staff training; office furnishings; communications and data processing equipment and software; postage, printing, and office supplies; subscriptions to professional and technical publications; membership in appropriate professional organizations; attendance at professional meetings, conferences, and workshops; special projects; and unexpected emergencies.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 6. FINANCIAL RESOURCES (Criterion Measures)		Rating Scale
6.1	The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2	Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3	The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

Day-to-day expenses are charged against an E&G fund. The Registrar's Office also has a discretionary fund which for the purpose of one-time expenditures such as hardware upgrades. Budgeting is done so that computer workstations may be rotated on a three-year cycle.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

All expenses are tracked. Year-to-year comparisons are done to see how budgets look when compared to previous years. Old equipment is sent to Bid Sale.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Registrar Programs and Services (RPS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

The design of the office must guarantee the security of the records and ensure the confidentiality of all sensitive information. The location and layout of the office must be sensitive to the special needs of students with disabilities as well as the needs of the general student population.

Facilities which produce a comfortable, functional, and pleasant work environment encourage staff members to be more productive. The administrative staff members should have private space in which to conduct their business. The offices should be equipped and

furnished to support activities. All other employees should have work stations which are well equipped, adequate in size, as private as possible, and appropriately designed for their work.

Offices should be well lighted, properly ventilated, and heated or cooled to acceptable standards. Adequate space should be allocated for the secure storage of student records and supplies. Space should be provided for meetings with students, conferring with staff, and completing special projects. Ideally a comfortable area within the office or nearby should be available for staff breaks and lunches.

When the Registrar is responsible for determining facilities usage outside the immediate office, policies and procedures must be developed and disseminated with respect to the assignment of such space.

Backup copies of important documentation such as transcripts and the student data base must be stored off site in the event of a natural disaster or damage to the records.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)		Rating Scale
7.1	The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR
7.2	Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3	Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR
7.4	Policies and procedures are developed for determining classroom space utilization.	ND 1 2 3 4 NR
7.5	Back up copies of student data are stored off site.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

The University has a centralized inventory office. The Registrar's Office makes sure all software is properly licensed. Equipment is rotated on a three-year plan, and maintenance is done as needed.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

No injuries have been claimed by employees or patrons. Security cameras are located along the front counters. The facilities have passed a review by the fire marshal. Facilities are locked after business hours.

Part 8: LEGAL RESPONSIBILITIES

Registrar Programs and Services (RPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

RPS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for RPS staff members as needed to carry out assigned responsibilities.

The institution must inform RPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

RPS must ensure that the institution has written policies on all office transactions which may have legal implications.

RPS must have procedures to keep staff members informed of all requirements related to the maintenance of academic records. Forms used to implement regulations must be developed and reviewed to assure fulfillment of all institutional requirements.

The registrar should meet with the institution's legal counsel periodically to review all relevant documents for clarity and to determine that current regulations are being followed. Some of the relevant areas that should be reviewed include affirmative action policies; certification of diplomas, degrees, and dates of attendance; court orders; academic and disciplinary dismissals; degree requirements; tuition, fees, and refund policies; fraudulent records; name changes; personnel issues; record keeping practices; residency status determination; requests for information from law enforcement agencies; security procedures; social security number usage; and subpoenas.

RPS must protect students' rights to privacy and access as defined in the legislative statute entitled Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA, commonly known as the Buckley Amendment, protects the privacy of student records by requiring:

- *institutions to limit the disclosure of information from student records to third persons*
- *notification to students or their parents, if dependency has been established, of their right to review student educational records*
- *institution to inform students of their right to seek correction of information contained in their educational records*

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)	Rating Scale
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR
8.7 Written policies exist on all office procedures.	ND 1 2 3 4 NR
8.8 Forms exist to assure institutional maintenance of records.	ND 1 2 3 4 NR
8.9 The program protects each student's rights to privacy and access to records.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

FERPA. Training is provided by the Registrar's Office and employees within the office are very conscientious about the information they disclose. Other units on campus also have access to student records and are required to participate in FERPA training. However, keeping those offices in compliance is hard to monitor.

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members are instructed by their supervisor through annual training, by campus officials, in staff meetings, and one-on-one when necessary.

Part 9: EQUITY and ACCESS

Registrar Programs and Services (RPS) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. RPS must adhere to the spirit and intent of equal opportunity laws.

RPS must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, RPS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>		Rating Scale
9.1	All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2	All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3	Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4	All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5	Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6	The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7	Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

Policies and procedures are followed. Employees forward any request for an exception to their supervisor. When necessary, requests for an exception may be forwarded to the Vice President for Student Services, the Provost's Office, or a University committee.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

If staff members become aware of any imbalance, the issue is discussed in a Registrar's Office management team meeting. Where necessary, policies and procedures are reviewed. If the imbalance is the result of an external policies, the issue is forward to the appropriate University committee.

Part 10: CAMPUS and EXTERNAL RELATIONS

Registrar Programs and Services (RPS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 10. CAMPUS and EXTERNAL RELATIONS <i>(Criterion Measures)</i>	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

National Clearinghouse, National Student Exchange, academic departments, NCAA, Budget Office, academic advisors, Information Technology, Utah Education Network, Academic Standards Subcommittee, Curriculum Subcommittee, General Education Subcommittee, Educational Policies Committee, University Calendar Committee, Commencement Committee, Associated Students of Utah State University, Student Advisory Committee, Space Management Committee, Banner Implementation Committee, Disability Resource Center, Student Support Services, Honors Program, Controllers Office, Vice President for Budget and Finance, Vice President for Student Services, Provost's Office, President's Office, Public Relations and Marketing, Admissions Office, Financial Aid Office, Academic Resource Center, Multicultural Student Services, International Students and Scholars, etc.

B. What evidence confirms effective relationships with program constituents?

Registration staff members serve on various committees. The directors of many of these offices meet regularly in Student Services Directors' Meetings. The Registrar's Office frequently receives e-mails and telephone calls from these various constituencies.

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Registrar Programs and Services (RPS) must nurture environments where commonalities and differences among people are recognized and honored.

RPS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. RPS must educate and promote respect about commonalities and differences in their historical and cultural contexts.

RPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 11. DIVERSITY <i>(Criterion Measures)</i>	Rating Scale
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND 1 2 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The Registrar's Office supports diversity by working collaboratively with Multicultural Student Services, the Disability Resource Center, the Intensive English Language Institute, International Students and Scholars, and the Study Abroad program to support requests for pre-priority registration. Policies are frequently reviewed to ensure all populations are being treated fairly.

B. How does the program serve the needs of diverse populations?

Members of the Registrar's Office staff serve on various campus committees. The Student Advisory Committee is composed of representatives from a diverse population of students to ensure that their needs are being talked about and addressed. Any issues from that group are taken to the Enrollment Services Service Committee. Each unit has been asked to respond to the issues brought forward by the Student Advisory Committee.

Part 12: ETHICS

All persons involved in the delivery of Registrar Programs and Services (RPS) must adhere to the highest principles of ethical behavior. RPS must develop or adopt and implement appropriate statements of ethical practice. RPS must publish these statements and ensure their periodic review by relevant constituencies.

Standards of ethical practice that address the unique problems of managing the day-to-day maintenance of records and registration processes must be published. These standards must be made a part of the orientation program for each new employee and be routinely reviewed and updated.

Ethical standards statements previously used by the profession at large or relevant professional associations should be reviewed in the formulation of institutional standards.

RPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

The institutional responsibilities of the registrar and records personnel in keeping and releasing student information demands conduct that consistently reflects fairness, common sense, honesty, and respect for the dignity of all persons.

RPS must ensure the institution has a written policy and published statement regarding confidentiality of records and procedures for access, release, and challenge of educational records. The same basic principles of confidentiality must govern electronic data as well as paper documents.

All RPS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

RPS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

RPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all RPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

RPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

RPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

The registrar should promote ethical awareness in the academic community as well as within the registrar's office. This can best be accomplished by developing a broad conceptual understanding of higher education, acquiring knowledge of the philosophy and values in the design and application of policies and practices, and implementing the philosophy and values developed for the registrar's office.

RPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND NR	1	2	3	4	
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 12. ETHICS (Criterion Measures)		Rating Scale
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 3 4 NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR
12.5	The orientation program for new employees reviews the office standards of practice.	ND 1 2 3 4 NR
12.6	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND 1 2 3 4 NR
12.7	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR
12.8	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR
12.9	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.10	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR
12.11	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR
12.12	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR
12.13	Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Policies and procedures and publicized on the Registrar's website, the *Schedule of Classes*, and the *General Catalog*. Staff members are hired competitively through the processes outlined by the Office of Human Resources.

B. What is the program's strategy for managing student and staff member confidentiality issues?

The Registrar's Office follows FERPA guidelines. Private one-on-one conversations take place with students and staff when necessary.

C. How are ethical dilemmas and conflicts of interest managed?

Ethical dilemmas and conflicts of interest are first addressed by the Registrar's Office management team. Issues are then taken to the Vice President for Student Services and University Legal Counsel.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Staff members are involved of ethical conduct through regular staff meetings and FERPA training. Phone call records are monitored to ensure that long distance lines are not used inappropriately.

Part 13: ASSESSMENT and EVALUATION

Registrar Programs and Services (RPS) must conduct regular assessment and evaluations. RPS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

RPS must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

The evaluation of the operations of the registrar's office may be external or internal. In either case, the registrar's office should have a mechanism in effect that systematically reviews all of its activities and policies. As technology, laws, and regulations change, new activities or policies may need to be implemented. When developing new programs or activities, an evaluation should be a part of the plan to ensure effectiveness, efficiency, and/or appropriateness for future use.

Periodically, the entire office should undertake an extensive self-audit to determine if current activities and policies follow the standards in the profession. The registrar should continuously evaluate the activities of the office to determine if the services meet the needs of its constituents and continue to parallel the mission of the institution.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

ND	1	2	3	4	NR
	Not Done Not Rated	Not Met	Minimally Met	Well Met	Fully Met

PART 13. ASSESSMENT AND EVALUATION <i>(Criterion Measures)</i>	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

An assessment strategy needs to be developed.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

An assessment strategy with measurable outcomes needs to be developed.

C. How are student learning and development outcomes determined to ensure their level of achievement?

An assessment strategy needs to be developed.

CAS

Registrar Programs and Services

Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						Step One	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1 1.5b 1.5g	1.2 1.5c 1.5h	1.3 1.5d 1.5i	1.4 1.5e	1.5a 1.5f	1.1 1.2 1.3 1.4 1.5a 1.5b 1.5c 1.5d 1.5e 1.5f 1.5g 1.5h 1.5i	
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6	2.2 2.4.4 2.4.9 2.4.14 2.7	2.3 2.4.5 2.4.10 2.4.15 2.8	2.4.1 2.4.6 2.4.11 2.4.16 2.9	2.4.2 2.4.7 2.4.12 2.5 2.10	2.4.1 2.4.5 2.4.9 2.4.10 2.4.11 2.5 2.6 2.7 2.8 2.10	2.4 2.9
3. Leadership	3.1 3.6 3.7e	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11	3.1 3.2 3.3 3.4 3.5 3.6 3.7a 3.7b 3.7c 3.7d 3.7e 3.8 3.9 3.10 3.11	
4. Organization & Management	4.1	4.2	4.3	4.4		4.1 4.2 4.3 4.4	
5. Human Resources	5.1 5.6 5.11	5.2 5.7 5.12	5.3 5.8 5.13	5.4 5.9 5.14	5.5 5.10 5.15	5.1 5.2 5.3 5.4 5.6 5.7 5.8 5.9 5.10 5.11 5.12 5.13 5.14 5.15	
6. Financial Resources	6.1	6.2	6.3			6.1 6.2 6.3	
7. Facilities, Technology, & Equipment	7.1	7.2	7.3	7.4	7.5	7.1 7.2 7.3 7.4 7.5	
8. Legal Responsibilities	8.1 8.6	8.2 8.7	8.3 8.8	8.4 8.9	8.5	8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 8.9	

9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5	9.1 9.2 9.3 9.4 9.5 9.6 9.7	
10. Campus and External Relations	10.1					10.1	
11. Diversity	11.1	11.2	11.3	11.4		11.1 11.2 11.4	
12. Ethics	12.1 12.6 12.11	12.2 12.7 12.12	12.3 12.8 12.13	12.4 12.9	12.5 12.10	12.1 12.2 12.3 12.4 12.5 12.6 12.8 12.9 12.10 12.11 12.12 12.13	
13. Assessment & Evaluation	13.1	13.2	13.3	13.4		13.3 13.4	13.1 13.2

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1.
2. (2.4) Identify and provide evidence of impact on student learning and development outcomes. (2.9) Disaster recovery plan for PaperClip.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13. (13.1) Regular assessment and evaluations. (13.2) Include responses from students and other affected constituencies.

CAS

Registrar Programs and Services

Work Form B Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
The program provides evidence of its impact on the achievement of student learning and development outcomes.	Identify student learning outcomes and ways to measure those outcomes.	John Mortensen Bill Jensen Roland Squire Shane Livingston	May 2009
The program has a workable disaster recovery plan in the event of catastrophic circumstances.	Put together a plan to minimize the impact in the case of a disaster.	Shane Livingston Roland Squire	January 2009
The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning development outcomes are being met.	Begin the assessment process.	John Mortensen Bill Jensen Roland Squire Shane Livingston Mindy Christensen Ellie Jones	May 2009
The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	Assessment to include responses from students and others who use services of the Registrar's Office.	John Mortensen Bill Jensen Roland Squire Shane Livingston Mindy Christensen Ellie Jones	May 2009

CAS

Registrar Programs and Services

Work Form C Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

--

Part 2: Program

Student learning outcomes will be identified. An effort will be made to measure those outcomes. A disaster recovery plan will be developed.

Part 3: Leadership

--

Part 4: Organization and Management

--

Part 5: Human Resources

Efforts will continue to be made to increase the starting salaries for Staff II and Staff III positions. As vacancies become available, efforts will be made to hire a more diverse staff.

Part 6: Financial Resources

The Registrar's Office has many goals. Priorities will be established to determine which goals will move to the top of the agenda. Budgets will be monitored closely to identify ways to cut costs to provide funding to help accomplish additional goals.

Part 7: Facilities, Technology, and Equipment

Procedures for backing up data offsite will be reviewed. A plan for backing up data will be implemented with a regular schedule for backing up the data.

Part 8. Legal Responsibilities

--

Part 9: Equity and Access

--

Part 10: Campus and External Relationships

--

Part 11: Diversity

--

Part 12: Ethics

--

Part 13: Assessment and Evaluation

Assessment and evaluation instruments will be created. Data will be collected from students and other affected constituencies.