REGISTRAR’S OFFICE ANNUAL REPORT 2018-19

Our Vision and Principles

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 practices 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. 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 Registrar's 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. It will support faculty members' teaching and research through the continued development of advanced administrative applications and the provision of student data.

Principles

Our vision is supported by these principles. Each one is connected to various projects or initiatives. In the Projects section, each project displays icons connected to these Principles.

Student and Faculty focus

We maintain a focus on students and faculty members as our primary constituents. We dedicate most 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 Dartmouth’s larger mission. Coordination and collaboration with the other offices permits greater institutional support for initiatives which positively impact faculty members and students.
Shared accountability

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.
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 through our recruitment and retention of staff, professional development, and College committee work.

Recruitment, Retention, and Staff Support

The Registrar's Office works to create an environment that is welcoming, diverse and inclusive of all staff which includes frequent all-staff meetings, one-on-one meetings with supervisors and smaller focused team meetings. This extends to the environment we create for our students. Each staff member develops a professional development plan based on the AACRAO competencies and proficiencies.

The Registrar’s Office staff is a mix of ages, genders, backgrounds, married/single, and ethnicities which includes our student employees. All are exceptionally talented hard workers despite little recognition. They support each other, work well with faculty and staff in other offices, and help to create an environment of inclusiveness where everyone has a voice. Multiple staff of various backgrounds have been promoted within the office to more responsible positions.

Registrar Braz is leading a campus-wide “Name and Gender Identity” initiative to support all students (and eventually faculty and staff) who desire to display their chosen name, gender identity, and pronoun in Banner. She chairs a group that has met over the last two years to establish institution-wide implementation policies and expects this initiative to “go live” summer term 2019.

Staff have attended several trainings hosted by Human Resources as well as NEACRAO and AACRAO conference sessions on DACA and student diversity issues.
Personnel and Professional Activities

PERSONNEL UPDATES

Registrar Braz, working with staff partners, oversaw the following personnel events:

- **Classroom Scheduler** retirement recognition and recruitment for new hire
  - Partners – Registrar staff
- **Service Specialists** recruitment and hire
  - Partners – Eric Parsons, Michael Volk
- **Associate Registrar for Projects and Database Administration** recruitment and hire
  - Partner – Andrew Ager
- **Assistant Registrar for Academic Applications and Policy** recruitment and hire
  - Partners – Eric Parsons, Andrew Ager

PROFESSIONAL DEVELOPMENT - Registrar Braz

- Presenter – AACRAO 105th Annual Meeting 2019, Los Angeles, CA: “When Things Go Wrong in a State and Regional Organization”
- AACRAO webinar presenter - “Introducing the AACRAO Women’s Caucus”
- Dean of Faculty Diversity Lecture – Enrico Riley, Professor of Studio Art presentation on “Conversation about art as an essential part of building an inclusive community”
- Professional Development support
  - Hosted visit/professional development of Amherst College Registrar
  - Hosted week-long visit/professional development of Associate Registrar from American University of Kuwait
    - Partners: Registrars’ Office staff and other Dartmouth staff
  - Ambassador for AACRAO 2018 Los Angeles, CA
  - Training for new AACRAO Vice President and Leadership Development
- Ivy-Plus Registrar’s Annual Meeting attendee; Brown University, Providence, RI
- NEACRAO 70th Annual Meeting attendee; Newport, RI

PROFESSIONAL DEVELOPMENT – Associate/Assistant Registrars

- NEACRAO 70th Annual Meeting, Newport, RI (1 attendee)
- Ivy Plus Registrars Annual Meeting, Brown University, Providence, RI (1 attendee)
- AACRAO 105th Annual Meeting, Los Angeles, CA (2 attendees)
- AACRAO Public Policy Advisory Group (1 member)
- Dartmouth College HR Workshop, Communicating with Impact (1 attendee)
- Title IX on-line training (all staff members)
- Dean of Faculty Diversity Lecture – Enrico Riley, Professor of Studio Art presentation on “Conversation about art as an essential part of building an inclusive community” (9 attendees)
- AACRAO Registrar 101 (1 attendee)
- AACRAO “Block Chain” webinar (1 attendee)
Policy Development

Policy

Registrar Braz researched and/or developed the policies that follow with partners indicated:

- DRAFT Policy proposal for “Enrollment Patterns” (D-Plan)
  - Partner – Delia Mauceli; Committee on Instruction
- DRAFT changes to major declaration process
  - Partner – Committee on Instruction
- Chosen Name Policy issues
  - Partners – Name and Identity Policy Group; Sam Cavallaro and ITC Team
    (Information Technology Consulting); institutional stakeholders; General Counsel
- Classroom assignments for entering students with ADA requirements policy
  - Partner – Eric Parsons, Student Accessibility Services
- Sexual Misconduct Policy – review and provided suggestions regarding the academic Transcript
  - Partner – Committee on Instruction; Student Presidential Committee on Sexual Assault (SPCSA)
- Advanced Placement (AP) impact study Policy Issues
  - Partner – Andrew Ager
- Participated in pilot online Title IX training to offer feedback
  - Partners – Dean of Faculty Leadership; Title IX Office
- Faculty voting analysis and identification of policy conflicts
  - Partners – Eric Parsons, Michael Volk
Projects

Registrar's Office Projects 2018-19

The Registrar’s Office ensures that our projects are in alignment with our principles. Each project displays one or more icons which show the connection(s) to each principle.

Name and Identity Project for Students - M. Braz, A. Ager, project leads
  - July 2017 - ongoing
    - Institution-wide project to present student chosen names as the primary name in all key campus systems, as well as allow for gender identity and pronoun options

250th Anniversary Course Display - M. Braz, A. Ager, project leads
  - August 2018 - October 2018
    - Work with Anniversary Lead and ITC to highlight “250th Anniversary courses” in the Timetable of Class Meetings for the year

Veterans Certification Benefits – M. Braz, J. Sinclair, E. Parsons, project leads
  - July 2018 – ongoing
    -Performed significant research to improve Veterans benefit support
    - Successfully transferred responsibility for A&S graduate student veterans certification to the Guarini School of Graduate and Advanced Studies Registrar

Office Remodel – M. Braz, E. Parsons, project leads
  - May 2018 – January 2019
    - Redesigned front desk/reception area of office to create a more student friendly, effective and welcoming environment as well as create an identified space for the operations team
    - Build office space to accommodate Assistant Registrar for Systems
Graduation Certification Online - A. Ager, project lead

- April 2019 – ongoing
  - Development of online process for academic departments and programs to certify their majors and minors for graduation.

Continuous Improvement Projects

Record retention/office inventory project – Delia Mauceli, Eric Parsons (student staff – Yihang Liu, Shiza Jeewa, Isabela Velasco)

- July 2018 – ongoing
  - Review and update of record retention documentation, storage of records, and office inventory
    - Purge old paper records as authorized based on record retention schedule
    - Consolidate paper records, documents, and office inventory
    - Inventory ORC/Catalog for Archives and Office copies

“ON” grade/ONGR attribute project – Andrew Ager, Eric Parsons, Courtney Bedillion, Delia Mauceli

- April 2019 – ongoing
  - Review and update of courses that receive the temporary grade designation of “ON,” ongoing
    - Addition of ONGR attribute to the appropriate ongoing courses
    - Adjust grading system to only allow the use of “ON” grade on the proper courses and eliminate inappropriate use

Changes to Enrollment Pattern (D-Plan) policy proposal – Meredith Braz, Delia Mauceli, Committee on Instruction

- April 2019- ongoing
Campus Committees

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
- Chosen Name Committee - Chair
- Multiple ad hoc committees
Service and Production 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 ½ of our production activity on student and faculty communications and processing of student data, and ½ 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 most 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 2018-2019 academic year.

- Addressed over 31,000 inquiries in total from constituents via emails (78%), phone calls (7%), and walk-in service (15%)
- May is the busiest month for total inquiries (approximately 3,900) as we lead up to graduation in early June
- May is also the busiest month for walk-in service (over 900) this year, a change from prior years where September had the highest walk-in traffic
In the past year, we addressed approximately 25,000 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 inquiries 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.
Data

Some Data on our operations

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

Processed 9,271 official transcripts from Banner

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Official Transcript Total</th>
<th>Paper Transcript Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>19,159</td>
<td>19,159</td>
</tr>
<tr>
<td>2010</td>
<td>17,245</td>
<td>17,245</td>
</tr>
<tr>
<td>2011</td>
<td>16,561</td>
<td>16,561</td>
</tr>
<tr>
<td>2012</td>
<td>13,819</td>
<td>13,819</td>
</tr>
<tr>
<td>2013</td>
<td>12,237</td>
<td>9,839</td>
</tr>
<tr>
<td>2014</td>
<td>9,257</td>
<td>4,625</td>
</tr>
<tr>
<td>2015</td>
<td>8,076</td>
<td>3,601</td>
</tr>
<tr>
<td>2016</td>
<td>8,112</td>
<td>3,264</td>
</tr>
<tr>
<td>2017</td>
<td>8,192</td>
<td>2,701</td>
</tr>
<tr>
<td>2018</td>
<td>8,691</td>
<td>1,829</td>
</tr>
<tr>
<td>2019</td>
<td>9,271</td>
<td>1,511</td>
</tr>
</tbody>
</table>

- 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 397 transcripts were processed in the Registrar's Office in 2018-9.
- Paper official transcript volume is down to 1,511, from a high of 19,159 in 2009.
The Dartmouth Course Approval Routing System (DCARS) supported 463 courses in its third year of implementation. Additionally, 75 courses were newly cross-listed in the system, along with 1 course removed from a cross-list.

<table>
<thead>
<tr>
<th>Year</th>
<th>Updates to Courses</th>
<th>New Courses</th>
<th>Cross-lists Created</th>
<th>Courses Reinstated (no change)</th>
<th>Cross-lists Removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>400</td>
<td>184</td>
<td>186</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-16</td>
<td>444</td>
<td>328</td>
<td>257</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>186</td>
<td>257</td>
<td>59</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>2017-18</td>
<td>228</td>
<td>307</td>
<td>60</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>2018-19</td>
<td>162</td>
<td>289</td>
<td>75</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

DCARS Usage 2015 - 2019

- Updates to Courses
- New Courses
- Cross-lists Created
- Courses Reinstated (no change)
- Cross-lists Removed
Managed scheduling and offering of 2,184 courses:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,024</td>
<td>2,039</td>
<td>2,062</td>
<td>2,106</td>
<td>2,177</td>
<td>2,168</td>
<td>2,168</td>
<td>2,099</td>
<td>2,100</td>
<td>2,140</td>
<td>2,184</td>
</tr>
</tbody>
</table>

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

Assigned 2,098 courses to classrooms from the academic schedule*, and 761 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 1,075 student petitions to the Registrar

<table>
<thead>
<tr>
<th>Petition Type</th>
<th>Petition Count</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>151</td>
<td>136</td>
<td>134</td>
<td>131</td>
<td>175</td>
<td>145</td>
</tr>
<tr>
<td>Add Course After Deadline</td>
<td></td>
<td>108</td>
<td>116</td>
<td>113</td>
<td>129</td>
<td>100</td>
<td>113</td>
</tr>
<tr>
<td>Drop Course After Deadline</td>
<td></td>
<td>46</td>
<td>39</td>
<td>31</td>
<td>15</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Additional 2-Course Load</td>
<td></td>
<td>48</td>
<td>71</td>
<td>46</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Additional 4-Course Load</td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unlimited 2-Course Load</td>
<td></td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NRO After Deadline</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NRO Grade Chg After Deadline</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Repeat Course for Grade Only</td>
<td></td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Postpone Summer Term</td>
<td></td>
<td>28</td>
<td>22</td>
<td>22</td>
<td>17</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Waive Summer Term</td>
<td></td>
<td>59</td>
<td>62</td>
<td>41</td>
<td>59</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Exempt Summer Term</td>
<td></td>
<td>19</td>
<td>20</td>
<td>22</td>
<td>27</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Additional Term in Residence</td>
<td></td>
<td>87</td>
<td>73</td>
<td>63</td>
<td>59</td>
<td>96</td>
<td>76</td>
</tr>
<tr>
<td>Five+ Year Enrollment Pattern</td>
<td></td>
<td>85</td>
<td>104</td>
<td>80</td>
<td>71</td>
<td>112</td>
<td>90</td>
</tr>
<tr>
<td>Reduce Sr Yr Residence Req</td>
<td></td>
<td>328</td>
<td>349</td>
<td>330</td>
<td>215</td>
<td>337</td>
<td>312</td>
</tr>
<tr>
<td>Late Exchange of Courses</td>
<td></td>
<td>15</td>
<td>19</td>
<td>34</td>
<td>36</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Late D-Plan Change Fee Waiver</td>
<td></td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Reduced Tuition</td>
<td></td>
<td>5</td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>998</td>
<td>1,035</td>
<td>944</td>
<td>817</td>
<td>1,075</td>
<td>943</td>
</tr>
</tbody>
</table>

- Grade changes increased notably this year.
- Additional 2-course loads settled back to lower numbers after a peak in 2016.
- This year saw summer term postponements and exemptions reach their highest counts yet.
- Requests for an additional term in residence and a five+ year enrollment pattern are also higher than ever before.
- Requests to reduce the senior year residency requirement are have returned to nearly 1/3 of the senior class, after a large drop last year.
- Requests for reduced tuition are higher than ever before.
Processed 2,079 enrollment verifications, 1,842 of which were provided electronically

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manual Verifications</td>
<td>1,385</td>
<td>1,549</td>
<td>1,332</td>
<td>754</td>
<td>430</td>
<td>Over 273*</td>
<td>514</td>
<td>112</td>
<td>589</td>
<td>508</td>
<td>237</td>
</tr>
<tr>
<td>Self-Service Enrollment Verifications</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>294</td>
<td>1,727</td>
<td>1,845</td>
<td>2,275</td>
<td>1,726</td>
<td>1,908</td>
<td>1,707</td>
<td>1,842</td>
</tr>
<tr>
<td>Total</td>
<td>1,385</td>
<td>1,549</td>
<td>1,332</td>
<td>1,048</td>
<td>2,157</td>
<td>Over 2,118*</td>
<td>2,789</td>
<td>1,838</td>
<td>2,497</td>
<td>2,215</td>
<td>2,079</td>
</tr>
</tbody>
</table>

*Some data missing for 2013-14.

We modified our enrollment reporting processes to the National Student Clearinghouse which minimized the time at the beginning of terms where online verifications were unavailable to students and families; staff-assisted verifications have dropped almost in half as a result.

We supported 82 students studying away on non-Dartmouth programs (transfer terms) and 49 students on exchange programs. The total number of transfer term participants had steadily decreased in recent years, with increases the last two years, while the total number of students participating in exchange programs is the lowest in the last five years.

**Transfer Term Students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>71</td>
<td>70</td>
<td>105</td>
<td>64</td>
<td>39</td>
<td>43</td>
<td>34</td>
<td>24</td>
<td>17</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Fall</td>
<td>66</td>
<td>43</td>
<td>46</td>
<td>54</td>
<td>42</td>
<td>35</td>
<td>17</td>
<td>20</td>
<td>22</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td>Winter</td>
<td>83</td>
<td>82</td>
<td>86</td>
<td>122</td>
<td>15</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Spring</td>
<td>20</td>
<td>16</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL # of STUDENTS</td>
<td>240</td>
<td>211</td>
<td>250</td>
<td>248</td>
<td>101</td>
<td>88</td>
<td>56</td>
<td>53</td>
<td>51</td>
<td>64</td>
<td>82</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>39</td>
<td>39</td>
<td>46</td>
<td>37</td>
<td>43</td>
<td>33</td>
<td>54</td>
<td>55</td>
<td>53</td>
<td>54</td>
<td>49</td>
</tr>
</tbody>
</table>

Certified 70 VA Benefit recipients

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>26</td>
<td>28</td>
<td>32</td>
<td>32</td>
<td>35</td>
<td>36</td>
<td>42</td>
<td>51</td>
<td>62</td>
</tr>
<tr>
<td>A&amp;S Graduate Students</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Chapter 31</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Chapter 30</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chapter 35</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Chapter 1606</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 33: Post 9/11 GI Bill recipients</td>
<td>21</td>
<td>30</td>
<td>30</td>
<td>32</td>
<td>32</td>
<td>34</td>
<td>38</td>
<td>49</td>
<td>59</td>
</tr>
<tr>
<td>Students eligible for the Yellow Ribbon program</td>
<td>11</td>
<td>25</td>
<td>24</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>34</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>TOTAL number of students certified</td>
<td>35</td>
<td>40</td>
<td>40</td>
<td>38</td>
<td>40</td>
<td>44</td>
<td>51</td>
<td>59</td>
<td>70</td>
</tr>
</tbody>
</table>

The number of Undergraduate Veterans Benefits recipients that we certified is the largest in the last five years and has been trending upwards. As of spring term 2019 Guarini School of Graduate Students certifies A&S Graduate Students.
Graduated 1,055 undergraduate students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>13</td>
<td>17</td>
<td>22</td>
<td>27</td>
<td>35</td>
<td>22</td>
<td>30</td>
<td>20</td>
<td>26</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Fall</td>
<td>27</td>
<td>40</td>
<td>32</td>
<td>31</td>
<td>24</td>
<td>33</td>
<td>30</td>
<td>39</td>
<td>24</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>Winter</td>
<td>28</td>
<td>25</td>
<td>38</td>
<td>30</td>
<td>31</td>
<td>29</td>
<td>40</td>
<td>33</td>
<td>32</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>Spring</td>
<td>998</td>
<td>1,003</td>
<td>984</td>
<td>1,005</td>
<td>969</td>
<td>1,032</td>
<td>993</td>
<td>985</td>
<td>987</td>
<td>1,062</td>
<td>981</td>
</tr>
<tr>
<td>Total</td>
<td>1,066</td>
<td>1,085</td>
<td>1,076</td>
<td>1,093</td>
<td>1,059</td>
<td>1,116</td>
<td>1,093</td>
<td>1,078</td>
<td>1,069</td>
<td>1,146</td>
<td>1,055</td>
</tr>
</tbody>
</table>

The lowest number of Undergraduate Students were graduated in the last 11 years.