

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:

- [New Requirement changes to the curriculum](#)
- [Major requirements added to *DartWorks* degree audit](#)
- [Preferred/Chosen name and gender option](#) in Banner - Chaired a policy group to establish college-wide policy in preparation for implementation
- 2014 AP policy change research

Self-service components:

- [Banner 9 upgrade](#)
 - Major system update with multiple sub-projects

- [DartHub for Students](#) - a modern interface
- [Student Data Warehouse](#)
 - Additional reports added to department/program reporting dashboards
 - Division-level reporting dashboards built for the Dean of Faculty Office

Partnership components:

- Training
 - Comprehensive December training for academic Departments and Programs on Registrar applications
 - Committee on Instruction (COI) support
 - Introduce the major scribing project and review the reporting dashboards with individual departments/programs
- [New Requirements Implementation](#)
 - Partnered with the Committee on Instruction as they defined the newly voted requirements
 - Partnered with COI and ITC to develop implementation plans with departments/programs for multiple Registrar applications
 - Additional partnerships with other staff such as advising offices and Admissions to support the new requirements
- Partnered with all academic departments/programs, Associate Deans, Faculty Committees and Dean of Faculty Office throughout the year
 - Changes to [department/program name\(s\)](#) and/or major(s)
 - Course renumbering and other curricular changes
 - Termly course building/Timetable Editor

Shared accountability components:

- Information Technology Services – majority of our systems supported by ITC; 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 to report all schools' enrollment accurately and remain in compliance with Federal law
- Veterans benefit certification – partner with Student Financial Services and Guarini School of Graduate and Advanced Studies to provide VA benefit certification for all of the 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
 - Improved process for [cross-listed courses](#)
- Course assessment – partner with Guarini School of Graduate and Advanced Studies and Thayer School of Engineering to support the online course assessment process and reporting

Continuous Improvement components:

- Developed an overall communications strategy
- Office phone system update underway
- Updated the credit hour equivalency on the transcript key as part of the accreditation process
- Eliminated the D-Plan late fee which no longer served a purpose
- Revamped office "team" concept
- Revised production calendar methodology
- Obtained estimates for conference room renovations and additional office space for professional staff

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

The Registrar's Office works to 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. 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, the 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.

The Registrar is heading a campus-wide “preferred/chosen name and gender identity” initiative to support all students (and eventually faculty and staff) who desire to indicate their chosen name and gender identity displayed in Banner. She chaired a policy group that met over the last year to establish college-wide policies on how this will be implemented, and has begun the initial stages of implementation with ITC. Staff have attended several training sessions hosted by Human Resources, and staff have attended [NEACRAO](#) conference sessions on DACA and student diversity issues. The Registrar completed her last year as Vice President for Leadership and Management Development for [AACRAO](#), where she most recently attended a luncheon with speaker Tolu Olubunmi, Founder and CEO of Lions Write, an entrepreneur and global advocate for migrants, refugees, and displaced people.

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
- Classroom Committee
- 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 104th Annual Meeting, Orlando, FL
- AACRAO Leadership Meeting, Washington, DC
- "Hill" Day with AACRAO leadership - lobbied representatives in Congress on important higher education issues including DACA students and reverse transfer
- NEACRAO – New England Association of Collegiate Registrars and Admissions Officers, 69th Annual Meeting, Portland, ME
- Ivy+ Registrars Annual Meeting, University of Chicago, Chicago, IL
- Consultant to American University of Kuwait and participation in AUK signing ceremony and luncheon with President Hanlon

PROFESSIONAL DEVELOPMENT – Associate/Assistant Registrars

- NEACRAO 69th Annual Meeting, Portland, ME (3 attendees)
- Ivy+ Registrars Annual Meeting, University of Chicago, Chicago, IL (2 attendees)
- AACRAO 104th Annual Meeting, Orlando, FL (1 presenter, 2 attendees)
- AACRAO Public Policy Advisory Group (1 member)
- AACRAO Technology & Transfer Conference, New Orleans, LA (1 attendee)
- Dartmouth College HR Workshop, Implicit Bias in the Work Environment (5 attendees)
- Dartmouth College HR Workshop, Assumptions and Their Impact (1 attendee)
- Dartmouth College HR Workshop, DartSmart: Creating an Inclusive Work Environment (2 attendees)
- Dartmouth College HR Workshop, DartSmart: Policies and Practices (2 attendees)
- Dartmouth College HR Workshop, DartSmart: Performance Management Essentials (2 attendees)
- Dartmouth College HR Workshop, DartSmart: The Stay Interview – Coaching for Managers (1 attendee)
- Dartmouth College Design Thinking Workshop (1 attendee)

Staffing

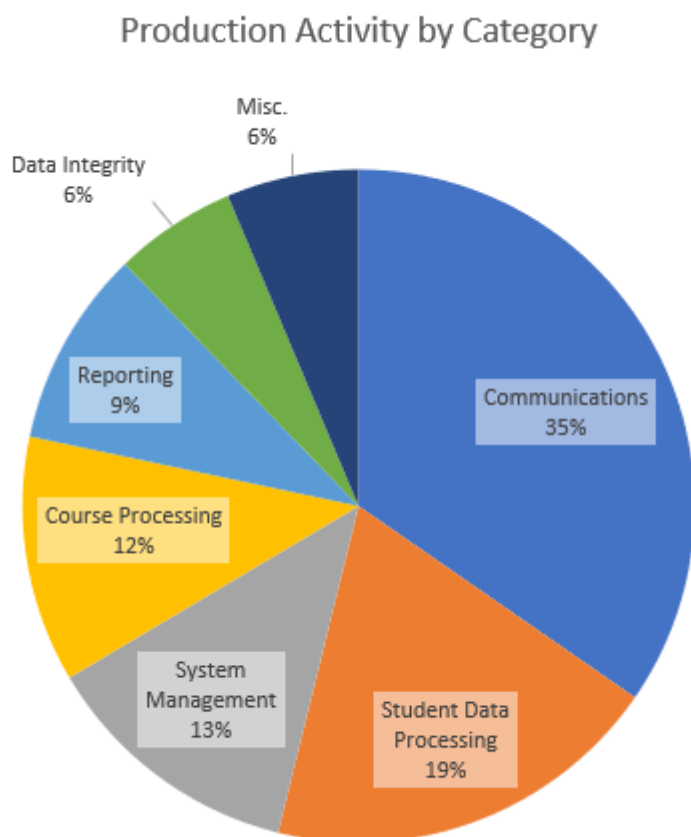
- Promotion
 - Assistant Registrar for Systems, April 2018
- Replacements
 - Service Specialist, June 2018

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.

We focus approximately 1/2 of our production activity on student and faculty communications and processing of student data, and 1/2 of our production time on internal records and system management.



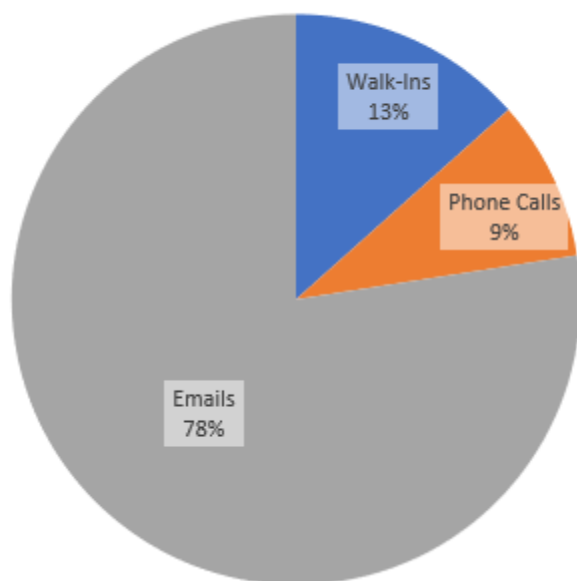
While we are busy year-round:

- **Spring Term** has the largest number of production items
- The months that have the most production items are **May, June, and September**. (This is as expected, with graduation, two course elections, deadlines for major declaration and initial D-Plan selection in the spring, and the arrival of new students and the start of the academic year in the fall.)

Service Measurement Data

We dedicate the majority of our time and resources to the support of our primary constituents, Dartmouth's undergraduate students and faculty members. Below is a summary of the direct services we provided our constituents during the 2017-2018 academic year.

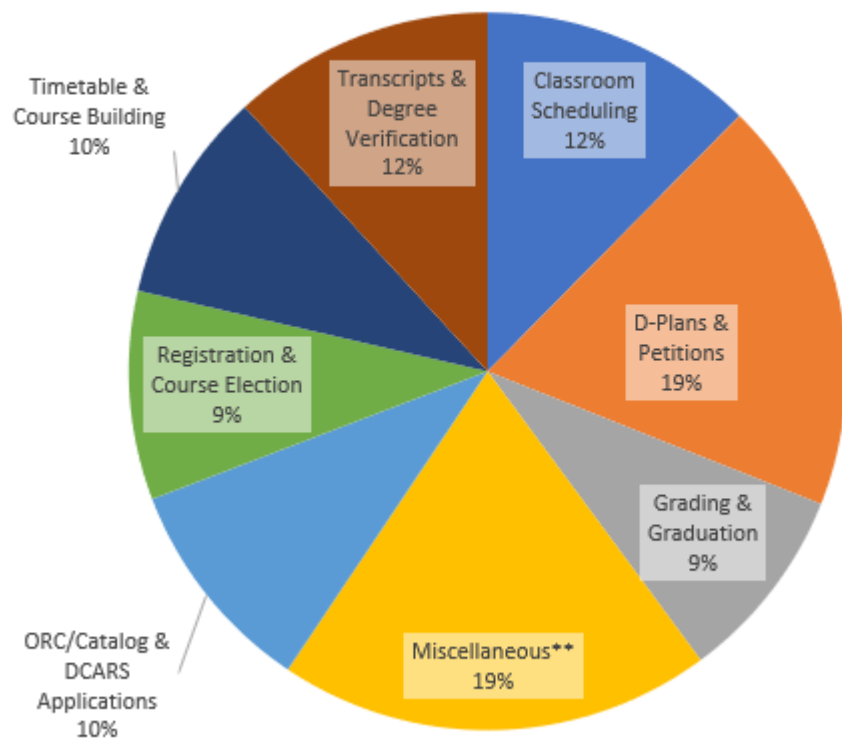
Total Inquiries from Constituents



- Addressed over **29,000** inquiries in total from constituents via emails (78%), phone calls (9%), and walk-in service (13%)
- May is the busiest month for total inquiries (approximately 2700) as we lead up to graduation in early June
- September is the busiest month for walk-in service (over 600) with the arrival of new students in the fall

In the past year, we addressed approximately 22,500 inquiries directed to our primary email account (registrar@dartmouth.edu), up from about 20,000 in 2016-17. 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.

% of Emails by Topic Category*



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

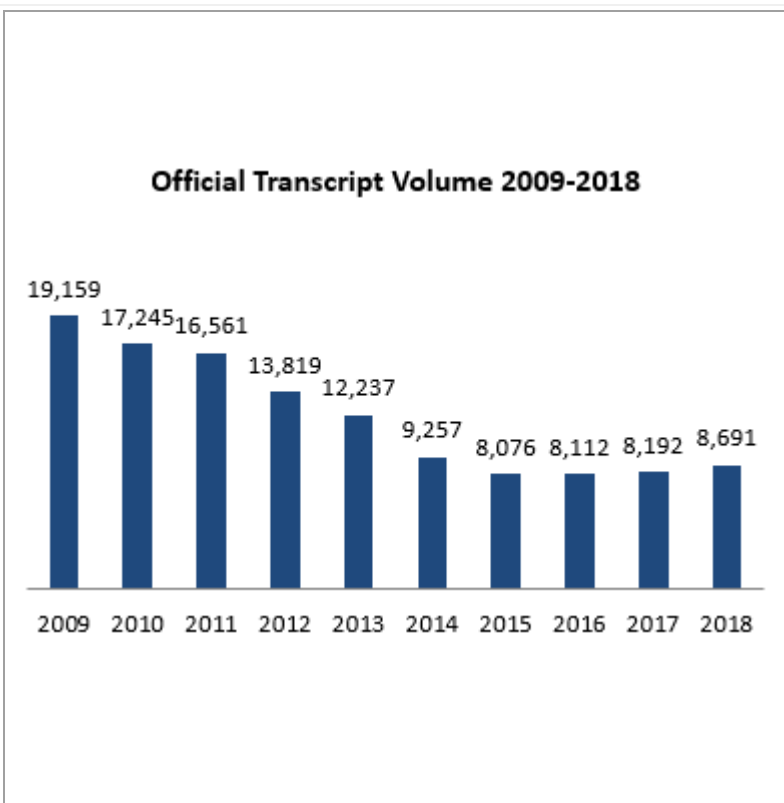
**Miscellaneous includes the following categories: Access & Security, Degree Audit, Course Assessment, Curriculum & Policy, Final Exams, General Questions, Major/Minor Declaration, Reporting & Institutional Research, Transfer/Exchange/Pre-Matric, and VA Benefits.

Some Data on our operations

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

Processed 8,691 official transcripts from Banner

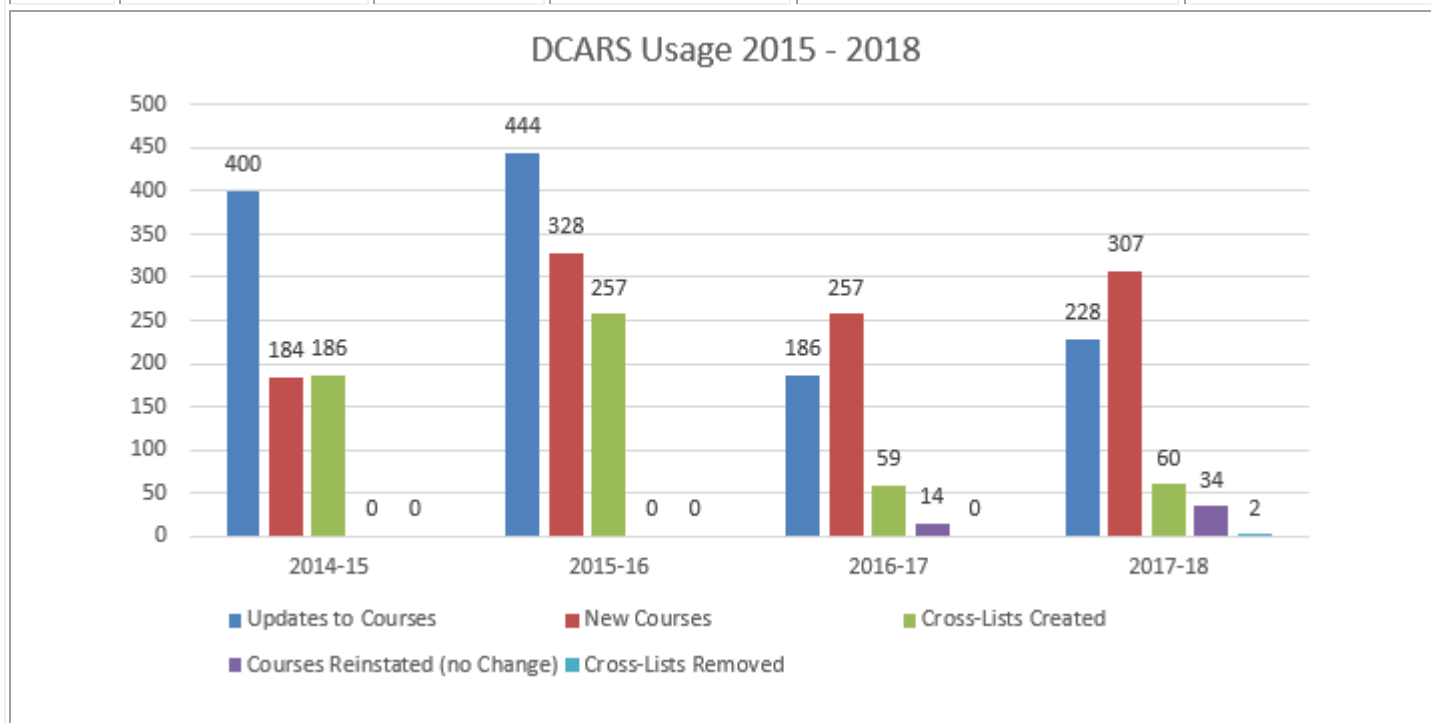
Academic Year	Official Transcript Total	Paper Transcript Total
2009	19,159	19,159
2010	17,245	17,245
2011	16,561	16,561
2012	13,819	13,819
2013	12,237	9,839
2014	9,257	4,625
2015	8,076	3,601
2016	8,112	3,264
2017	8,192	2,701
2018	8,691	1,829



- *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 79% eTranscripts and 21% paper transcripts.*
 - *Paper official transcripts are now primarily processed off-site: only 314 transcripts were processed in the Registrar's Office in 2017-8.*
 - *Paper official transcript volume is down to 1,829, from a high of 19,159 in 2009.*
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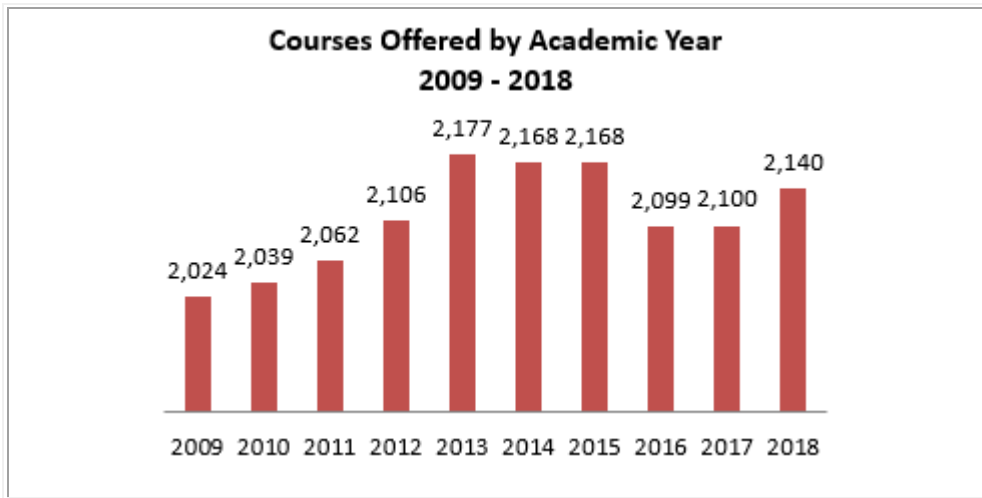
The Dartmouth Course Approval Routing System (DCARS) supported 569 courses in its third year of implementation. Additionally, 60 courses were newly cross-listed in the system, along with 2 courses removed from cross-lists.

Year	Updates to Courses	New Courses	Cross-lists Created	Courses Reinstated (no change)	Cross-lists Removed
2014-15	400	184	186	0	0
2015-16	444	328	257	0	0
2016-17	186	257	59	14	0
2017-18	228	307	60	34	2



Managed scheduling and offering of 2,140 courses:

Academic Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	2,024	2,039	2,062	2,106	2,177	2,168	2,168	2,099	2,100	2,140



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 2,074 courses to classrooms from the academic schedule, and 796 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 817 student petitions to the Registrar

Petition Type	Petition Count					
	2014	2015	2016	2017	2018	5-Year Average
Change in Grade	121	151	136	134	131	135
Add Course After Deadline	81	108	116	113	129	109
Drop Course After Deadline	28	46	39	31	15	32
Additional 2-Course Load	47	48	71	46	40	50
Additional 4-Course Load	35	2	4	2	2	9
Unlimited 2-Course Load	2	4	4	8	2	4
NRO After Deadline	0	0	0	0	1	0
NRO Grade Chg After Deadline	0	0	0	0	0	0
Repeat Course for Grade Only	3	4	1	0	1	2
Postpone Summer Term	12	28	22	22	17	20
Waive Summer Term	64	59	62	41	59	57
Exempt Summer Term	23	19	20	22	27	22
Additional Term in Residence	77	87	73	63	59	72
Five+ Year Enrollment Pattern	84	85	104	80	71	85
Reduce Sr Yr Residence Req	288	328	349	330	215	302
Late Exchange of Courses	13	15	19	34	36	23
Late D-Plan Change Fee Waiver	16	8	6	2	0	6
Reduced Tuition	4	5	9	16	12	9
Total	921	998	1,035	944	817	943

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.

Processed 2,215 enrollment verifications, 1,707 of which were provided electronically

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Manual Verifications	1,385	1,549	1,332	754	430	Over 273*	514	112	589	508
Self-Service Enrollment Verifications	0	0	0	294	1,727	1,845	2,275	1,726	1,908	1,707
Total	1,385	1,549	1,332	1,048	2,157	Over 2,118*	2,789	1,838	2,497	2,215

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.

We supported 64 students studying away on non-Dartmouth programs (transfer terms) and 54 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	2018
Summer	71	70	105	64	39	43	34	24	17	20
Fall	66	43	46	54	42	35	17	20	22	28
Winter	83	82	86	122	15	9	4	6	9	13
Spring	20	16	13	8	5	1	1	3	3	3
TOTAL # of STUDENTS	240	211	250	248	101	88	56	53	51	64

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	2018
Number of Students	39	39	46	37	43	33	54	55	53	54

Certified 48 VA Benefit recipients

Academic Year	2011	2012	2013	2014	2015	2016	2017	2018
Undergraduate Students	26	28	32	32	35	36	42	51
Graduate Students	9	12	8	6	5	8	9	8
Chapter 31	4	2	2	2	2	2	5	3
Chapter 30	6	3	1	1	0	1	1	0
Chapter 35	4	5	7	3	6	7	6	5
Chapter 1606	0	0	0	0	0	0	1	1
Chapter 33: Post 9/11 GI Bill recipients	21	30	30	32	32	34	38	49
Students eligible for the Yellow Ribbon program	11	25	24	28	29	30	34	46
TOTAL number of students certified	35	40	40	38	40	44	51	59

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

Graduated 1,146 undergraduate students

	Graduates									
Academic Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Summer	13	17	22	27	35	22	30	20	26	25
Fall	27	40	32	31	24	33	30	39	24	31
Winter	28	25	38	30	31	29	40	33	32	28
Spring	998	1,003	984	1,005	969	1,032	993	985	987	1,062
Total	1,066	1,085	1,076	1,093	1,059	1,116	1,093	1,078	1,069	1,146

Projects

Registrar's Office Major Projects 2017-18

Student Data Warehouse Reporting Dashboards - A. Hunt, A. Ager project leads

- June 2014 - ongoing
 - Added department/program major planning reports
 - Provided departments/program with minor non-transcripts
 - Built division-level minor reports for the Dean of Faculty

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.
 - 38 majors currently supported
 - 7 departments/programs are in progress for summer '18

Names and Faces - M. Braz, A. Ager, project consultants

- January 2017 - August 2017
 - Supported the development of a faculty request for a visual course roster learning tool

Banner 9 Upgrade - A. Ager, J. Sinclair, project leads

- February 2017 - ongoing
 - Major student system upgrade encompassing all administrative functions.
 - Entire office engaged in testing and verification

DartHub/Student Self-Service Update – A. Hunt, E. Parsons, project leads

- February 2017 – April 2018
 - Complete redesign of the student self-service interface
 - Enhanced search abilities
 - Implemented student reminder calendar

DCARS Cross-list update - A. Hunt, project lead

- January 2018 - April 2018
 - Improved cross-listed course creation and approval processes in DCARS.
 - Updated administrative settings to allow more flexibility

ASCL/MES Reorganization - A. Hunt, J. Cart, project leads

- March 2018 - June 2018
 - Major restructure of AMELL and AMES into ASCL and MES in partnership with the department, program, and ITC
 - Renumbered and converted courses

New Degree Requirement Implementation - multiple project leads

- April 2018 - ongoing
 - Prepare a range of projects to support the implementation of new degree requirements as approved by the Faculty.
 - New Registration Interface - A. Ager
 - DCARS updates - A. Hunt
 - ORC Updates - E. Parsons
 - Data Upload tool for new attributes - A. Ager
 - Faculty Committee and department/program liaison - M. Braz

LOOKING AHEAD

The majority of our technical work for 2018-19 focuses on the implementation of the New Degree Requirements, however we will also work on three other major projects:

- Chosen Name and Gender Identity implementation
- Continued addition of department/program major/minor requirements into the *DartWorks* Audit
- Ongoing Banner 9 upgrades

Additional initiatives that may be considered by the Faculty in 2018-19:

- Partial Credit
- New Language Requirement
- New Major in Creative Writing
- Renumbering of Courses - Department of Anthropology

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
 - Annual Failover testing - December 2017
- Internal phone system upgrade - W. Banker, E. Parsons
 - February 2018 - ongoing
- Transfer Term Website update
- Sophomore Summer D-Plan update - D. Mauceli, A. Hunt
 - Prevents students from altering D-Plans approved by petition