

## **Gaining Institutional Buy-In for a Streamlined Transfer Credit Evaluation Process | 02.17.2015**

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Please find a list below of additional resources from the “Gaining Institutional Buy-In for a Streamlined Transfer Credit Evaluation Process” webcast. These resources will help you conduct a self-audit of your current transfer credit evaluation process. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

#### **Pre-Webcast Resources**

1. [Self-Audit Template](#) – Pages 2-4 – This document is a template to help guide you through your self-audit.
2. [CSU Registrar’s Office Organizational Chart](#) – Page 5
3. [Monthly Stats Spreadsheet](#) – Pages 6-11

#### **Post-Webcast Resources**

4. [Sample Email #1](#) – Page 12
5. [Sample Email #2](#) – Page 13
6. [Memo](#) – Page 14-15
7. [Degree Transfer Evaluation Process Review](#) – Page 16-20

## Conducting a Self-Audit of Your Transfer Credit Evaluation Process: Institutional Level Data

INSTITUTIONAL OVERVIEW						
How many TOTAL students transferred to your institution?	2011	2012	2013	2014	2015	Data Source (s)
FURTHER BREAKDOWNS						
	Domestic: In state	Domestic: Out-of-state	International	Specialty Groups	Other:	Data Source (s)
1st year: undergraduate						
2nd year: undergraduate						
3rd year: undergraduate						
4th year: undergraduate						
Beyond 4th year: undergraduate						
Second Bachelor's						
Graduate						
Professional Programs						
Certificates						

## Conducting a Self-Audit of Your Transfer Credit Evaluation Process: Stakeholders

### YOUR OFFICE: STRUCTURAL OVERVIEW

Who currently has duties pertaining to transfer credit evaluation in your office?	Full Time/Part Time?	Description of Job Duties/Role in Transfer Credit Evaluation Process
Staff Member #1:		
Staff Member #2:		
Staff Member #3:		
Staff Member #4:		
Staff Member #5:		
Staff Member #6:		
Staff Member #7:		
Staff Member #8:		
Staff Member #9:		
Staff Member #10:		

### OTHER STAKEHOLDERS

Who are the other "key players" or primary stakeholders involved in the transfer credit evaluation process at your institution?	Description of Job Duties/Role in Transfer Credit Evaluation Process
Stakeholder #1:	
Stakeholder #2:	
Stakeholder #3:	
Stakeholder #4:	
Stakeholder #5:	
Stakeholder #6:	
Stakeholder #7:	
Stakeholder #8:	

## Conducting a Self-Audit of Your Transfer Credit Evaluation Process: Data Collection

### YOUR OFFICE: DATA OVERVIEW

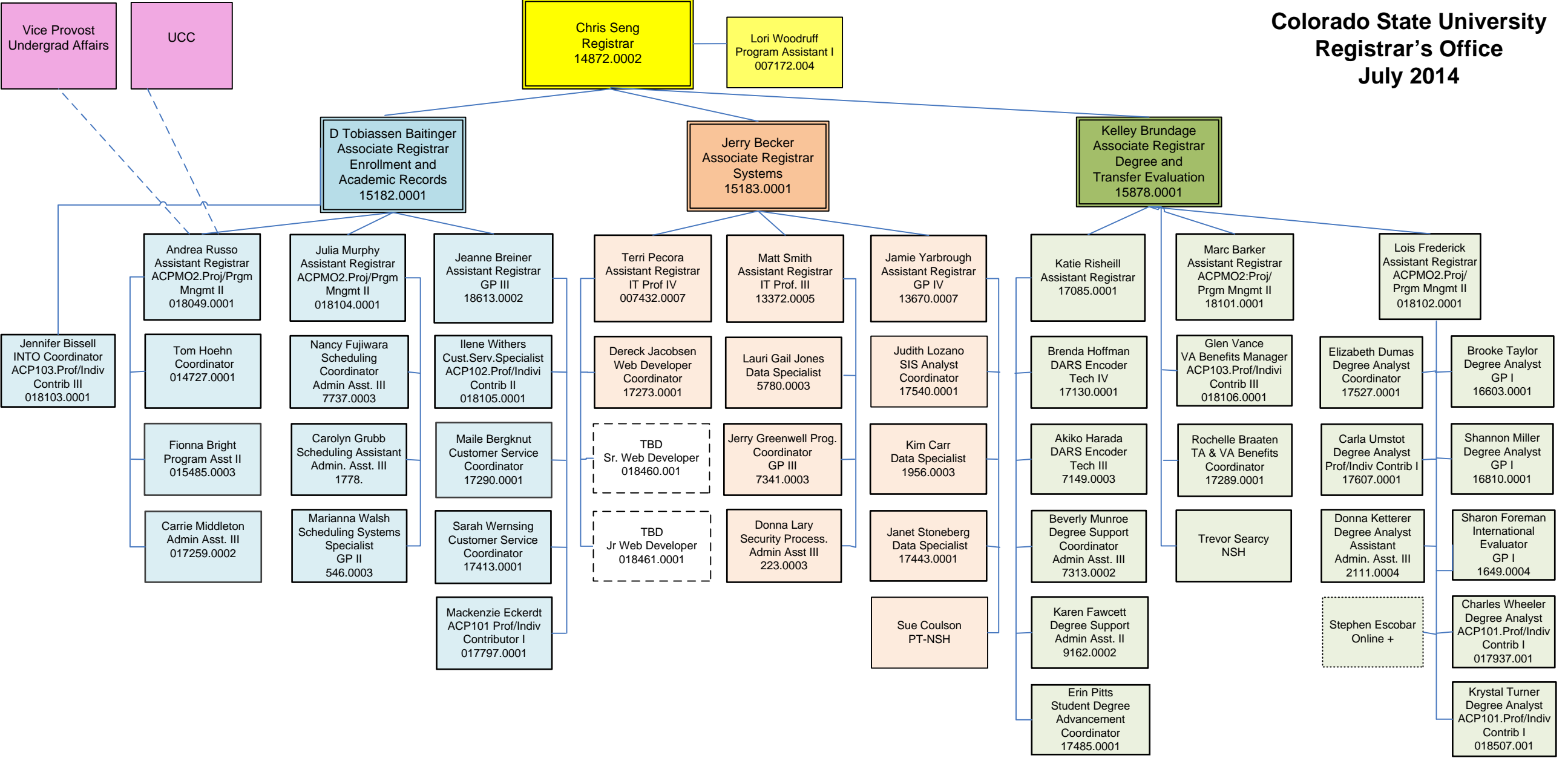
Place an "X" in each box that describes a type of data you are currently tracking.	Number of credit evaluations performed (per day? Week? Month? Year?)	Number of emails sent (per day? Week? Month? Year?)	Number of phone calls received (per day? Week? Month? Year?)	Tentative Evaluations?	Other:
As an office, what kind of data do you currently track?					
For each staff member, what kind of data do you currently track?					

### OFFICE-LEVEL DATA GAPS

As an office, what kind of data would you LIKE to track, or do you NEED to start tracking in order to gain buy-in for your streamlining initiative?	Desired Data Item #1	Desired Data Item #2	Desired Data Item #3	Desired Data Item #4
For each data item, list barriers (if any) to beginning to track that data.				
For each data item, identify any additional stakeholders you would need to go through/collaborate with to obtain that data.				

### DATA-GATHERING: NOTES FOR NEXT STEPS/ACTION PLANNING:

Colorado State University  
Registrar's Office  
July 2014



### Degree & Transfer Evaluation section: FY 14-15

[illegible][illegible][illegible][illegible]

[illegible][illegible]

[illegible][illegible]



[illegible]

[illegible]

### **Email Example for Interpretation of Policy**

I just wanted to formally follow-up regarding our discussion on the Undergraduate 384 & 484 courses from the University Curriculum Meeting on Friday. Based on our conversation you all indicated that we should interpret guideline #4 below as a maximum of 10 credit hours combined between 384 & 484 courses. I just want to confirm that is correct as we are preparing to make this change in the Undergraduate Degree Audit System and we want to make sure it is accurate.

Please let me know if this is correct or if we need to make any further adjustments.

UCC Handbook: <http://www.colostate.edu/Orgs/ucc/handbook/handbook08final.pdf>

### **STUDENT ASSISTANTS IN INSTRUCTION**

#### **A. Undergraduate Assistants (384, 484)**

The FC has approved the principle of involvement of undergraduate assistants in the instructional process of the University as well as guidelines for credit and/or remuneration and grading. Departments who wish to award credit to undergraduate assistants should submit a request for a new course (-84, Supervised College Teaching), through the regular curricular channels. (See New Course Request-Traditional and Nontraditional, pp. 4-14.)

#### **Guidelines for Credit and/or Remuneration:**

Undergraduate assistants who participate in approved programs shall be given academic credit and/or pay for their services.

The number of credits granted during a semester shall not exceed the number of credits approved for the course in which the student is assisting.

The maximum credit allowed during a single semester is five credits.

The maximum credit permitted for this course (-84) is 10 semester credits.

Written consent of department head is required for any student to register for a course with a -84 designation.

## **Email Example #2 for Interpretation of Policy**

Dr. \_\_\_\_\_;

I am seeking your assistance and clarification related to the enforcement of undergraduate minors. Our office has received a recent question related to the minimum credit requirements for earning a Minor. It appears that the Foreign Language Department has run into special cases where students get placed into high level Spanish courses and do not have to take lower-division courses. This sometimes results in the student not reaching the minimum of 21 credits for completion of a minor.

The Foreign Language Department is inquiring if it is absolutely necessary for students in the Language minors to have the minimum of 21 and 12 upper division or can they waive credit due to the placement issue? If they can waive, is there any type of restriction or minimum (like only 3 credits total that can be waived)?

### **Answer from UCC Chair and VP for Undergraduate Affairs: ...**

A department can waive requirements but does not have the authority to waive the university minimums as passed by Faculty Council. As a result they need to have the minimum of 21 credits and 12 upper division to be awarded the Minor.

***Example: Memo for New FT International Evaluator***

**Memorandum**

**To:** \_\_\_\_\_, Vice President, Enrollment and Access  
**From:** \_\_\_\_\_, Registrar  
**Date:** XX/XX/XXXX  
**Re:** Additional new International Evaluation Coordinator position

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The Registrar's Office is requesting funding for a dedicated staff member focused solely on International Evaluation.

The request is for a portion of the revenue being generated by the increases in undergraduate international student growth, Education Abroad initiatives as well as the increased growth that has and will occur with the current seven Strategic Partnership Schools in China, as well as the addition of the 3 new universities that have been added for a start term in fall 2014.

The increased demand for the evaluation of international transcripts has necessitated that we dedicate one-third of the time of three FTE's to support these evaluations. As a result, these staff members have had to reduce their service to individual academic colleges. However, this shift of resources has not been enough to meet the demand and prevent delays. Overtime has been required every month in the fall 2013 semester in order to ensure that evaluation of transfer student transcripts stays within compliance of the 30 business day requirement for domestic transcripts. Additionally, the overtime provided assisted the 1.0 staff with international evaluation experience to maintain a minimum of a 6-8 week turn-around time for International evaluation. This has allowed our office to ensure that those students could enroll at the level that matched their completed coursework. A position specifically dedicated to International Evaluation would support the overall university efforts in internationalization and increase response times for international evaluation.

The following circumstances have driven the need for an International Evaluation Coordinator.

An increase in International initiatives which has resulted in increased International college transcripts requiring evaluations.

- A 65% increase from 2009 to 2012

An increase in Education Abroad and Tentative International Evaluations

- A 53% increase from 2009 to 2012

Increased Involvement and support of the Transfer Student Center, Study Abroad and International Programs initiatives.

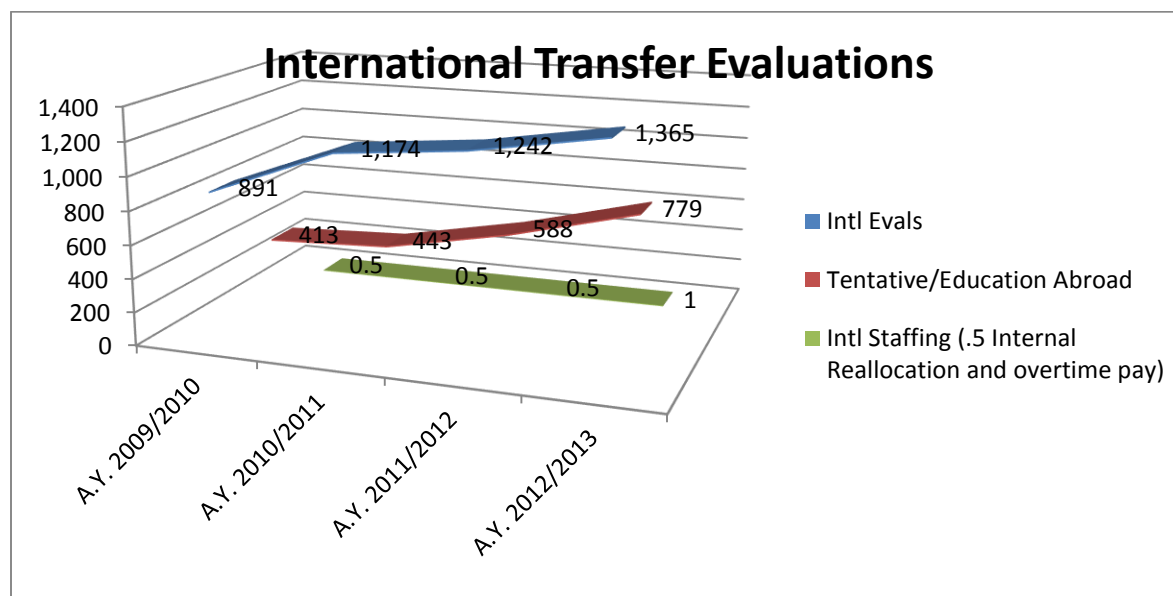
High volume of work has challenged us to complete a transcript evaluation within the 30-day evaluation limit required by the CCHE Statewide Transfer Policy. Due to the complex nature of International evaluations staff is currently taking about a 6-8 weeks to complete an international student evaluation. The internal goal would be to reduce from a 6-8 week response time to a 4-6 week response. This International Evaluation Coordinator position will be an Administrative Professional. The budget request is for an annual salary of \_\_\_\_\_ and \_\_\_\_\_ for the fringe.

Obtaining this position would enable us to:

Have a dedicated and trained International evaluator and create a broader knowledge base within the office for international evaluations, provide students and staff (International Programs, Colleges and Advisors) with more comprehensive service because more staff would be available to assist, and speed up the evaluation of international transcripts

Thank you for considering this request. If you have any additional questions of would like additional information, please let me know.

International Evaluation Growth (ug students) vs. number of dedicated International Evaluation Staff



# DEGREE AND TRANSFER EVALUATION PROCESS OVERVIEW

## COLORADO STATE UNIVERSITY

### **Charge:**

This committee is charged to review the process of evaluating and awarding transfer credit and draft a report as the final step in the committee's work. The committee should assess today's process and identify the strengths, weaknesses and bottlenecks. The Committee is asked to respond with recommendations that lead to more efficient, timely processing, and elimination of duplicative and manual efforts. Automation, outsourcing, policy or procedure changes and vendor solutions should all be considered as solutions to improve the current process.

**Committee Members:** Chris Seng, Kelley Brundage, Elizabeth Dumas, Lois Frederick, Brooke Taylor, Krystal Turner, Carla Umstot, Chuck Wheeler, Ilene Withers and Lori Woodruff.

### **Background Information and Discussion Synopsis:**

- **Brooke outlined the current process followed by Degree Analysts for Transfer Evaluation Dynamic Workflow Processing PowerPoint presented ([Appendix 1](#))**
  - What the process for Transfer Evaluation looks like ([Appendix 2](#))
  - Accreditation verification
  - What screens are touched when performing standard Transfer Evaluation Process
  - How multiple monitors are used during the Transfer Evaluation Process
  - Workflow is triggered by - Readmitted undergraduate students with transfer work, Undergraduate Admitted Students with official college transcripts, continuing students who have transfer credits, INTN or DKW students who provide transfer transcripts (We do not review Guest or Summer student transcripts)
    - High Priority/Normal/Urgent codes for certain doc types
- **Team discussion began by starting out with Suggestions and "Time-Killers" throughout the process overview. The following items were listed under each category to address at future meetings.**

### **Suggestions:**

- Radio buttons on the questionnaire screen could be bigger to aid efficiency
- Would be great if transcripts could be keyed in full and have system factor out all credits that are Over 64 when it applies – currently a manual process
- Electronic Data Exchange instead of keying work in DARS (collaboration with other CO institutions)
- Mail merges possible for AP or IB credits? Mail merge possible for removal of AP/IB credits?
- Can a "yes" answer on the questionnaire update something in Banner so there is no manual manipulation needed after question is answered?
- Possibility of removing MATH/CO holds based off of a question
- OCR scanning – electronic data exchange – Ability for transcript to be scanned in and multiple fields identified by software and keyed into system as recognized by software to save time when scanning
- How to revise entire annotation process to make it more efficient
- Can Annotation options be grouped or made available based on the team that uses them so it is not necessary to go through entire list of available annotations?
- Readmits with no new transcript's received – do these need a workflow?
- Can Over 10 years transcripts be updated to '++' elective credit without manual intervention, if recognized by system?

- Do Second Bachelor Transcripts need to be keyed?
- Should we avoid transfer evaluation until after student has Accepted CSU?
- Need emails notifying student when transcript is received and not just evaluated
- Would like more information on Worklist item line – to include CEEB code and definition if possible

### **Time-Killers:**

- Annotations on transcripts that are not needed
- Scan quality of document is not ideal/hard to read
- Ariesweb and DARs do not always/often match
- Lots of windows opened and used for transfer evaluation, difficult to remember where you left off if the phone rings or if interrupted in the middle

### **MEETING AND DISCUSSION SUMMARY:**

**After a series of meetings the committee came up with the following categories:**

#### **What Works - No Changes Needed/Desired:**

- Annotation Process – Degree Analysts using necessary annotations
- Turnaround time – state mandated 30 business days
- Combined Degree Analyst and Transfer Evaluation Duties

#### **What Does Not Work – Changes Needed/Desired:**

- Notifying students that transcript has been received for evaluation once in registrar office
- More information needed on Workflow document title
- Keying 2<sup>nd</sup> Bachelor Student Transcripts for Transfer Evaluation in their entirety – very time intensive for percentage of students that complete 2<sup>nd</sup> bachelor programs
- Removing credits manually for students that transfer in OVER 64 credits from a 2 year institution

#### **Outstanding Action Items:**

- Review OCR results with leadership to determine potential for future usage –
  - Hyland or Perceptive?
- Review 2<sup>nd</sup> Bachelor Processing with needed leadership (UCC) to determine if changes can be made to current processes
  - Final Write up needed for UCC leadership review
  - Can a “bucket” of credit be keyed rather than individual courses?
- Review Over64 limitation Process for 2 year schools with needed leadership (UCC) and systems (DARS capabilities) to adjust current processes for better accuracy and efficiency.
  - Can system remove the credits Over64?
  - Final Write up needed for UCC/leadership review

## **Recommendations:**

### **What may be able to be fixed or done differently today?**

- Workflow: Radio buttons on the questionnaire screen could be bigger to aid efficiency
- Test Credit emails for duplicates: Are mail merges possible for AP or IB credits? And for the possible removal of AP/IB credits email?
- Can a “yes” answer on the questionnaire update something in Banner so there is no manual manipulation needed after question is answered?
  - Possibility of removing MATH/CO holds based off of a question

## **Procedure and/or System Changes**

### **DARS changes:**

- Change DARS so it doesn't give the statement the evaluation is over the 64 credits from all 2-year but instead find a way to allow all coursework to stay on the system and DARS caps the 64 credits towards the overall 120
  - Would be great if transcripts could be keyed in full and have system factor out all credits that are Over 64 when it applies – currently a manual process
    - Electronic Data Exchange instead of keying work in DARS (collaboration with other CO institutions)
- Can Over 10 years transcripts be updated to ‘++’ elective credit without manual intervention, if recognized by system instead of the Degree Analyst having to manually change?

### **Workflow change(s):**

- Readmits with no new transcript's received – can we remove them from prompting a new workflow?
- Can we add a new column or some type of description item to the Worklist view that could show the Institution name or CEEB code? Especially since Admissions is sending this information through the SLATE to BDMS process

## **Policy Changes**

- Second Bachelor Transcripts – do we need to continue to key in the transcripts?
  - Refer to [Appendix 3](#) for data analysis on 2<sup>nd</sup> Bachelor students from Fall 2007 to Fall 2014
  - Do a write-up for Dr. Pickering recommending one of two options:
    - No longer do any evaluation of 2<sup>nd</sup> Bachelor coursework – most of them come in with work over 10 years old so they are having to seek out overrides already
    - Only evaluate (can utilize the Major Completion Maps) those courses for pre-requisites or Benchmark courses

## **Future Items/Needed Resources**

- Creation of some type of email notification or notification on RAMweb that will tell a student that their post-secondary transcript has been received and gives a suggestion on when to expect the evaluation results
- OCR technology ([Appendix 6](#))
  - electronic data exchange – Ability for transcript to be scanned in and multiple fields identified by software and keyed into system as recognized by software to save time when scanning
  - Sought out updated information from the top two vendors in this area (both have come and done basic demos)
    - Hyland/OnBase
    - Perceptive
- Once SLATE is more functional for the Office of Admissions really review and consider if all evaluation/transcripts can be housed in one system. SLATE has a workflow and annotation options just like BDMS. This could then ease the need for multiple feeds to BDMS for different student types but instead have one repository for the images (SLATE) with the data either being manually entered or if we acquire OCR being automatically loaded to DARS and then feeding to Banner via established processes.
- Continue to review and discuss current Annotations and processes. Although the group had no major changes really documenting why each annotation type is needed and if it is actually required will be helpful for future streamlining.
- The Office of Admissions has mentioned the possible need for having Course Evaluation done sooner (prior to or at the point of Admissions)

Appendix #1: Dynamic Workflow Processing



Work Flow.ppt

Appendix #2: CSU Transfer Process



CSU Transfer  
Process Overview.doc

Appendix #3: 2<sup>nd</sup> Bachelor data



Second  
Bachelors\_20141027

Appendix #4: Research on Transfer Credit Evaluation



Research for  
Transfer Credit Evalu



Peer Institution  
Transfer Process Ove

Appendix #5: Annotation Recommendations



Annotation  
Recommendations.p



Annotations.docx

Appendix #6: OCR



Copy of OCR  
Data.xlsx

Research/Peer Comparison:

Quotes:



Hyland Software  
Proposal for CSU - 0



Perceptive Software  
- Intelligent Capture