

# Our Vision

## Vision

As we adapt within the broader higher educational environment to the multiple, complex changes which proceed at an increasingly accelerated pace, the Registrar's Office envisions a flexible and nimble service model that is responsive to and aligned with the goals of the Institution.

We believe that we contribute to the success of society's most talented and intelligent students and distinguished faculty members within Dartmouth's unique learning environment. Our dedicated support and advancement of Dartmouth's systems and structures, as we safeguard the integrity of the institution's regulations and records, facilitates their ability to thrive and achieve their fullest potential.

The Office will deepen its engagement with other departments and the professional schools as relationships are strategically redefined, and partner with others to move Dartmouth's initiatives forward. The Office will maintain its primary focus on students and faculty members while we continuously improve their access to information and their ability to perform tasks independently at their convenience. The Registrar's Office will support faculty members' teaching and research through the continued development of advanced administrative applications and the provision of student data.

# Our Principles

Our [Vision](#) is supported by these principles. Each one is connected to various projects or initiatives. (*Click the titles to see related components.*)

## [Student and Faculty focus](#)

We maintain a focus on students and faculty members as our primary constituents. We dedicate the majority of our time, resources, and initiatives to their support.

## [Self-service](#)

We develop tools for students and faculty members so they can access needed information at their convenience.

## [Partnership](#)

We partner with other offices to support the larger mission of the College. Coordination and collaboration with the other offices permits greater institutional support for initiatives which positively affect faculty members and students.

## [Shared accountability](#)

We recognize that we are part of a larger community. We are the experts in our area, and respect other offices' expertise and responsibilities. We also respect our students and their responsibility to be accountable for their administrative obligations.

## [Continuous improvement](#)

We revisit our processes continually, introduce new applications to remain up-to-date with current issues, and adapt to new technologies as required to better serve faculty members and students.

### *Student and Faculty Focus components:*

- [Categorization, assignment and assessment of incoming communication](#)
- [Addition of major requirements to the \*DartWorks\* degree audit](#)
- [Expansion of Preferred/Chosen name and gender option in Banner](#)
- [Continuation of individualized research support for Faculty members](#)

### *Self-service components:*

- [Banner 9 upgrade](#)
  - Student/Faculty/Administrator Landing Pages restructured
  - DegreeWorks 5.0 Upgrade

- [Student Data Warehouse](#)
  - Developed Department and Program individualized dashboards with data most frequently requested from the Registrar
  - Development of similar dashboards for the Associate Deans in progress
- [Designed a tool so that Departments and Programs could add Instructor Permission to their courses independently instead of contacting the Registrar](#)

*Partnership components:*

- Training
  - Provided comprehensive group training program in December for academic Departments and Programs
  - Developed online training Guides and continued to provide academic Departments and Programs with ad hoc individualized support throughout the year
  - Hired student interns as technical trainers to provide Departments and Programs one-on-one training as required
  - Trained Associate Dean's assistants and Finance Center staff on an as-needed basis
- Major participant in the implementation of the new EMS campus-wide room scheduling system now used for classroom scheduling
- [General Education Implementation](#)
  - Assisted the Committee on Instruction in their decision-making process as they refined the newly voted requirements
  - Ongoing partnership with ITS as we implement these changes for future classes and incorporate them into Banner 9
- Partner with all academic departments/programs, Associate Deans, Faculty Committees and Dean of Faculty Office throughout the year:
  - Production of the *ORC/Catalog* each year
  - Development of the Timetable of Classes each term
  - Administration of elections to Faculty committees
  - Changes to department/program name and/or major
  - Renumbering of courses and other curricular changes
  - Support to the Committee on Instruction

*Shared accountability components:*

- Information Technology Services – majority of our systems supported by ITS; both support of existing systems and new initiatives require close collaboration and specialized expertise
- National Student Clearinghouse – partner with Financial Aid and the Professional Schools as the Registrar's Office reports all schools' enrollment accurately to remain in compliance with Federal law
- Veterans benefit certification – partner with Student Financial Services and Graduate School as the Registrar's Office provides VA benefit certification for all Arts and Sciences
- Graduation – partner with all academic departments/programs, Dean of the College, Dean of Faculty, Undergraduate Deans, Physical Education department, Committee on Instruction
- Online course approval system - DCARS
  - Project implementation has begun to improve process for cross-listed courses

- Course assessment – partner with Graduate School and Thayer as the Registrar’s Office supports the online course assessment process which includes reporting and support from the data warehouse

*Continuous Improvement components:*

- Registrar’s Office procedures are documented, accessed easily from a shared-drive, and staff are cross-trained.
- Standardization of communication:
  - Developed project management system to manage our multiple technical projects
  - Tracked and prioritized incoming email to improve our response time
- [Transcript order system upgraded](#) with project to [outsource paper transcripts](#) which will allow more staff time for improved service to faculty members and students
- Redefined internal office teams intended to address specific issues and tasks
- Communications team developed *Office Style Manual* to improve writing skills and standardize language
- Majors are being entered into *DartWorks* so that students and advisors may view students’ progress towards degree completion in full. Previously only general education requirements were viewable.

# Diversity & Inclusion

## Statement on Diversity and Inclusion

*“Dartmouth’s capacity to advance its dual mission of education and research depends upon the full diversity and inclusivity of this community. We must increase diversity, particularly among our faculty and staff. As we do so, we must also create a community in which every individual, regardless of gender, gender identity, sexual orientation, race, ethnicity, socio-economic status, disability, nationality, political or religious views, or position within the institution, is respected. On this close-knit and intimate campus, we must ensure that every person knows that he, she, or they is a valued member of our community.*

*Diversity and inclusivity are necessary partners. Without inclusivity, the benefits of diversity—an increase in understanding, improvement in performance, enhanced innovation, and heightened levels of satisfaction—will not be realized.”* - President Philip Hanlon '77 - Excerpt from May 2016 Letter to the Dartmouth community

**The Registrar's Office supports the College's efforts toward diversity and inclusion in many ways, including through our recruitment and retention of staff, professional development and support for Office staff, and College committee work.**

### Recruitment, Retention, and Staff Support

Not only does our office create an environment that is welcoming and inclusive of all staff (frequent full staff meetings, one-on-one meetings with supervisors, team meetings, etc.) which extends to the environment we create for our students, we have a new US citizen on our staff! The Registrar’s Office staff is a mix of ages, genders, married/single, backgrounds, and ethnicities (especially when we include our student workers.) All are exceptionally talented and hard workers despite little recognition. They support each other, staff in other offices, and all help to create an environment of inclusiveness where everyone has a voice. Multiple staff of various backgrounds have been promoted within the office, of all ages and genders, and the office has one of the few female programmers. Two staff members have earned their [Master of Arts in Liberal Studies](#) degree while employed full-time in the Registrar’s office.

Michelle Kermond from the [Office of Pluralism and Leadership \(OPAL\)](#) has spoken at a staff meeting to discuss transgender issues and how to best address/work with those students in transition. The Registrar is heading a campus-wide “preferred name” initiative to support all students who desire to indicate their chosen name and worked directly with a transgender student to revamp current business processes. Staff have undergone customer service training and HR training to better understand “differences” and staff have attended [NEACRAO](#) conference sessions on DACA student issues. The Registrar is a member of the [AACRAO](#) Native American Caucus and staff have attended diversity workshops held on campus. We also include discussions about equity, inclusion and diversity in our performance reviews.

Preferred name issues have been at the forefront in the Registrar community most recently and even one of our keynote speakers at the recent AACRAO conference was transgender and spoke about the experience. Every staff member is encouraged to engage in professional development and the funds we have in our budget are shared so that each person has these opportunities. We also partnered this year with two elementary schools– one in the Bronx and one on a reservation in New Mexico. We provided them with Dartmouth books, stickers, etc. and we wrote each other to encourage them to aspire towards higher education.

### **COMMITTEE WORK - Registrar**

Continued to work with multiple committees which include:

- Committee of Chairs
- Committee on Instruction
- Committee on Withdrawals
- Enrollment Committee
- Student Systems Oversight Committee – Chair
- Dartmouth Information Security Council
- Language Waiver Committee (Senior Associate Registrar representative)
- Committee on Student Life
- Multiple ad hoc committees

### **PROFESSIONAL ACTIVITIES- Registrar**

- AACRAO – American Association of Collegiate Registrars and Admissions Officers. Vice President for Leadership and Management Development on the Board of Directors
- AACRAO 103rd Annual Meeting, Minneapolis, MN
- AACRAO Leadership Meeting, Washington, DC
- NEACRAO – New England Association of Collegiate Registrars and Admissions Officers, 68th Annual Meeting, Manchester, NH
- Ivy+ Registrars Annual Meeting, Columbia University, New York, NY

### **PROFESSIONAL DEVELOPMENT – Associate/Assistant Registrars**

- NEACRAO 68th Annual Meeting, Manchester, NH (3 attendees)
- Ivy+ Registrars Annual Meeting, Columbia University, New York, NY (2 attendees)
- Ellucian Live, Orlando, FL - (1 attendee)
- AACRAO 103rd Annual Meeting, Minneapolis, MN (2 attendees)
- AACRAO Public Policy Advisory Group - 1 member

### **Staffing**

- Replacements
  - Assistant Registrar for Academic Applications and Policy, September 2016
  - Service Specialist, January 2017

# Data

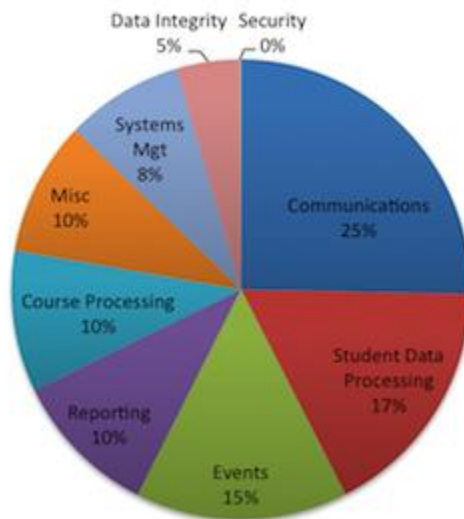
## Production Activity

"Production" activities are those that are required in the usual academic cycle. Additional time is spent on "projects," and "service" which are described in the next section. Below are representations of our main functions and some general measurements of time spent on production.

- Communication and student data processing consumes the largest amount of our production time (25% and 17%)
- Summer term has the largest number of production items
- May, June, and September have the most production items (as expected, with graduation, two course elections, deadlines for major declaration and initial D-Plan selection occurring in the spring, and with the arrival of new students and the start of the academic year in the fall).

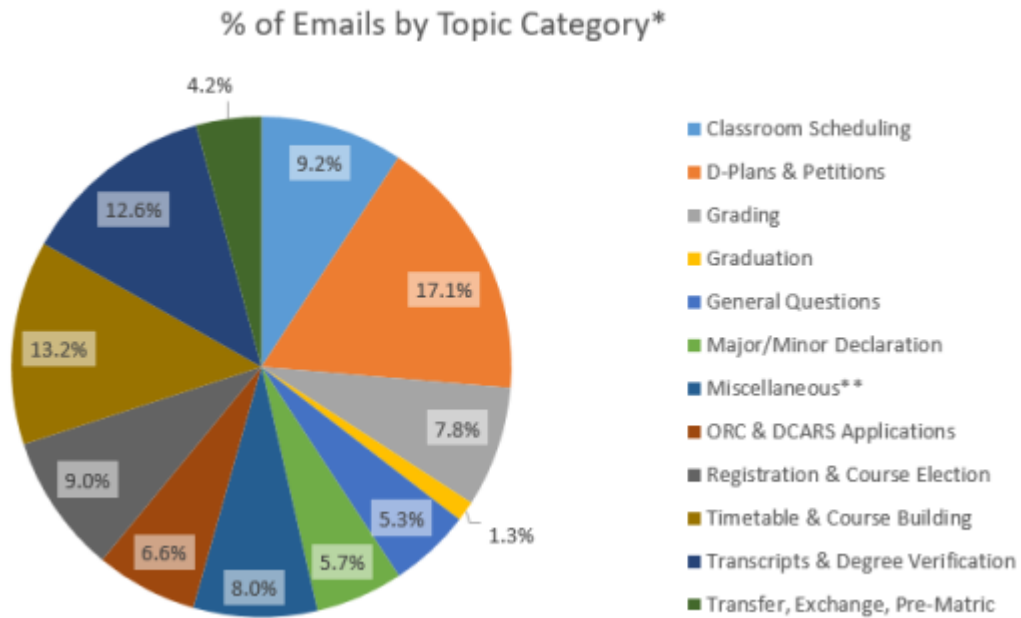
*In summary, we focus more than ½ of our production time on our key priorities: service (communications), records work (student data processing) and reporting service. Note, this does not include service data we are unable to capture such as phone calls, emails, faxes and walk-in service.*

**Production Activity by Category, 2016-17**



## Service Measurement Data

The Registrar's Office addressed approximately **20,000** inquiries directed to our primary email account ([registrar@dartmouth.edu](mailto:registrar@dartmouth.edu)) in 2016-17, up from nearly 15,000 in 2015-16, the first year we tracked email volume. This total does not, however, include the many emails sent directly to staff members' personal accounts. Below is a chart that breaks down the emails received by category.



\*The analysis of topic categories is based on an estimated percentage of total emails and a best-fit determination of topic as some inquiries may fall in multiple categories.

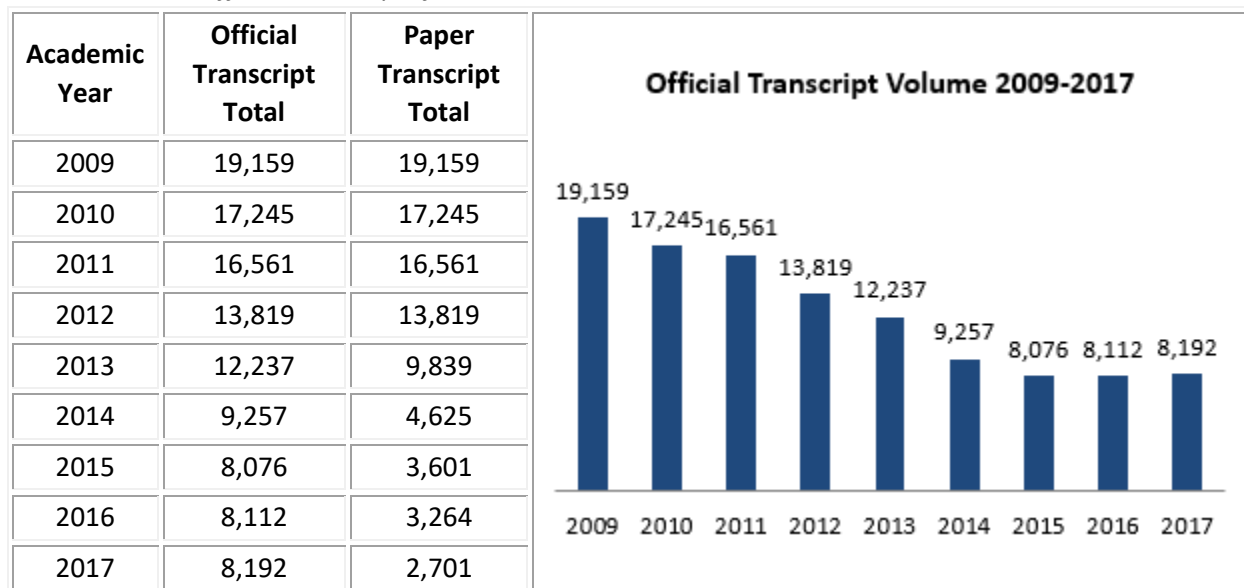
\*\*Miscellaneous includes the following categories: Access & Security, Degree Audit, Course Assessment, Exams, Curriculum & Policy, Reporting & Institutional Research, and VA Benefits.



## Some Data on our operations

### *In the past year, the Registrar's Office Staff:*

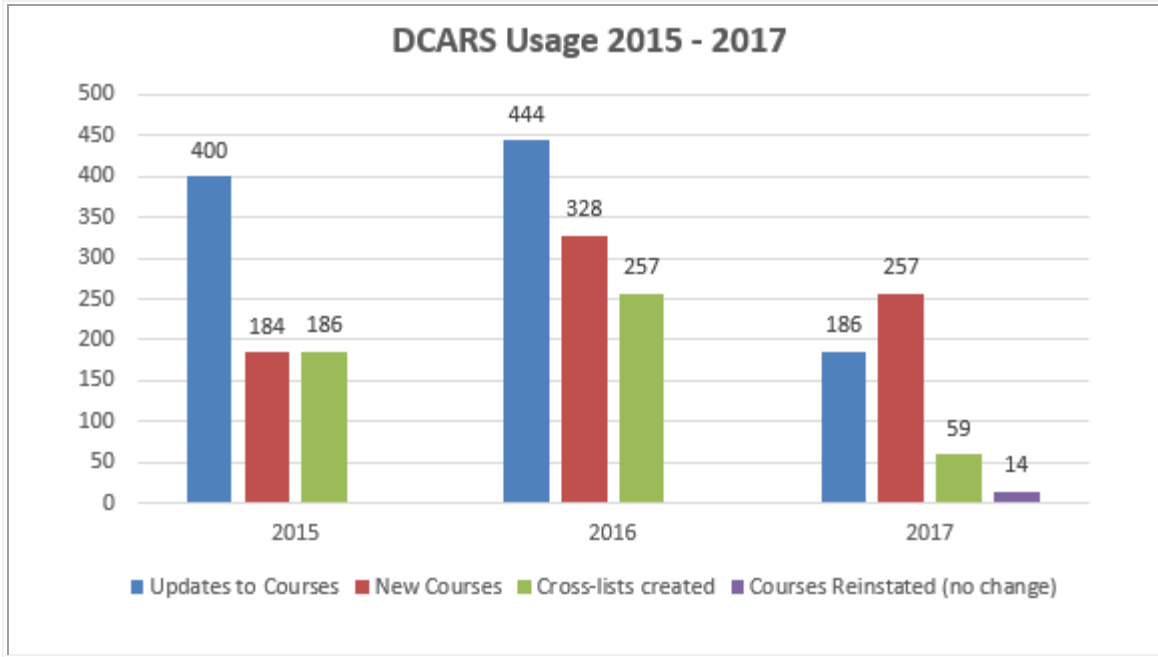
*Processed 8,192 official transcripts from Banner*



- *Unofficial Banner Transcripts were made available to students in December of 2009*
- *Unofficial eTranscripts were made available to students in January 2013*
- *Both have contributed greatly to the continuing decrease in the overall **official** transcript volume.*
- *This allows students to use unofficial transcripts when there is no need to use an official transcript, and is a cost savings to the College.*
- *Official transcript volume is split 66% eTranscripts and 33% paper transcripts.*
- *Paper official transcript volume is down to 2,701, from a high of 19,159 in 2009.*

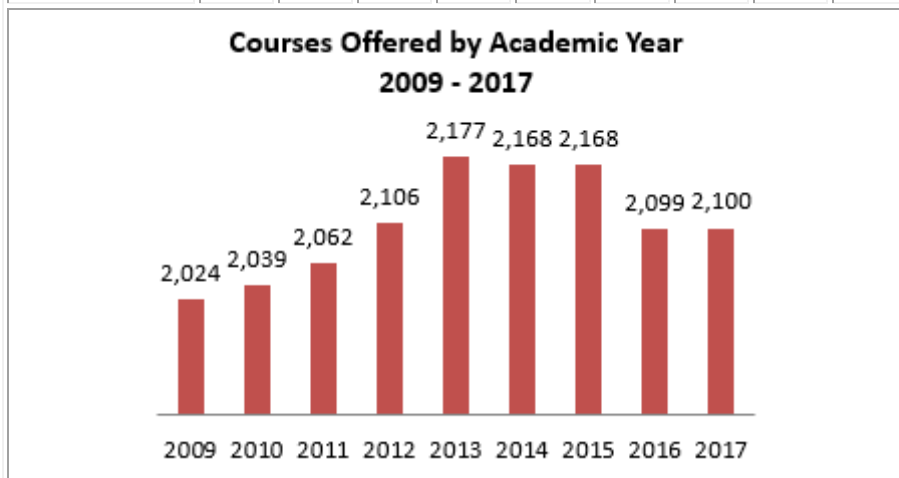
*DCARS (Dartmouth Course Approval Routing System) supported 457 courses in its second full year of implementation. Additionally, 59 courses were newly cross-listed in the system. The overall decline in usage is likely attributable to timeline improvements and the fact that it evened out as the initial corrections/edits were made by departments/programs to their courses.*

Year	Updates to Courses	New Courses	Cross-lists Created	Courses Reinstated (no change)
2014-15	400	184	186	0
2015-16	444	328	257	0
2016-17	186	257	59	14



*Managed scheduling and offering of 2,100 courses:*

Academic Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Total</b>	<b>2,024</b>	<b>2,039</b>	<b>2,062</b>	<b>2,106</b>	<b>2,177</b>	<b>2,168</b>	<b>2,168</b>	<b>2,099</b>	<b>2,100</b>



*Each course count represents every offering with a unique subject, course number and title combination with the exception of cross-listed courses which are counted once. Off-Campus Study courses are included.*

*Assigned 2,025 sections to classrooms from the academic schedule\*, and 818 courses to classrooms for final examinations.*

*\*Does not include classrooms assigned for small arranged courses, language drills, or other ad-hoc classroom assignments.*

*Reviewed and processed 944 student petitions to the Registrar*

Petition Type	Petition Count					
	2013	2014	2015	2016	2017	5-Year Average
Change in Grade	123	121	151	136	134	133
Add Course After Deadline	122	81	108	116	113	108
Drop Course After Deadline	19	28	46	39	31	33
Additional 2-Course Load	40	47	48	71	46	50
Additional 4-Course Load	28	35	2	4	2	14
Unlimited 2-Course Load	5	2	4	4	8	5
NRO After Deadline	4	0	0	0	0	1
NRO Grade Chg After Deadline	0	0	0	0	0	0
Repeat Course for Grade Only	3	3	4	1	0	2
Postpone Summer Term	8	12	28	22	22	18
Waive Summer Term	47	64	59	62	41	55
Exempt Summer Term	20	23	19	20	22	21
Additional Term in Residence	84	77	87	73	63	77
Five+ Year Enrollment Pattern	89	84	85	104	80	88
Reduce Sr Yr Residence Req	305	288	328	349	330	320
Late Exchange of Courses	39	13	15	19	34	24
Late D-Plan Change Fee Waiver	8	16	8	6	2	8
Reduced Tuition	12	4	5	9	16	9
<b>Total</b>	<b>989</b>	<b>921</b>	<b>998</b>	<b>1,035</b>	<b>944</b>	<b>977</b>

*Two petition types that increased notably last year - the Five+ Year Enrollment Pattern, and the Additional 2-Course Load (perhaps related) - have returned to prior levels; requests to postpone the summer term are much higher for the third year in a row. Reductions in the Senior Year Residency Requirement continue to represent both 1/3 of all petitions, and nearly 1/3 of the entire senior class. This number may start to shift downwards once the class of 2018, the first class impacted by the changed AP policy, graduates.*

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*Processed 2,497 enrollment verifications, 1,908 of which were provided electronically*

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Manual Verifications	1,385	1,549	1,332	754	430	Over 273*	514	112	589
Self-Service Enrollment Verifications	0	0	0	294	1,727	1,845	2,275	1,726	1,908
<b>Total</b>	<b>1,385</b>	<b>1,549</b>	<b>1,332</b>	<b>1,048</b>	<b>2,157</b>	<b>Over 2,118*</b>	<b>2,789</b>	<b>1,838</b>	<b>2,497</b>

*Self-service enrollment verifications became available to students in April of 2012, which has led to a significant reduction in the office workload in this area, allowing staff to focus on higher level tasks.*

*\*Some data missing for 2013-14.*

*We continue to investigate ways to reduce the number of manual verifications necessary.*

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*We supported 51 students studying away on non-Dartmouth programs (transfer terms) and 53 students on exchange programs. The total number of transfer term participants has steadily decreased in recent years, while the total number of students participating in exchange programs remained about the same as 2014-15.*

### Transfer Term Students

Academic Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Summer	71	70	105	64	39	43	34	24	17
Fall	66	43	46	54	42	35	17	20	22
Winter	83	82	86	122	15	9	4	6	9
Spring	20	16	13	8	5	1	1	3	3
<b>TOTAL # of STUDENTS</b>	<b>240</b>	<b>211</b>	<b>250</b>	<b>248</b>	<b>101</b>	<b>88</b>	<b>56</b>	<b>53</b>	<b>51</b>

*Note: The significant drop in the number of transfer term students which started in 2013 is a result of new Committee on Instruction (COI) policies.*

### Exchange Program Students

Academic Year	2009	2010	2011	2012	2013	2014	2015	2016	2017
Number of Students	39	39	46	37	43	33	54	55	53

*Certified 44 VA Benefit recipients*

<b>Academic Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Undergraduate Students	26	28	32	32	35	36	39
Graduate Students	9	12	8	6	5	8	9
Chapter 31	4	2	2	2	2	2	5
Chapter 30	6	3	1	1	0	1	1
Chapter 35	4	5	7	3	6	7	5
Chapter 1606	0	0	0	0	0	0	1
Chapter 33: Post 9/11 GI Bill recipients	21	30	30	32	32	34	36
Students eligible for the Yellow Ribbon program	11	25	24	28	29	30	34
<b>TOTAL number of students certified</b>	<b>35</b>	<b>40</b>	<b>40</b>	<b>38</b>	<b>40</b>	<b>44</b>	<b>48</b>

Our Office certifies A&S **Graduate** as well as **Undergraduate** VA benefit recipients.

*Graduated 1,069 undergraduate students*

	<b>Graduates</b>								
<b>Academic Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Summer	13	17	22	27	35	22	30	20	26
Fall	27	40	32	31	24	33	30	39	24
Winter	28	25	38	30	31	29	40	33	32
Spring	998	1,003	984	1,005	969	1,032	993	985	987
<b>Total</b>	<b>1,066</b>	<b>1,085</b>	<b>1,076</b>	<b>1,093</b>	<b>1,059</b>	<b>1,116</b>	<b>1,093</b>	<b>1,078</b>	<b>1,069</b>

# Projects

## Registrar's Office Major Projects 2016-17

### Student Data Warehouse - A. Hunt, A. Ager project leads

- June 2014 - ongoing
  - Build, maintain, interpret and extract needed data from the Dartmouth student data warehouse to allow for improved student data reporting
  - Provide leadership for the overall project
  - Expand faculty research capacity previously limited to Banner reporting

### DartWorks Major Declaration - A. Hunt, project lead

- June 2016 - January 2017
  - An easier, more intuitive major/minor declaration process for both students and faculty
  - A system upgrade for DegreeWorks, rebranded as *DartWorks*

### Department/Program Major Requirements in DegreeWorks - J. Cart, M. Braz, project leads

- October 2016 - ongoing
  - Addition of department/program major requirements in DegreeWorks to supplement the general education requirements students view currently. This allows students to have a more comprehensive view of their academic progress.
  - History and Biology are live
  - Religion, Philosophy, Environmental Studies, and Psychological and Brain Sciences are in progress for summer '17

### Discoverer Decommission - A. Hunt, A. Ager, project leads

- August 2016 - February 2017
  - Completed a transition of reports from Discoverer, now unsupported, to the Data Warehouse.

### IP Management Tool - A. Ager, project lead

- January 2017 - August 2017
  - Self-service tool for departments/programs to manage the placement of IP (Instructor Permission) on their courses.

### **Transcript Order System Update - A. Ager, project lead**

- March 2017 - April 2017
  - Simplified the order process for transcripts (both paper and eTranscripts).
  - Integrated eTranscript delivery for students who require transcripts for AMCAS (and other CAS organizations).

### **Banner 9 Upgrade - A. Ager, M. Braz, A. Hunt, project leads**

- February 2017 - ongoing
  - Major student system upgrade with many sub-projects.
    - Banner Landing Pages/Self-service update - A. Hunt, project lead
    - Banner Forms - A. Ager, project lead
    - New General Education requirements - A. Ager, project lead
    - Registration system update - A. Ager, project lead
    - Chosen Name and Gender Identification - M. Braz, project lead

### **LOOKING AHEAD**

Three major projects will be the focus of our efforts for 2017-18:

- Banner 9 and its related projects
- Continued expansion of department/program major/minor requirements into the *DartWorks* Audit
- New General Education requirements

Additional faculty initiatives:

- Partial Credit
- NRO modifications
- New Language Requirement
- New Major in Creative Writing
- New Programs
  - Assist with the restructure of the Department of Asian and Middle Eastern Languages and Literatures (AMEL) and Asian and Middle Eastern Studies (AMES) to ASCL, Asian Societies, Cultures, and Languages and MES, Middle Eastern Studies

## **Other Technical Projects**

**We continue to serve as a resource, when possible, for other offices on campus that require our expertise. We also participate in campus-wide projects, and engage in several internal projects that do not involve outside entities. Some of these have included:**

- System testing; A. Hunt
  - Banner upgrade (also A. Ager) - November 2016
  - Annual Failover testing - December 2016
- EMS, Event Management Software - Major participant in College-wide implementation of new scheduling software which we now use to schedule courses into classrooms; J. Sinclair, D. Choate; July 2015 – October 2016
- Commencement Reports in the Data Warehouse; A. Ager, A Hunt - built shared data warehouse dashboards and tools to better track progress towards graduation and commencement processes. February 2016 - February 2017
- Graduated Student Sensor in Banner; A. Ager - connects new graduates to the transcript order system; February 2017
- Institute for Writing and Rhetoric (IWR) reports; A. Ager – built specialized reports for IWR based on their particular needs; October 2016 – April 2017