The Role of the Registrar in Student Learning Outcomes

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Presenter

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Session Rules of Etiquette

• Please turn off your cell phone.
• If you must leave the session early, please do so as discreetly as possible.
• Please avoid side conversation during the session.
• Thank you for your cooperation.
Introduction

• This session will focus briefly on the evolving role of the registrar and how that evolution has spurred us to look at our services and functions from a different point of view.
• This session will provide some insight into how we need to think differently about all of our interactions with students whether they are face-to-face or through our technologies.
• This session will provide some insight into how we can and/or should be active participants in what and how students learn.
• This session will provide some food for thought as to how and why the registrar’s office will redefine itself as it becomes more closely entwined with institutional goals for student growth and development.
Session Learning Outcomes

• Participants in this session will gain some insight into what, for registrars, it means to be an “educator”.

• Participants in this session will gain some insight into how registrars actively embrace learning outside the classroom as an important facet of students’ lives.

• Participants in this session will gain some insight into how the registrar’s office and registrar’s office staff can serve as “channels” for student learning outside the classroom.

• Participants in this session will gain some insight into how registrars are viewing their services and programs through the lens of student learning outcomes and what that means for how these offices function.
Topics

• Evolving role of the registrar
• Definition of “educator”
• Learning outside the classroom
• Interacting with students
  • Informing
  • Inspiring or mentoring
• Student learning outcomes/goals
• Student learning goals connected to information, services, and programs
• General Education learning outcomes/goals as a lens for the registrar’s office
• Closing thoughts
Georgia Tech Basic Facts

- Public
- Fall 2012 enrollment: Undergraduate – 14,527; Graduate – 7,030 (21,557 total), slight increase from Fall 2011
- Located in Atlanta, GA
- Programs/presence in France, Ireland, China, Korea, Italy
- 27 staff members in the Registrar’s Office
- RO reports to Vice Provost for Enrollment Services who reports to Senior Vice Provost for Academic Affairs
- Usual array of functions, with the exception of classroom scheduling
Evolving Role of the Registrar

The Council for the Advancement of Standards in Higher Education (CAS) *Self-Assessment Guide for Registrar Programs and Services* includes a statement on the role of registrar programs.

• “The overarching role of the registrar is increasingly that of an educator, defining student needs through learning outcomes and identifying assessment strategies that involve innovative learning techniques including those provided through distance education. The registrar wears multiple hats and must juggle many roles on a daily basis, serving as collaborator, connector, initiator, and a prominent leader within the institution. The standards that follow, in addition to providing basic functional guidelines, are designed to assist the registrar to navigate and respond to the complexity of issues and ever-challenging assigned duties.”
What is an educator?

• An educator is a person who teaches, informs, or inspires others.
  (http://www.yourdictionary.com/educator)

• The task of the modern educator is not to cut down jungles, but to irrigate deserts. (C.S. Lewis)
Teacher *versus* Educator

The word “educator” is used in the sense of “mentor”.

The word “teacher” is used in the sense of “trainer” or “preceptor”.

Evolving Role of the Registrar

• Role developed out of the faculty need for recording and authenticating student records
• Early on, the role was often given to a senior member of the faculty
• As institutions grew in size and complexity, so did the need for professional staff to handle these functions
• Technology is now deployed to handle many of the functions that were formerly “clerical in nature”; these solutions have allowed registrar professionals to focus on other functions such as analyzing data, using the data to inform policies and practices, and to play a larger role in implementing the mission and vision of the institution

Source: http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
Evolving Role of the Registrar

- Partnership with Faculty
  - Development delivery of academic programs
  - Course sequencing
  - Student progress toward graduation
  - Retention
  - Providing data for decision making
  - Actively engaging in discussions and decision-making
- Defining our role through the lens of student educational outcomes
  - Requires faculty, and registrar’s office staff, to change their perspectives about the role of the office within the institution
    - In a practical sense, this is already occurring
    - In a psychological sense, we have more work to do
- Movement from tactical to strategic partner in the delivery of education

Source: http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
Informing

• In what areas or ways do we “inform” students?
  • Academic rules and regulations
  • Academic programs
  • Registration procedures
  • Records procedures
  • Graduation and commencement
  • Other services on campus (making referrals)
  • How to interact with our technology
  • How to request exceptions to rules and regulations
  • How to make a good and logical argument when requesting exceptions
  • Important protections such as FERPA
Inspiring (or Mentoring)

• What are the opportunities to “inspire” students?
  • Providing meaningful work opportunities
  • Marketing the on-line degree audit to encourage degree completion
  • Reaching out to students in academic trouble to encourage better focus and more success
  • Participating in retention efforts to help students remain hopeful and focused on completing degrees
  • Providing a memorable commencement ceremony
  • Working with student leaders on campus to address initiatives that we both feel are important
  • Including students on committees and work groups to inspire them to participate actively in decisions that affect them
Learning Outside the Classroom

• By no means a new concept
• Much research, many publications
• On-going focus on student engagement
• On-going focus on student skills for success in an interconnected world
• The evolving role of the registrar requires a fresh look at some of these long standing concepts:
  • How do we fit in?
  • How do we serve as one of the “channels” for students?
Learning Outside the Classroom

University of Wisconsin-Green Bay

Connecting Learning to Life: Evaluating Opportunities for Learning Outside the Classroom at UW—Green Bay

A Report Prepared by the Student Affairs Committee
Learning Outside the Classroom

This year, the Student Affairs Committee undertook a systematic review and analysis of the variety of LOC opportunities available to students in an effort to answer three questions:

1. What LOC opportunities are available to students at UWGB?
2. Who participates in them?
3. With regard to LOC opportunities, what works, and what could be improved?

In its review, the committee identified and evaluated:
• The inventory of LOC opportunities available to students, and their source;
• The channels (e.g., faculty, staff, family members) who influence and facilitate (or inhibit) student participation in LOC;
• The ways in which students find out about and access these opportunities (or don’t);
• The participation rate in the various forms in which LOC is experienced by students; and
• The challenges implicit in making LOC a central dimension of the learning experience for all students.

Source: http://www.uwgb.edu/sofas/actions/campus/LOC_Student_Affairs.pdf
## Learning Outside the Classroom

From the U. Wisconsin-GB Report
Student Learning Outcomes/Goals

• Thus far, we’ve discussed:
  • The evolving role of the registrar
  • Definition of an “educator”
  • Opportunities for registrars “inform” or “inspire/mentor”
  • Learning outside the classroom as a long-standing concept that is being embraced very broadly at this point in time

• Where is this headed?
  • Stepping back to the AACRAO consulting web site statement about the lens through which we have to look at our services and programs
  • At least two different ways to approach our thinking about our involvement in student learning
Student Learning Outcomes/Goals

AACRAO Consulting web site on the role of the Registrar:

- Defining our role through the lens of student educational outcomes
  - Requires faculty, and registrar’s office staff, to change their perspectives about the role of the office within the institution
- Movement from tactical to strategic partner in the delivery of education

Source: http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
Institutional Learning Outcomes

What are Institutional Learning Outcomes?

Institutional Learning outcomes encompass the whole student experience. Foothill has defined four core competencies (4-C's) as its Institutional Learning Outcomes:

Communication
Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

- Communication Rubric (draft) View or Download (pdf, 58KB)

Computation
Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

- Computation Rubric View or Download (pdf, 52KB)

Creative, Critical, and Analytical Thinking
Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

- Critical Thinking Rubric View or Download (pdf, 58KB)

Community/Global Consciousness and Responsibility
Social perceptions, including respect, empathy, cultural awareness, and sensitivity; citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

- Global Consciousness & Citizenship Rubric View or Download (pdf, 58KB)
General Education Learning Outcomes

General Education Student Learning Outcomes and Objectives

The General Education Program is guided by the following student learning outcomes (goals) and objectives:

(These outcomes and objectives comply with the requirements for general education at Louisiana colleges and universities set by the Louisiana Board of Regents and also with accreditation criteria set by SACS-COC.)

Core Proficiency Skills

- Reading Comprehension
- Effective Communication
- Critical Thinking
- Quantitative Reasoning
- Information Literacy
- Computer Literacy

Reading Comprehension

Expected Outcome/Goal: Upon completion of their degree program, students, as fluent readers, will be able to understand, to analyze, and to evaluate readings from a variety of texts and to apply that learning to academic,
Student Learning Outcomes for Specific Disciplines

ABET Undergraduate Student Learning Outcomes

The baccalaureate educational objectives of the Florida Atlantic University College of Engineering and Computer Science will be achieved by ensuring that graduates have:

- **Outcome 1**: An understanding of professional and ethical responsibility. Graduates will be familiar with the professional and ethical underpinnings of their discipline and with their professional obligation for continuing education and professional development.
- **Outcome 2**: A working knowledge of fundamentals, engineering tools, and experimental methodologies. Graduates will have knowledge of math, science, and engineering fundamentals. They will be able to combine these basics with their knowledge of experimental methodologies and modern engineering tools to identify, formulate, and solve engineering problems.
- **Outcome 3**: An understanding of the social, economic, and political contexts in which engineers must function. Graduates will be able to combine their knowledge of the social sciences and humanities with their own personal and professional experiences to demonstrate an understanding of the impact of engineering solutions in an increasingly diverse and technological society.
- **Outcome 4**: An ability to plan and execute an engineering design to meet an identified need. Graduates will be able to use their knowledge of fundamentals, engineering techniques and tools, and project planning and management to design a system, component, or process that satisfies constraints and meets an identified need.
- **Outcome 5**: An ability to function on multi-disciplinary teams. Graduates will be able to function effectively on teams using their knowledge of team dynamics, team communication, social norms, and conflict management.
- **Outcome 6**: An ability to communicate effectively. Graduates will be able to communicate their ideas and results to diverse audiences using their knowledge of written, oral, and graphical communication.
Student Learning Outcomes and the Registrar

• Two possible approaches (there are others):

1. Developing and assessing internal student learning outcomes for services and programs provided by the registrar’s office

2. Framing the registrar’s office interactions with students against the backdrop of general education learning outcomes (in addition to developing and assessing internal student learning outcomes for the various services and informational materials we provide)
   • Impacting essential skills through targeted interactions with students
   • Impacting essential skills through how information and services are delivered to students
Approach #1

- What is the conversation that is going on in registrar’s offices around the country in regard to services and programs evaluated through a student educational (learning) outcome lens?
Learning Outcomes – Texas Tech

Learning and Engagement Outcomes

**Critical Thinking and Application**
The Office of the Registrar will provide and improve upon alternative solutions to achieve student goals, enabling the student population to be aware of important academic deadlines and to determine the best methodology for achieving an efficient outcome.

**Responsibility and Consequences**
The Office of the Registrar will promote responsibility and consequences by providing students with real-world experiences in deadline management and academic collaborations.

**Collaboration and Partnerships**
The Office of the Registrar will promote collaboration and partnerships by working diligently with students and the academic community to achieve goals in the best interests of students while following appropriate policies and procedures.

Source: http://www.depts.ttu.edu/registrar/strategicPlan.pdf
Learning Outcomes – U. of Texas

The Office of the Registrar sought to identify and measure student learning outcomes for the students employed in our office. The five learning domains are intellectual growth, social responsibility, leadership development, appreciating diversity, and effective communication.

To ensure student growth, the student workers participate each month in a discussion on one of the learning domains. At the end of the year, the student workers complete a learning rubric which provides the opportunity for student workers to complete an indirect method instrument to measure students’ own perceived level of mastery in the five learning outcomes. Here is a list of the five learning outcomes we utilized for our student workers.

OUTCOME
Students who are employed in the Office of the Registrar will be able to:
1. Demonstrate effective communication with customers by maintaining customer focus, ensuring customer satisfaction, articulating verbal information, and corresponding through written word.
2. Appreciate diversity through valuing differences from their own, working effectively with individuals who may be different from themselves, respecting the values and beliefs of others, and seeking out others to enhance their knowledge on diversity issues.
3. Understand and abide by the office’s policies and procedures by being accountable for their work and maintaining a high level of accuracy and integrity in our records and processes.
4. Enhance their intellectual growth by identifying what their job entails, using critical thinking skills in problem solving, understanding how office processes are connected with one another, and apply prior information to a new situation or setting.
5. Demonstrate leadership skills by setting goals, thinking creatively to improve the quality of our services, collaborating with coworkers, and projecting a positive image of themselves and the office.

Source: http://registrar.utexas.edu/docs/about/rg-annl-rept-0910.pdf
Learning Outcomes-San Francisco State, Registrar’s Office

Student Learning Outcome
Student Veteran Mentoring Program will be implemented during the 2011-12 academic year. This will fulfill Goal 2 which is to increase the involvement of students in Student Life. In the fall 2011 term, the Veteran’s Coordinator will research programs at other campuses and implement a mentoring program in the spring 2012 semester. The goal is to focus on learning outcomes for veteran students with an emphasis on women veteran students.

Rationale
This program will increase involvement in student life programs on campus which will enhance these student veterans’ retention and academic success. We have found that they have fewer support programs to enrich their academic and social needs while in university.

Measures
We will conduct a pre-test survey for veteran students to establish a baseline of their understanding of opportunities to be involved in student life. After the Mentoring program is established, we will conduct a post-survey on those who participate to measure change in understanding and perceptions. This measurement should allow us to examine the merits of a mentoring program.

At the conclusion of the Office of the Registrar primary interventions:

**KNOWLEDGE**
- Students will know the deadlines and fees required for graduation.
- Students will know the CSUMB degree requirements (ULR, GLO, MLO).
- Students will know the documentation required to apply for graduation.
- Staff will know the limitations to the Withdrawal policy.
- Staff will know the petitioning process.
- Staff will know the limitations to the Repeat policy.

**SKILLS**
- Students will know how to access and produce a degree progress report.
- Staff will have the ability to effectively communicate with students, faculty, and all other stakeholders.
- Staff will have the ability to process EO 1037 exceptions.
- Staff will have the ability to utilize available resources.

**DISPOSITIONS**
- Students will be more likely to apply for graduation on time.
- Staff will be more likely to make suggestions for improved business practices.
University Registrar’s Office
Video Tutorials for New First-Time-Freshmen

Learning Outcomes:
• GET Video Tutorials will prepare new 2010 Fall First-Time Freshmen:
  • To learn how to navigate GET
  • To learn how to prepare for registration in the GET system
  • Will feel prepared to register for classes by learning how to add, drop, and swap classes using GET
Approach #2

Framing the registrar’s office interactions with students against the backdrop of general education (core curriculum) learning outcomes (in addition to developing and assessing student learning outcomes for the various services and programs we provide)

• Impacting essential skills through targeted interactions with students
• Impacting essential skills through how information and services are delivered to students
The Purpose of General Education

Washington State University:

Higher education is more about acquiring skills than assimilating an inert body of knowledge. To that end, WSU's General Education prepares students for lifelong learning, equips them with research skills, and builds competence in evaluating information and constructing knowledge in multiple ways. Fundamental to all these skills is the ability to think critically.

Source: http://gened.wsu.edu/overview/atWSU/
The Purpose of General Education

University of Illinois, Chicago

• think independently
• understand and critically evaluate information
• analyze and evaluate arguments
• develop and present cogent written and oral arguments
• explore one’s own culture and history as well as those of others
• understand, interpret, and evaluate the arts
• think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions
Core Curriculum (General Education)

• Georgia Tech’s Core Curriculum Learning Outcomes include the following areas:
  • Communication
  • Quantitative
  • Institutional Options
  • Humanities, Fine Arts, and Ethics
  • Natural Sciences, Math, and Technology
  • Social Sciences
  • US Perspectives
  • Global Perspectives
  • Critical Thinking

Source: http://www.registrar.gatech.edu/students/gened.php
Lens for the Registrar’s Office

If we think in terms of which learning outcome areas might serve as an effective lens for the Registrar’s Office, the choices are fairly clear:

- Communication
- Quantitative
- Institutional Options
- Humanities, Fine Arts, and Ethics
- Natural Sciences, Math, and Technology
- Social Sciences
- US Perspectives
- Global Perspectives
- Critical Thinking
Communication

We communicate with students in various ways, about many different things. There are many intersections where we could use this lens to affect or guide our interactions with students, with the goal of adding to their skills in this area.

Learning Goal A1 – Communication

• Student will demonstrate proficiency in the process of articulating and organizing rhetorical arguments in written, oral, visual, and nonverbal modes, using concrete support and conventional language.
Communication: Intersections

- Petitions to the faculty
- Service on standing committees, work groups, *ad hoc* committees
- Student Government initiatives regarding new rules or regulations
- Students with entrepreneurial interests (technology related)
- Work study or student employment in the Registrar’s Office
Critical Thinking

At Georgia Tech, we think of this as something that permeates the curriculum and is really not dependent upon completing a specific course that carries a “critical thinking” attribute. As with the communication area, there are also intersections that we have with students where this could be a useful lens.

**Learning Goal III: Critical Thinking**

- Student will be able to judge factual claims and theories on the basis of evidence.

**Critical Thinking Plan**

- We define *critical thinking* as systematically analyzing and questioning information in a manner that identifies and evaluates problems, processes, values, assumptions, and arguments in order to reach understanding, determine solutions, and initiate actions.
Critical Thinking: Intersections

• Work-study employment in the Registrar’s Office (interpreting questions, helping problem solve)

• Involving student employees in our assessment activities (walk-in survey)

• Involving student employees for input on such projects as web site redesign, developing training and informational videos and materials, and technology innovations
Envisioning and Managing

Planning & Assessment 12-13, Registrar’s Office, Georgia Tech

Goal #3: Evaluate all aspects of our interactions with students and develop a framework for developing and delivering services and informational materials that are viewed through the lens of communication and critical thinking/problem solving learning outcomes.

- Objective: Implement by the end of Summer 2013 a comprehensive plan for how we intend to support student leaning in these areas. Develop and implement internal learning outcomes that address what we hope students will be able to know and do from interacting with us.
Summary

• Role of the registrar will continue to evolve
• Role as “educator” has traction
• Learning can and should also take place in the registrar’s office
• Delivering services, programs, and information to students with specific learning outcomes in mind will require us to rethink our delivery methods, how we hire and train staff, how our office culture will need to evolve
• Using educational outcomes as the lens for developing and delivering services, information, and programs to our students will keep us in harmony with our institution’s goals
References

• University of Wisconsin-Green Bay, 2004 report on learning outside the classroom
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• Texas Tech University strategic plan, 2009, learning and engagement outcomes
  • http://www.depts.ttu.edu/registrar/strategicPlan.pdf
• The Mission of the Registrar – a Ten-Year Retrospective (David C. Lanier)
• PowerPoint on the changing role of the registrar at community colleges
  • https://www2.aacrao.org/sandiego/tuesday/T6_544.pdf
• AACRAO Consulting web site: the changing role of the registrar
  • http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/
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