Deep Dives … More Than Just a SCUBA Experience!

WACRAO 2011
Session: TH 1.6
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Discussion Topics

• University of Wisconsin – Madison facts
• Purpose of the deep dive
• Walk through of the exercise
  • The make up of the group
  • The process and tools used
  • The decision points
• Challenges
• Lessons learned
• Outcomes
• Thoughtful dialogue
University of Wisconsin – Madison Facts

- Total Students (42,441)
  - Undergraduate (28,737)
  - Graduate (9,251)
  - Professional (2,823)
  - Specials (1,630)
- Total Schools and Colleges (13)
- Total Number of Degrees Awarded (10,099)
It is constantly evolving ....
“Perform a deep dive exercise to determine if moving the transfer credit evaluation process to the Registrar’s Office would become fiscally sensible, add value to the support of students, and allow our Admissions office to focus on the recruitment of transfer students.”
## The Process – Group Makeup

### DEM Facilitator

### Office of Admissions (3)
- Director
- Senior Associate Director
- Assistant Director for Transfer Admissions

### Office of the Registrar (5)
- University Registrar
- Associate Registrar for Academic Records
- Assistant Registrar for Degree Audit
- Manager for NCAA/Degree
- Associate Registrar for Information Technology
The Process – Players

Admissions, Registrar, & Division of Enrollment Management

• Carol Gosenheimer
• Adele Brumfield
• Andre Phillips
• Mary Schey

• Scott Owczarek
• Jim Steele
• Connie Chapman
• Joan Irwin
• Phil Hull
The Process

Fact Finding:

- Number of transfer students
  - 1,718 new transfers Fall 2011
  - 7,000 total transfers enrolled
- Number of equivalencies
  - 330,000 transfer credit equivalencies
- Types of transfers
  - Domestic and International
- Other (AP scores, CLEP, IB, etc)
The Process

Fact finding:

- Transfer feeders
  - UW Four Year Universities 26%
  - UW Two Year Colleges 11%
  - Wisconsin Technical College System 20%
  - Private Institutions 4%
  - Out of state Institutions 38%
The Process

Business Process Analysis

- Document the various processes
- Understand the flow of data
- Understand the impact to stakeholders
- Understand the systems used
- Flow chart everything out
The Current Process

• Evaluations are done by Admission staff
• Staff does the entire process
• Recruit, admit, evaluate, etc.
• Students do the initial data entry
The Process

Determine what we would want to analyze

• Move transfer credit to the RO?

Use diagnostic tool to perform analysis

• SWOT Analysis– Strengths, Weaknesses, Opportunities & Threats
Strengths

- Helps admissions focus on core (recruitment)
- Creates opportunity for RO/ADM collaboration and cross-training
- RO strong technical capabilities
- Aligns w/RO Core mission – maintain academic record
- Meshes well w/progress towards degree
- Opportunity to develop new apps to provide data at fingertips
- Close tie to degree audit helps tie admission discussions with degree goals
- Chance to really take a close look at processes, access to data, etc.
- For transfer credit student consistency – working with RO
- Ties already exist between RO/ADM (term activation, course catalog)
Weaknesses

- Possible duplication of efforts/staffing
- Admissions ties to campus advisors, etc. could erode
- Single point of contact is lost - confusion for students
- Short-term-knowledge base + transfer
- $ and time to transition, staffing investment
- Admissions advising might not be as robust
- Removes direct control for admission of the queue (“it needs to be done now”)
- RO staff cannot/will not/should not talk about admissibility for recruits/prospects
- Initial pain
- Staff morale RO/ADM
- Admissions counselors may risk loss of knowledge as they work with less data
Opportunities

• Present a more seamless process/end product (degree)
• Close ties exist with campus partners (curricular partners) → aligns with RO vision - curricular support
• Relationships w/ other RO offices around the country already exist (for starting data feeds, etc); → could help offset transition pains
• Increases number of champions for transfer students+ more people to help
• Environment (NBP, more transfers) – creating a chance for some positive change
• How might our ways of communicating change? What opportunities exist that we don’t use now in regards to communication?
• Chance to bring College of Engineering back in our process – chance to overview process in general
Threats

- More transfer champions; sometimes hard to know who to call
- Multiple offices involved in UW-System, other groups (contracts, etc.)
- National trend is one-stop-shop – our proposal goes against this trend
Additional Steps

• Discuss with other areas of the office
• Review the systems that support process
• Benchmark against other schools
• Site visits or conference call with schools that have made the change
  • Ohio State University
  • Michigan State University
  • Wayne State University
  • California System
Challenges

• Objective voting
• Transparency
• The “decision is made” mentality
• The impacts of the rumor mill
• Trust
• Personal vs. big picture
Lessons Learned

- Set ground rules
- Create a safe place
- Need to accurately assess timeline to thoroughly review
- Peer Review
- Ask School/College input
Lessons Learned

• Intended
  • Learned more about how each of our offices work
  • Focused on the Impact to the student life cycle

• Unintended
  • Created interconnections, forged new admissions/RO collaborations, relationships built, etc.
  • Produced paper/presentations/publication
  • Adaptability to other areas
Thoughtful Dialogue

Thank You!!!