1. Where do I want my department to end up in ten years?

The Office of Admissions and Records will play a key role in a campus-wide effort to decrease time to degree, increase graduation rates, and develop academic programs that are responsive to the needs of all of the University’s constituencies. We can contribute by collaborating in using the student data that is now gathered in the student information system (SIS) including academic advising reports (AAR), the learning management system (LMS), and the Student Success Collaborative (SSC) to guide students into academic programs that best suit their interests and abilities, and carefully monitor and support their progress. This system will possess the ambient intelligence necessary to personalize course, degree, and academic intervention recommendations for users.

Student, faculty, and advisor portals will provide seamless access to the cloud-based student information system (probably not PeopleSoft). And each portal will include a dashboard with graphical displays of individual and group academic progress. The student portal will provide students with customized links to in-person and virtual student services.

The system will:

1. clearly identify SSC progress marker courses in each degree program in the catalog and the AAR,
2. require major selection and completion of a graduation plan, including identification of expected graduation term, by the middle of the second year,
3. identify students who are not progressing in their selected majors,
4. offer and monitor use of academic interventions,
5. facilitate a move to a new major for students who are not meeting the progress standards in their current major.

**Goals to be achieved by 2025**

Recruiting and retaining an IT staff capable of implementing and maintaining multiple interoperable systems is CRITICAL to the achievement of the following goals.

1. **Catalog: Integrate SSC information into catalog descriptions of undergraduate programs.**
   
   - Within the year, SSC progress marker courses will be identified in each academic program.
   
   - Add hyperlinks to the SSC platform students will use to make appointments to receive advisement and academic support services in every program description in the catalog and on the AAR.
   
   - Add hyperlinks to a standard set of analytics to each program description to help students assess their ability to graduate and gain employment or acceptance to a relevant graduate or professional program.
   
   - Include links to complementary minor programs in major program descriptions.
• Collaborate with Marcon to embed videos of faculty, students, and alumni briefly
discussing their experiences in the program.

2. **PS/AAR:** Support a culture of completion by implementing the financial aid modification
and integrating SSC data into the AAR.

• Identify SSC progress marker courses in the AAR.

• Collaborate with advisors to create milestones for satisfactory completion of non-
course-based program requirements (career exploration, completion of graduation plan,
etc.)

• As IT support becomes available, build electronic workflows for processing of
declaration/change of major and AAR exception processing.

• Collaborate with Financial Aid, IT, and advisors on the implementation of the Financial
Aid modification to monitor the degree applicability of coursework.

3. **SSC:** Support the development of a campus culture that is responsive to the needs as
identified in the SSC data.

• In collaboration with faculty and administration, we will use the SSC data to develop and
implement academic policies that support progress to degree i.e.:

  o Increase faculty use of mid-term grading.
  o Reduce the undecided upper-limit to 30-45 units from 60.
  o Add a graduation planning milestone to sophomore records via a batch process
    at term activation. Advisors will update the milestone to complete when the
    student builds a plan through graduation in PS. A PDF of the plan can be attached
    to the milestone or to advising notes in SSC.
  o After the student has attempted 30 units, A&R will process major
    declaration/change forms only for students whose planner milestone is complete
    for the new major/minor. Store the expected graduation term associated with
    each plan in PS for reporting.
  o Work with the Institutional Research to use the planner data to project course
demand.
  o Modify the existing academic standing policy (probation and dismissal) based on
    SSC data.
Develop a campus-wide undergraduate progression policy to remove students from majors in which they are not progressing and advise them into majors in which their chances of success are greater.

4. **Transfer: Make interactive planning tools available to prospective transfer students.**

The common registration platform, proposed by the BOR, will not solve existing problems with the NSHE Common Course Numbering system—it needs an electronic workflow for approval/processing and some web interface students can use. But it may solve the problem with transfer agreements. Most transfer students have attended multiple institutions before transferring to UNR, but the agreements we currently produce (too late and at too great a cost) assume that they have attended only one.

- MyNEVADA allows admitted students to enter transfer coursework and get a transfer evaluation that is catalog year and program specific. We must collaborate with the NSHE system office and the two-year institutions to provide prospective transfer students with access to similar functionality. A vendor product such as Transferology may help us meet this need in the short term.

- Create a format for transfer agreements to be included in the catalog.

- NCAA: Automate Progress to Degree reporting to the highest degree possible.

- Create redundancy by dedicating a classified position to support the NCCA Eligibility Manager.

- Implement the academic progress reporting tools in Grades First.