Registrar

GENERAL STANDARDS
2022-2023

Credit Transfer and Evaluation

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

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CREDIT TRANSFER AND EVALUATION

Office of the Registrar

Rank your academic experience. My academic advisor is knowledgeable about requirements for my degree program.
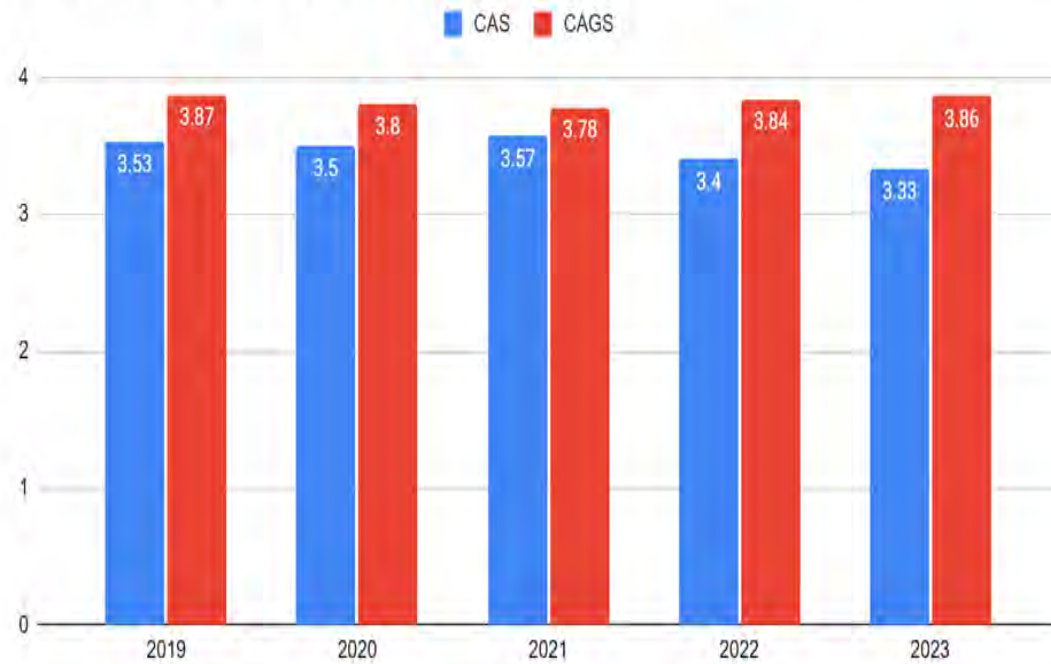
This service meets my needs as a student. Degree Audit/Academic Progress Report
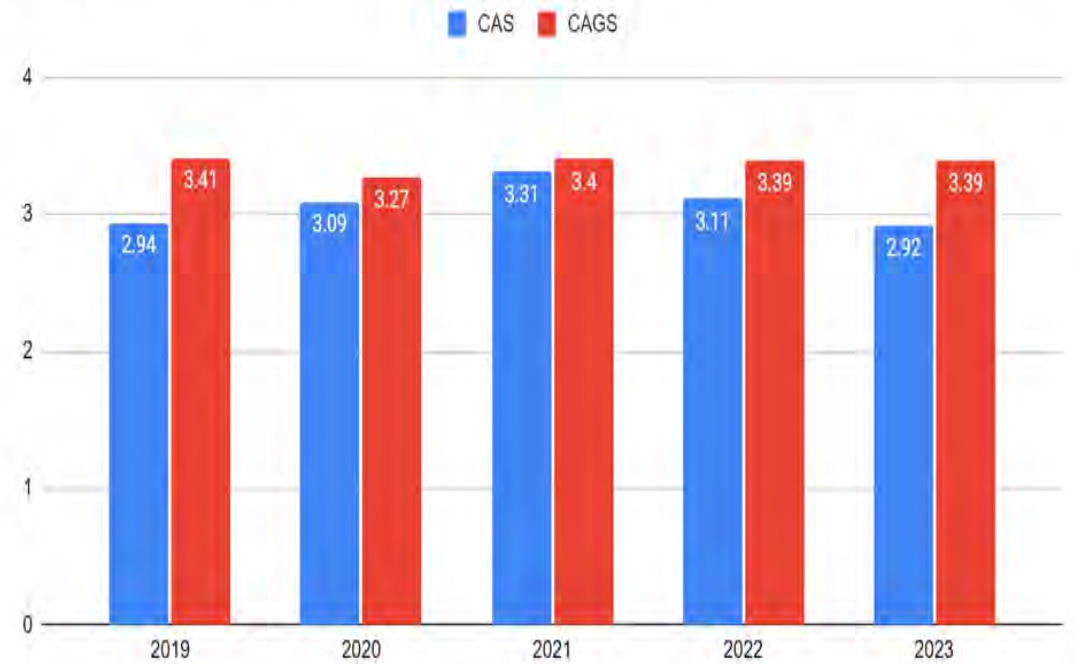
THE REGISTRAR'S OFFICE ROLE IN EVALUATION AND TRANSFER CREDIT

- Review and determine whether courses taken at other institutions meet the criteria for transfer credit at MACU.

- Work with academic departments to determine how transfer credit will be applied toward degree requirements.

- Guide students on transfer credit policies and procedures.

- Facilitating the transfer of credits and ensuring the academic integrity and quality of the institution's programs.
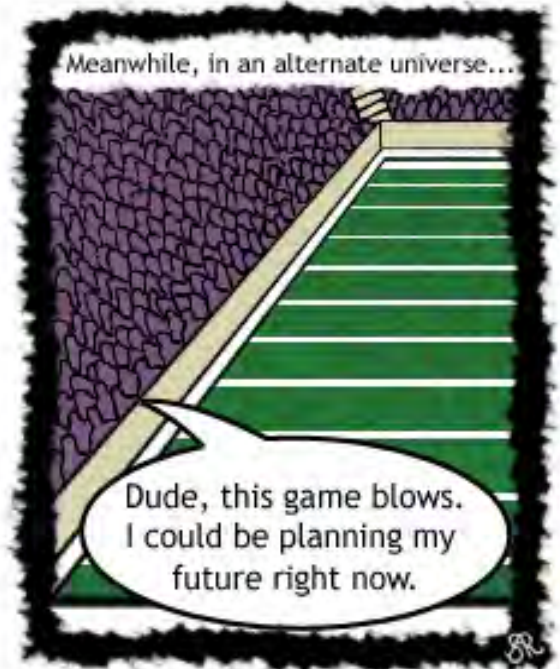
One Official Transcript Enclosed

OFFICE OF
THE UNIVERSITY REGISTRAR
Newark, DE 19716-6220

DO NOT ACCEPT IF
SEAL IS BROKEN

MID-AMERICA
CHRISTIAN UNIVERSITY
**College of Adult and Graduate Studies Program**
Preliminary Evaluation

Student's Name:	Abbott, Stephanie N. - AA			Date:	2/28/2020			
Bachelor of Business Administration in Business Administration and Ethics	Designed to prepare students to pursue a variety of positions in the field of business, the Business Administration and Ethics degree enhances students' understanding of business and features specific business dynamics and competencies that are critical to the success of any business or organization.							
	Business Administration and Ethics Requirements (122 hours)							
Evaluator's Initials: JS		LEGEND: R - Required; M-Met; N-Not Met						
Notes: Subject to change after full acceptance and all official transcripts are reviewed./ Eval and schedule updated with transcript from Coffeyville CCI 2-28-20 ESUTTON// Student may appeal the 5 year rule for BUSN 171. Please see appeal policy on separate attachment/ 2-28-20 ESUTTON/	College of Adult and Graduate Studies Orientation Courses (3 hours)							
	Orientation Courses (3 hours):	Course Code	School/Term	Dates		R	M	N
	UNIV 1123 Orientation: Success at MACU	UNIV 1123-05W1	1st class	3/24/20 - 4/27/20		3		3
	Remediation (if necessary)							
	UNIV 0173 College Foundations	ENGL 1003 Intro College Eng	MACU	F 08			Y	
	University Core, General Studies Requirements (46 hours)							
	Communication (9 hours) *Students must pass English Composition with a C or better							
	ENGL 1103 English Composition I *	ENGL 101	Coffeyville CC	F07		3	3	0
	ENGL 1203 English Composition II *	ENGL 1203-07W1	4th class	7/7/20-8/10/20		3		3
	COMM 1103 Fundamentals of Public Speaking	COMM 1103-06W1	3rd class	6/02/20 - 7/06/20		3		3
	Math (3 hours)							
	MATH 2503 Business Math					3		3
	U.S. History and U.S. Government (6 hours)							
	POLS 1103 American Federal Government	POLS 1103	MACU	F 08		3	3	0
	HIST 2203 American History II	HIST 2203	MACU	S 07		3	3	0
	Science (6 hours plus 1 hour of Science lab)							
	NATS 1013 General Biology					3		3
	NATS 2503 Introduction to Meteorology					3		3
	NATS 1011 or NATS 2501 Lab					1		1
	Social Sciences (3 hours)							
	PSYC 1103/SO Introduction to Psychology/Sociology	PSYC 1103	MACU	S 07		3	3	0
	Humanities (6 hours, must take 3 hours of Literature)							
	ENGL 2503 American Literature Survey: after 1865	SOCI 101	Coffeyville CC	F07		3	3	0
	PHIL 1203 Critical Thinking	PHIL 1203-04W1	2nd class	4/28/20 - 6/01/20		3		3
	Bible and Theology (12 hours)							
	BIOT 1103 Intro to Old Testament	BIOT 1103	MACU	F 08		3	3	0
✓	BINT 3813 Foundation of Ethics: Life and Teachings of Paul					3		3
✓	BIOT 3813 Foundation of Ethics: Hebrew Wisdom Literature					3		3
	THEO 1103 Biblical Life and Witness	THEO 1103	MACU	F 08		3	3	0
				University Core, General Studies Total Hours		49	21	28
				Estimated Start Date		3/24/2020		
				General Studies Estimated Completion Date		3/13/2021		
				Current Lower Division Cost per Hour $		406.00		
				General Studies Estimated Tuition Cost ** $		11,424.00		

HOW COURSE EQUIVALENCIES ARE EVALUATED

Accreditation; Semester/Quarter; Level; Description

EXPLANATIONS

If needed, specific notes are placed in the Notepad and on the pre-evaluation explaining any policy issues and who approved any decisions made in evaluating credit.
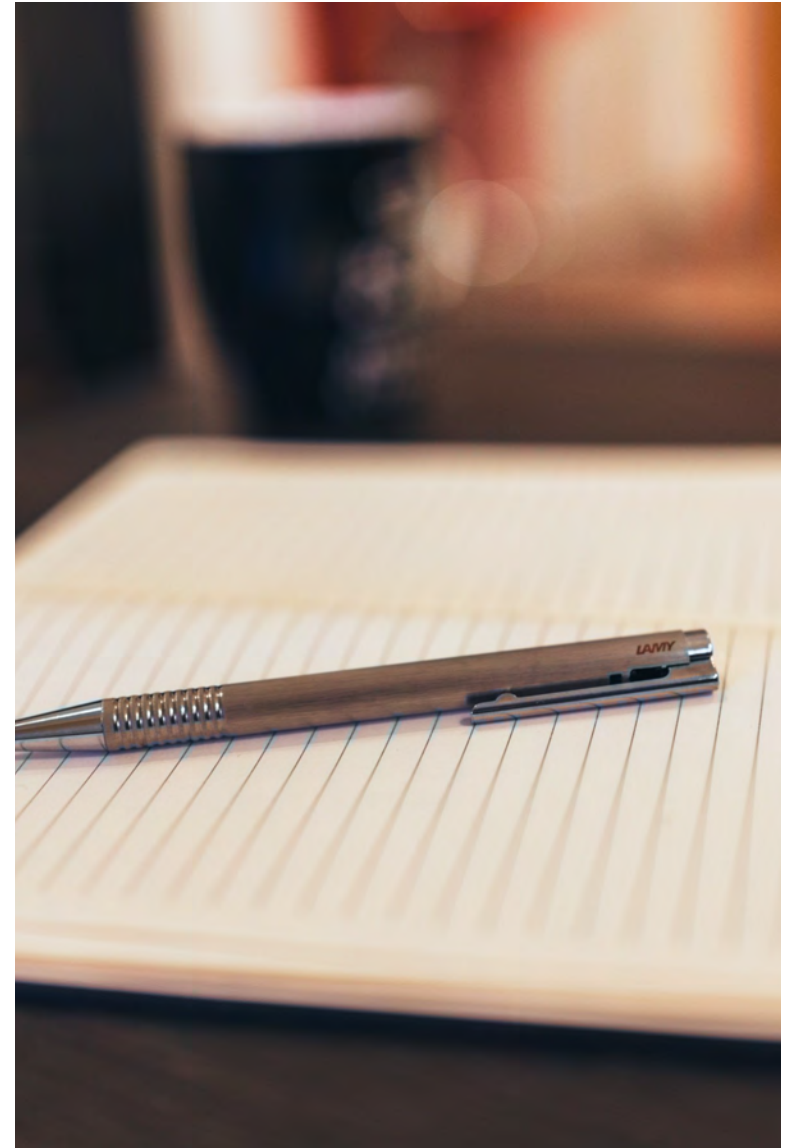
POSTING AND NOTIFICATION

Official Evaluation

- All official transcripts received
- 12 hours earned at MACU
- Takes up to 20 days to complete

Student Notified

- Every time courses are transcribed
- Email is sent with updates.
- Expected graduation date
- Schedule changes

Degree Audit

- Accessible through OneLogin
- In the MACU Portal
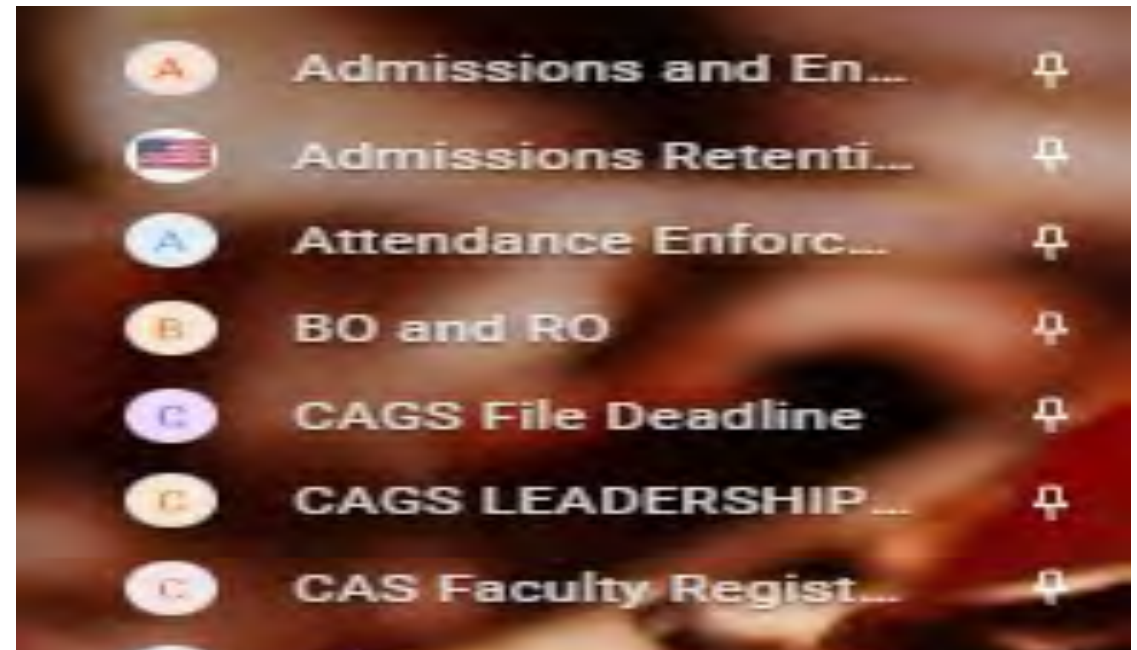- Under Registration and Degree Audit

ACCESS, DIVERSITY, AND INCLUSION

Credit evaluation and transcription are solely based on accreditation, course equivalency, and program requirements.

LEADERSHIP, MANAGEMENT, AND SUPERVISION

Management using 4DX

Communication and Monitoring

THE PEOPLE THAT GET IT DONE

Registrar's and Administrative Assistant

- Stephanie Davidson – 19 years
- Clint Boardman – 15 years
- Matthew Corrigan – 7 years
- Maddi Willman – 2 years

Our Evaluation Specialists

- Elaine Sutton – 18 years
- Jessica Bone – 11 years

Our Registrar Academic Advisors

- Ashley Girard – 4 years
- Victoria Tucker – 1 1/2 years

Student Veteran Advisor

- LaHonda Toussaint – 9 years

COLLABORATION AND COMMUNICATION

- In-person meetings
- Email
- Phone and video conferencing
- Collaboration tools
- Training and development

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ETHICS, LAW, AND POLICY

The Registrar's Office will use a combination of these methods to effectively communicate ethical and legal obligations to its constituents and ensure that everyone is aware of their responsibilities and obligations.

FINANCIAL RESOURCES

The Registrar's office manages important academic and administrative functions within the University, such as student registration, academic record-keeping, graduation processing, and student services. To carry out these tasks efficiently, the Registrar's office requires various financial resources, including:

- Staffing
- Technology
- Training and Professional Development
- Office Space and Equipment
- Budget

This Photo by Unknown Author is licensed under CC BY-NC-ND

TECHNOLOGY

The integration of software between university departments is important for several reasons:
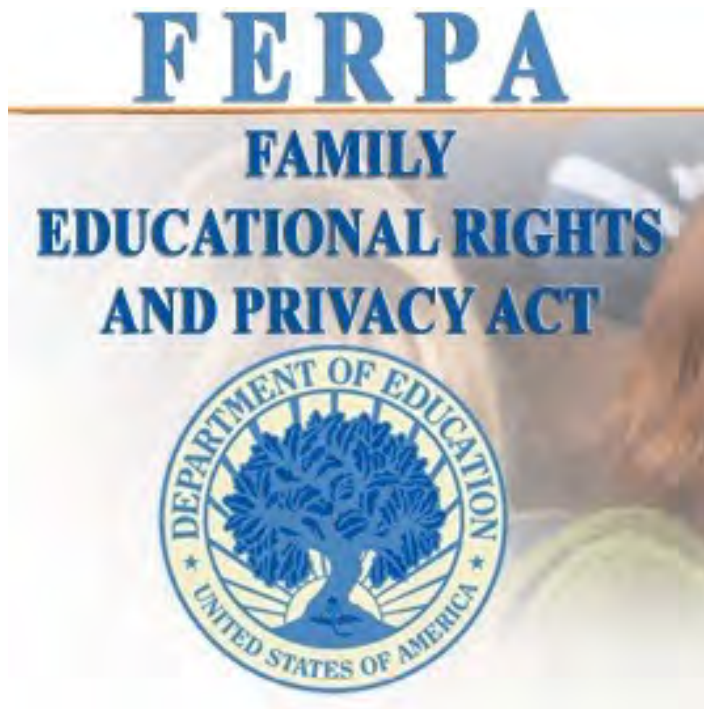
Collaboration

Efficiency

Cost-effective

Data consistency

FACILITIES AND INFRASTRUCTURE

Privacy and Security Training

Securing Records

Uses appropriate physical and technical safeguards to protect sensitive information.

- This includes secure storage of physical documents in a fire-safe cabinet

- Laserfiche for digital storage and backup

- IT provides firewalls and KnowBe4 training to protect against data breaches.

Access Controls

- Access to sensitive information is restricted

- Implementing strong password-protected accounts

- Role-based permissions

Standard 1: Mission

Our Strategic Planning workbooks and Registrar's Office manual state the following goals and missions. The Registrar's office will provide more timely information on student progression throughout their experience at MACU to increase student satisfaction and retention. Provide completed degree audits for students expected to complete a year out each month. To reduce confusion, create strong relationships in different departments by understanding each other's processes and people. The mission statement was last reviewed on February 9, 2023, by the Registrar's Office's staff to ensure its needs and relevancy.

The following goals were developed in response to the Student Satisfaction Surveys and to meet the above mission statement.

- The RO will create processes and collaborative efforts between MACU departments to remove gaps in software communication between platforms.
- The RO will provide timely and accurate degree reviews for all students to ensure students and advisors have up-to-date information for student program completion.
- The RO will ensure all military students are certified, and payments for VA benefits are posted.
- The RO will upload all archive transcript student records in the student management system.
- The RO will utilize Sports Tracking to ensure proper and timely reporting for athletic eligibility and retention reports.

In this program review for the Credit Transfer and Evaluation, we will focus on the "The RO will provide timely and accurate degree reviews for all students to ensure students and advisors have up-to-date information for student program completion" goal.

The following lists each point in the RO's mission statement with the corresponding MACU mission statement:

Registrar's Office Mission Statement	**MACU Strategic Objectives**
"...provide more timely information on student progression throughout their experience at MACU to increase student satisfaction and retention."	Objective #1: CUSTOMER EXPERIENCE – We will create a "Remarkable" customer experience for our students and employees.
"Provide completed degree audits for students expected to complete a year out each month."	Objective #4: CUSTOMER RETENTION – We will use data analytics to increase retention, persistence, and graduation rates.
"Create strong relationships in different departments to reduce confusion by understanding each other's processes and people."	Objective #5: RESOURCES – We create learning and work environments that are sustainable and dynamic.

This program meets the two Higher Learning Commission standards "4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties" and "4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer." See the argument in Standard 2 below.

The Registrar's Office role in evaluation and transfer credit is to review and determine whether courses taken at other institutions meet the criteria for transfer credit at MACU. This includes assessing the comparability of the course content, level, and credit value, as well as ensuring that the institution and program accreditation meet the necessary standards. The Registrar's Office may also work with academic departments to determine how transfer credit will be applied towards degree requirements and provide guidance to students on transfer credit policies and procedures. Overall, the Registrar's Office plays a crucial role in facilitating the transfer of credits and ensuring the academic integrity and quality of the institution's programs.

RO_Manual
4DX Notebook
2022-23 Long-Range Planning Workbook - Office of the Registrar

Standard 2: Program and Services.

The Registrar's office will provide more timely information on student progression throughout their experience at MACU to increase student satisfaction and retention. Provide completed degree audits for students expected to complete a year out each month. Create strong relationships in different departments by understanding each other's processes and people to reduce confusion. Our goal is to be flexible while maintaining the integrity of our degree programs. In some circumstances, major courses may require further review.
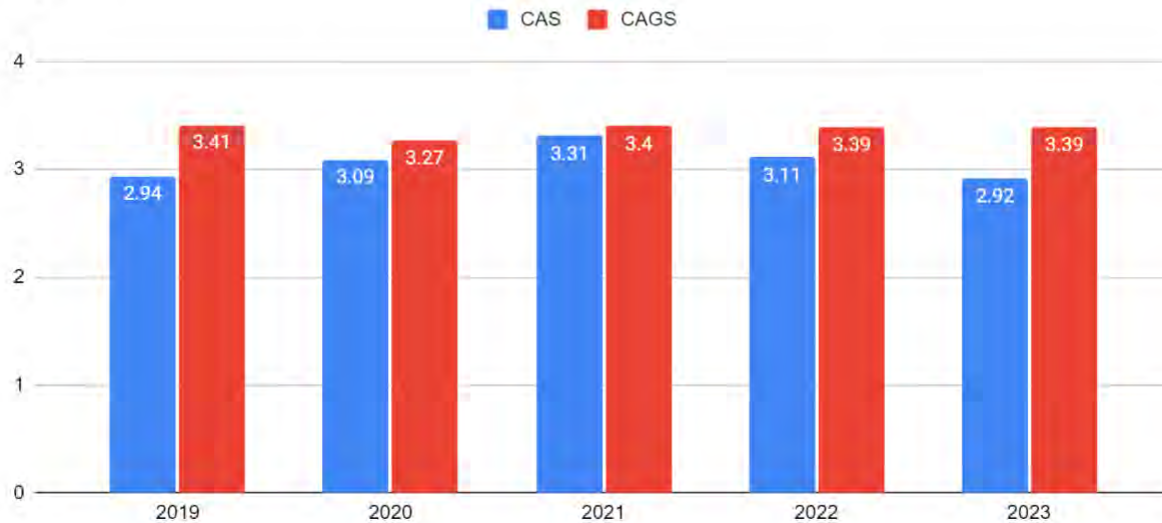
From 2019 to 2023, the Registrar's Office has set goals to have all pre-enrollment evaluations completed within 48 business hours, all transfer work completed within the student's first 12 hours completed, and to complete and send degree audits for 100% of the students one year prior to their expected completion date.

We review both colleges' Student Satisfaction Inventory (SSI) each year. The SSI questions that most align with this co-curricular program are, "Rank your academic experience. My academic advisor is knowledgeable about requirements for my degree program," and "This service meets my needs as a student. Degree Audit/Academic Progress Report"

Rank your academic experience. My academic advisor is knowledgeable about requirements for my degree program.

CAS | CAGS

Year	CAS	CAGS
2019	3.53	3.87
2020	3.5	3.8
2021	3.57	3.78
2022	3.4	3.84
2023	3.33	3.86
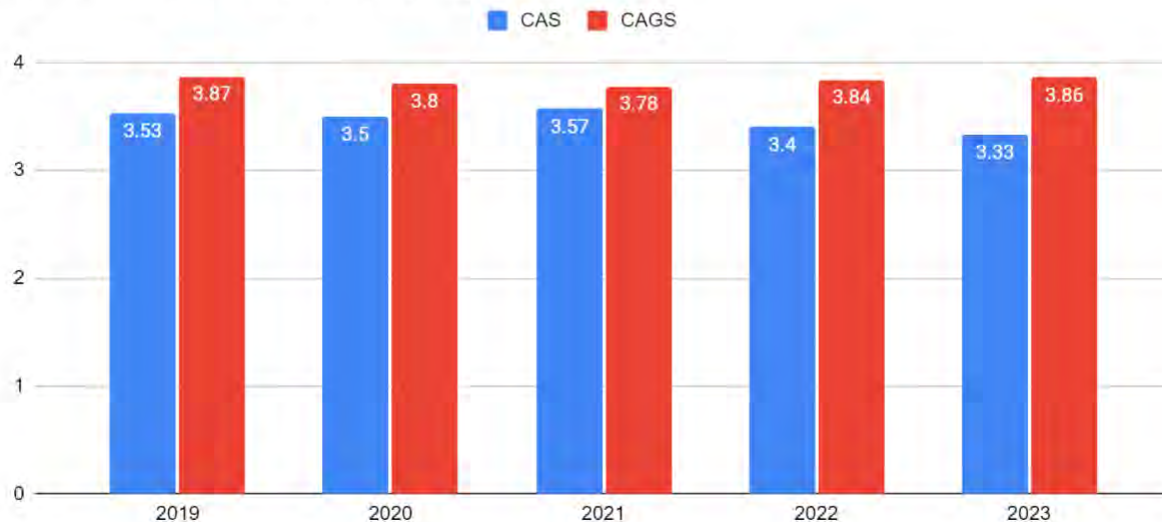
This service meets my needs as a student. Degree Audit/Academic Progress Report

We review these surveys yearly and decide whether to change or maintain our WIGs. The results have increased steadily since 2019 we have maintained our WIGs. We continue to meet weekly to maintain our cadence and identify any possible issues that would keep us from meeting our WIGs.

The Registrar's Office posts and updates a "Credit Transfer and Evaluation" manual that its staff uses. It is also posted on Evangelnet for the University, especially Academic Advisors, to reference. This manual provides the standards, practices, and policies for evaluating and transferring all credit.

This program meets the Higher Learning Commission "4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties." The following was submitted for the 2014 HLC review.

> The Registrar's Office evaluates possible transfer credits for prospective and enrolled students. Preliminary credit evaluations are completed by Transfer Evaluation Specialists within the Registrar's Office when a student applies or upon request. Once the student is enrolled and all official transcripts are received, the Registrar's Office completes a formal evaluation and transcription of credit.
> MACU's Academic Catalog addresses the University's Transfer Regulations. Credit shown as earned on an official transcript(s) from a university accredited by a regional or national accrediting body, such as the Association for Biblical Higher Education (ABHE), is transferred and accepted. The Registrar's Office may grant credit for coursework taken from universities not accredited regionally or by ABHE on an individual basis after reviewing the course syllabi and course description or after a review and approval by a committee consisting of the Vice President of Academic Affairs, School Dean, and the University Registrar.
>
> The University encourages students to seek college credit for knowledge acquired in various ways through Non-Collegiate Learning Credit. Therefore, the University awards credit based on the following measures of non-collegiate learning: proficiency exams, Advanced Placement (AP), College Level Examination Program (CLEP), and DANTES Subject Standardized Test (DSST), departmental exams, military educational experiences recommended for credit by American Council on Education(ACE), and Credit by Demonstrated Competency-Prior Learning. In addition, the University follows their commendations of certified credential evaluation services for international transcripts and from ACE regarding awarding credit for AP, CLEP, and DSST proficiency exams.
> Credit Demonstrated Competency-Prior Learning Credit has a structured process based on standards provided by the Council for Adult and Experiential Learning (CAEL). This process is published in the Credit by

Demonstrated Competency (CDC) Handbook. Students complete a course on CDC to understand elements related to prior learning credit. These include college-level learning, Kolb's Learning Model, documentation, and the proper articulation of learning to request credit. In addition, the Registrar's Office and Prior Learning Assessment Faculty maintain a CAEL certification to ensure the quality of the prior learning credit process is met by CAEL standards for evaluating and transcribing prior learning credit.

Advanced Placement (AP), College Level Examination Program (CLEP), and DANTES Subject Standardized Test (DSST), departmental exams, and military educational experiences recommended for credit by American Council on Education(ACE) must be validated by the Registrar's Office before being applied to a student's program. The Registrar's Office will only award this credit as it applies to the degree programs. This credit is recorded on the official transcript without grade equivalent or inclusion in the cumulative grade point average.

This program also meets the Higher Learning Commission "4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer." The following was submitted for the 2014 HLC review.

To ensure program quality in transfer credit, the MACU Registrar's Office follows the established best practices of the American Association of Collegiate Registrars and Admissions Officers as outlined in *The Registrar's Guide: Evolving Best Practices in Records and Registration* (Lauren, 2006). Though MACU, as a private institution, is not governed by the State, the Registrar frequently refers to the policies and procedures set forth by the Oklahoma State Regents for guidance when determining institutional decisions and guidelines. Using the Non-Collegiate Learning Credits and Equivalency charts, comparisons between course names, numbers, descriptions, and syllabi are used to evaluate incoming transfer credit. Additionally, the Registrar's Office requests the expertise of faculty as needed to make decisions concerning suitable applications for a particular program's required courses.

The University's policy for transfer credit is stated in the University Catalog (Transfer Regulations). In addition, MACU maintains a Credit Transfer and Evaluation Guide, which provides policies to assure the quality of credit it accepts as transfer credit. Each staff member in the Registrar's Office staff member must review and adhere to these policies.

MACU participates in the Oklahoma State Regents for Higher Education Course Equivalency Program (CEP). Participants in this program submit courses for peer evaluation to determine transferability between institutions in Oklahoma. Once deemed equivalent, courses are transferable for credit to any participating Oklahoma institution of higher learning.

Standard 3: Student Learning, Development, and Success

By providing credit evaluation and transfer from other institutions of higher learning or through prior learning from sponsored professional training, college-level examinations, military experiences, and other experiential learning development, this program allows students to reduce their education costs and time needed to complete their degree.

Standard 4: Assessment

The main assessment used is our WIG board for the "The RO will provide timely and accurate degree reviews for all students to ensure students and advisors have up-to-date information for student program completion" goal.

The Credit Transfer and Evaluation program is key in determining a roadmap to degree completion. It is an ever-evolving review of credits that shows faculty, administration, and students what requirements have been fulfilled or remain to complete degrees. Therefore, this process must be friendly, efficient, accurate, and timely.

Every transcript the Registrar's Office receives starts a long journey to confirm credits before it posts to a student's record or is shared with Admissions/Enrollment, Student Life, Student Success, Financial Aid, Academic Administration, faculty, or the student.

Here is a step-by-step look at what goes into this process.

Receive a transcript.
> The Registrar's Office's and Enrollment's Operational records management department matches all unofficial and official transcripts received to the student record.
> We review these transcripts for all applicants or students for credit toward a chosen degree program. These will come from any regionally accredited institutions, ACE or Non-Collegiate Learning Credits and Equivalency charts, nationally accredited institutions, or any licenses and certifications that can be reviewed for college credit.

Evaluation for credit.
> During the enrollment process, all unofficial transcripts and credit documentation are pre-evaluated for credit. After the student attends and earns 12 credit hours at MACU and has submitted all official documentation, all documentation is reviewed again, and transfer credit is added to the student's academic records. The Registrar's Office's evaluation staff will ensure that any transfer equivalencies match the courses previously taken or earned and add the correct credit to their chosen degree, ensuring that academic policy is followed.

How course equivalencies are evaluated.
> Evaluators confirm that all incoming transcripts come from a regionally accredited institution and determine if the credit is a semester- or quarter-hour-based and if it is graduate or undergraduate (or remedial) level. They then use a tool called CollegeSource to review the transfer institutions' course descriptions to determine which University course equivalent can best be used toward the evaluation if accepted. They will also contact the Program Chair or Director in the specific school to confirm information regarding course equivalencies as needed.

Notes and explanations are added to the evaluation or Notepad.
> If needed, specific notes are placed in the Notepad and on the pre-evaluation explaining any policy issues and who approved any decisions made in evaluating credit.

The official posting of credit is completed.
> Upon receipt of all official transcripts and the student completing 12 hours at MACU, they are put in an 'update queue.' Once in the queue, credit evaluation and transcription take up to 20 business days. Suppose we receive new transcripts after this initial evaluation and transcription. In that case, evaluating and posting credit from the new documents can take additional 20 business days.

The student is notified that their evaluation has been completed.
> Each time an evaluation or update is completed, an email is sent to the student with instructions on reviewing their degree audit online and notifying them of any changes to their schedule and expected graduation date.

Students can access their degree audit.
> All students can access their Degree Audit through the MACU Portal using their OneLogin account. Once logged in, they will find the link under the header 'Registration' and then 'Degree Audit.'

Standard 5: Access, Diversity, and Inclusion

Credit evaluation and transcription are solely based on accreditation, course equivalency, and program requirements. In addition, the Registrar's Office maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment. The Credit Transfer and Evaluation program does not discriminate based on race, color, national origin, sex, disability, age, veteran status, or any other basis included in codes, laws, and institutional policies.

All current Registrar staff have received Title IX training and have not been accused of any bias or harassment activities.

Standard 6: Leadership, Management, and Supervision

Each of our Registrars has completed their master's and has had five or more years of experience in higher education, specifically in credit transfer and evaluation. The University and Associate Registrars are the Council for Adult and Experiential Learning (CAEL) members. CAEL is a national, nonprofit membership organization providing expertise, resources, and training for evaluating non-collegiate learning credit. The Associate Registrar has completed certification from CAEL.

The Registrar's Office also maintains a membership with "the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This organization provides professional development, guidelines, and voluntary standards to be used by higher education officials regarding the best practices in records management, admissions, enrollment management, administrative information technology, and student services. AACRAO represents institutions in every part of the higher education community, from large public institutions to small, private liberal arts colleges (AACRAO, 2023)."

Leadership meets weekly with all Registrar staff to review WIGs and any tasks (whirlwinds) that must be done that week. Each task outside the WIGs is assigned priority and expected completion dates. Suppose these whirlwinds are not completed by the expected date. In that case, they are re-evaluated, reassigned, or given a new completion date in the following weekly meeting. These are tracked on our WIG scoreboard and found visibly by everyone in the Registrar's office.

All Registrar staff are cross-trained. Each member is encouraged to ask questions from the University Registrar, Associate Registrar, and Assistant Registrar. These leaders make a point to listen in and review chats daily to address any issues or concerns as quickly as possible. This way, the staff is not left trying to handle or regurgitate these situations alone.

Utilizing Google Chat groups, the Registrar's staff has established collaboration with each MACU department. This almost instant feedback continues to strengthen these relationships and collaboration between departments. This tool also helps everyone quickly and efficiently serve our students.

On average, we have received and sent 50 chats a day in these groups.

Who we are. (n.d.). Retrieved May 4, 2023, from https://www.aacrao.org/who-we-are

Standard 7: Human Resources

We have continued to meet our goals to evaluate and transcribe in a friendly, efficient, accurate, and timely manner. However, as we increase enrollment, we would need to hire or implement transfer software that continues to provide evaluations. Currently, we have two Evaluation Specialists (ES) and two Registrar Academic Advisors (RAA) who are cross-trained to fill in if an ES is out or unavailable. Over the past three years, we have completed 8,931 pre-evaluations in the past three years. On average, the Registrar's evaluation staff completed 2,977 per year; 57 a week; 11 a day; 1 per hour. Additionally, 129,145 credit hours have been evaluated and transcribed by the Registrar's Office in the past three years. Therefore, the Evaluation Specialist transcribes an average of 43,048 credit hours per year; 858 per week; 165 a day; 20 per hour; and one every 3 minutes. These credit transfers and evaluations represent 1600+ students a year or 500+ per Evaluation Specialist (dividing 1600 by three - two ESs and one part-time RAA). Therefore, it can be assumed that for every 500 student enrollment increase, we would need to hire another Evaluation Specialist.

Every Evaluation Specialist must have at least a Bachelor's degree or a minimum of five years of professional experience in a college or university registrar's office or professional experience at a higher education institution in a related administrative or academic department. Experience working with transfer evaluation, degree programs of study, graduation requirements, and conferral of degree processes. Knowledge, understanding, and experience working with administrative student information and degree audit systems. Knowledge, understanding, and experience working with transfer course evaluation systems. Demonstrated ability to work collaboratively with and relate effectively with students, faculty, staff, alums, and other campus and outside constituencies. Strong analytical and organizational skills with a demonstrated focus on attention to detail. Excellent interpersonal, oral, and written communication skills. Sound Christian walk with the ability to integrate faith and learning. Able to handle multiple tasks simultaneously and meet deadlines with little supervision.

We have not performed performance reviews for these positions for the past three years. Therefore, we must contact Human Resources for training for administering these.

Standard 8: Collaboration and Communication

The Registrar's office typically collaborates and communicates in various ways to ensure efficient and effective operations. Here are some common methods:

- In-person meetings: The Registrar's office may hold regular meetings to discuss ongoing projects, provide updates, and share information. These meetings may involve all office staff or specific teams, depending on the nature of the discussion.

- Email: Email is a common method of communication within the Registrar's office. Staff may use email to share documents, request information, or ask questions. It is also useful for communicating with other departments, faculty, and students.

- Phone and video conferencing: The Registrar's office may use phone and video conferencing to communicate with staff, faculty, students, and external stakeholders. This can be particularly helpful for discussing complex issues or providing remote support.

- Collaboration tools: The Registrar's office may use collaboration tools, such as Google Docs or Chat, to work together on documents, share information, and communicate in real time.

- Training and development: The Registrar's office may provide ongoing training and development opportunities for staff to improve communication and collaboration skills. This can include workshops, and professional development programs.

- Overall, effective collaboration and communication are crucial for the Registrar's office to provide timely and accurate support to students, faculty, and staff.

Standard 9: Ethics, Law, and Policy
The Registrar's Office typically communicates ethical and legal obligations to its constituents through a variety of channels, including:

- Written Policies and Procedures: The Registrar's Office will often have written policies and procedures that outline the ethical and legal obligations that must be followed by its constituents. These documents may be posted on MACUs Evangelnet intranet, including the University Catalog, University Calendar, Academic Advising Guidelines, Academic Appeals Policy and Process, CDC Handbook, Credit Transfer and Evaluation Procedures and Practices, MACU Records Retention Schedule, Student Academic Honesty and Integrity Policy, and University Core Requirements or distributed to faculty and staff upon request.
http://evangelnet.macu.edu/academics/

- Training and Workshops: The Registrar's Office may also offer training and workshops for its constituents on topics related to ethical and legal obligations. These sessions may be mandatory or voluntary, and may cover specific topics such as Academic Advising, FERPA, academic integrity, or compliance with federal regulations.

- Email Communications: The Registrar's Office may also send regular email communications to its constituents, reminding them of their ethical and legal obligations, highlighting important policies and procedures, and providing updates on any changes to regulations or laws that may affect them.

- Website: The Registrar's Office may use its website MACU.edu to communicate information on ethical and legal obligations to its constituents. This could include posting policy updates, sharing links to relevant resources, and answering frequently asked questions.
https://www.macu.edu/consumer-info/

Overall, the Registrar's Office will use a combination of these methods to effectively communicate ethical and legal obligations to its constituents, and ensure that everyone is aware of their responsibilities and obligations.

Standard 10: Financial Resources
The Registrar's office is responsible for managing important academic and administrative functions within the University, such as student registration, academic record-keeping, graduation processing, and student services. To carry out these tasks efficiently, the Registrar's office requires various financial resources, including:

- Staffing: Adequate staffing is essential to efficiently manage student records, process registrations, and provide student services. The Registrar's office requires skilled and experienced staff to manage these responsibilities effectively.

- Technology: In today's digital age, technology plays a critical role in the Registrar's office. The office requires an integrated student information system (Jenzabar, TES CollegeSource, Salesforce, and Laserfiche) that supports the collection, processing, and dissemination of academic and administrative data. This includes software for managing course schedules, student registration, and degree audits.

- Training and professional development: The Registrar's office staff must be trained and updated on the latest technology, regulations, and processes to remain effective in their roles. Providing ongoing training and professional development opportunities will ensure that staff can perform their duties accurately and efficiently.

- Office space and equipment: The Registrar's office requires appropriate office space and equipment, including computers, printers, scanners, and other essential office supplies, to carry out their responsibilities effectively.

- Budget: Adequate funding is essential to the Registrar's office's efficient operation. This includes budget for technology upgrades, staffing, training, and professional development, and other essential expenses.

In summary, the Registrar's office requires strategic financial resources to ensure efficient and effective management of academic and administrative functions within an educational institution. These resources include staffing, technology, training and professional development, office space and equipment, and budget.

Standard 11: Technology
The integration of software between university departments is important for several reasons:

- Collaboration: Integration of software between university departments allows for easier collaboration and sharing of information. This means that different departments can work together seamlessly, improving the quality and speed of their work.

- Efficiency: When software is integrated between university departments, it eliminates the need for duplication of manual data entry and effort. For example, if one department has already collected data that another department needs, it can be easily shared without having to redo the work. This saves time and resources for both departments.

- Cost-effective: Integration of software between university departments can be efficient, labor saving, and economical in the long run and reduce the need for multiple licenses and the cost of maintaining different software.

- Data consistency: When software is integrated between university departments, it ensures data consistency across different systems. This is important for accurate reporting and decision-making.

In this review, we have identified gaps in our technologies. The following software systems are used to allow the Registrar's Office to evaluate and transfer credit:
- Excel – to create and update pre-evaluation
- Salesforce – to receive transcripts and documentation for pre-evaluation and file processing
- Jenzabar – Student management software (used by Registrar, Bursar, Business Office, and Academic Advisors)

- Powerfaids – Process Financial Aid
- Laserfiche – hold and secures digital student records
- Aviso Watermark – Retention software used by Student Services

Google Docs – Manually cleanup data and provide manual updates between software platforms

Salesforce is not able to receive or send documents. Documents are uploaded a downloaded manually. Sometimes they are emailed which is not secure. The other downside is that students or MACU staff are not able to see what documents are process or still missing. Integration with Laserfiche, Powerfaids, and Jenzabar would assist Financial Aid, Admissions/Enrollment, Registrar, Bursar, Student Services, and the students with better communication and service.

Aviso Watermark is not able to track missing transcripts or documents. It is not able to provide degree audits or pre-evaluations.

Laserfiche – provides secure housing for student records however, it is not being utilized in all departments.

Overall, the integration of software between university departments is important for improving collaboration, efficiency, cost-effectiveness, workflows, and data consistency.

Standard 12: Facilities and Infrastructure

The Registrar's office is responsible for maintaining sensitive information about students, faculty, and staff, including personal and academic records. In order to safeguard the privacy of this information, the Registrar's office follows several best practices, including:

- Implementing strong access controls: The Registrar's office ensures access to sensitive information is restricted to only those who have a legitimate need to know. This is achieved by implementing strong access controls, such as password-protected accounts and role-based permissions in our student management software, Laserfiche, Google Docs, and Registrar drive.

- Training staff on privacy and security practices: The Registrar's office provides annual FERPA training to the University staff, faculty, and students on privacy and security practices, including how to handle sensitive information, identify and respond to security incidents, and follow data protection regulations.

- Securing physical documents and digital systems: The Registrar's office uses appropriate physical and technical safeguards to protect sensitive information. This includes secure storage of physical documents in a fire-safe cabinet, Laserfiche for digital storage and backup, and IT provides fire-walls and KnowBe4 training to protect against data breaches.

By following these best practices, the Registrar's office helps to safeguard the privacy of their work and protect sensitive information from unauthorized access or disclosure.