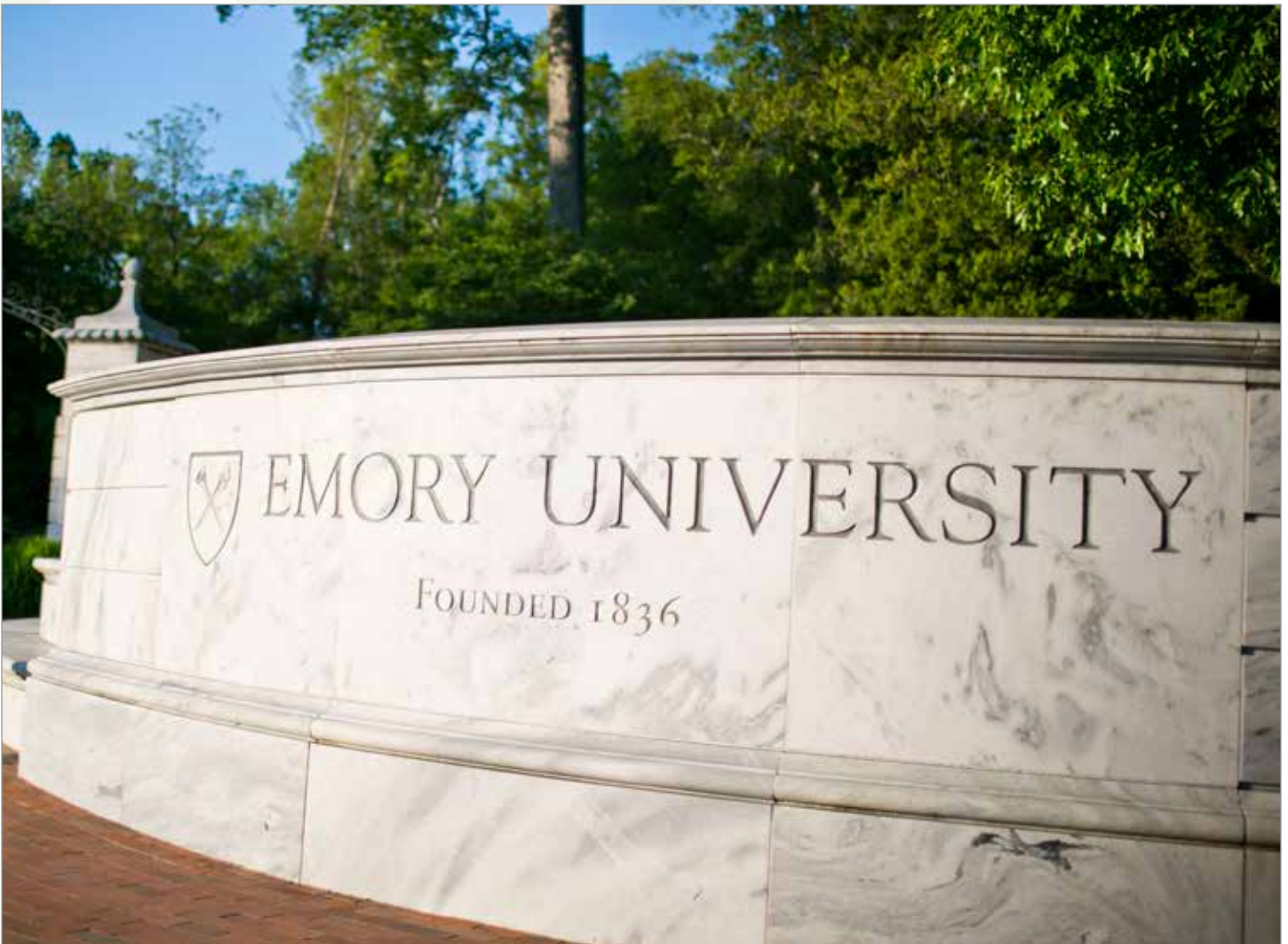


OFFICE OF THE UNIVERSITY REGISTRAR
2014–2015 Annual Report



EMORY UNIVERSITY
200 DOWMAN DRIVE • SUITE 100 • ATLANTA, GEORGIA 30322
404.727.6052 • registr@emory.edu



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MESSAGE FROM THE UNIVERSITY REGISTRAR

As part of the Division of Enrollment Services administered by the Office of the Provost, the Office of the Registrar has been actively involved in many areas across the campus community. I am very pleased to share our 2014–2015 annual report, which highlights a few of our collaborative efforts and accomplishments. As a service organization, the registrar's office has the opportunity to be involved in many facets of university life.

We paid considerable attention this past year not only to the services we provide but also to how we provide them. The breadth and focus of our functions result in consistent interaction with students, faculty, staff, alumni, and parents. To serve these populations effectively requires a strong emphasis on customer service from all members of our office. It is as a result of the unswerving commitment and dedication from the staff that our services and operations meet the needs of our community and serve it well. Ensuring continuity of these services requires creating an environment that is collaborative and engaging for the entire office, which in turn promotes opportunity for professional growth and development for each member of our staff.

Our attention now turns to the 2015–2016 academic year. The upcoming year will build upon our accomplishments from 2014–2015 and expand and enhance many of our initiatives in new directions.

I appreciate the strong relationships that the registrar's office has developed with our campus partners in serving the university. Please feel free to contact me if you have questions or comments about any of our services or if you have suggestions regarding how we may better meet the needs of the campus community.

*JoAnn McKenzie
University Registrar*

MISSION

- Maintain the permanent academic records for all schools of the university, including registration (initial and changes), processing grades, recording faculty actions taken, and degrees granted for all students past and present.
- Complete and file all federal and state reports requested relative to matriculated students.
- Maintain and produce an academic schedule of classes and related examinations on a term-by-term basis.
- Assign classroom space for courses from a given pool of rooms.
- Provide, on request, service and assistance to other administrative users of the Student Information System, including assistance with data interpretation and understanding, query programming, and the scheduling and production of reports.
- Act as a consultant to all deans and faculty committees relative to student records, registration, course offerings, degree program auditing, and so forth.
- Certify, on behalf of the student and as appropriate, attendance, academic performance, and status to outside agencies (for the purpose of loans, discounts, professional examination, etc.).
- Provide an academic transcript service to all current and former students.
- Process all degree and certificate applications, order diplomas, set up degree and rank lists, and—in general—assist the principals in graduation ceremonies.
- Assist the provost and associate vice provost whenever and on whatever deemed necessary.



GOALS AND ACCOMPLISHMENTS

WAITLISTING PILOT

This past academic year, the registrar's office began to roll out waitlisting enrollment functionality in our student information system, OPUS. This functionality was used both by students—to indicate interest in a class that is full (while being eligible to enroll in the class once seats are available)—and by the schools—to determine the demand for classes. The rollout was phased:

Phase I—Spring and Summer 2015 enrollment cycles

Oxford College and Emory College used OPUS waitlisting in a piloted (and targeted) fashion. The intent was to test the overall usefulness of the waitlist for gauging demand and providing additional enrollment services to students.

Phase II—Fall 2015 enrollment cycle

Oxford College and Emory College expanded the use of OPUS waitlisting to include additional classes and disciplines as well as adding cross-listed classes.

Phase III—Spring 2016 enrollment cycle

Participation in waitlisting will expand to all schools that wish to participate (public health, theology, and business).

By fall 2016 enrollment waitlisting should allow students in all participating schools at Emory the ability to add themselves to waitlists for high-demand classes and for

schools to determine the level of demand for a given class. The benefits of the use of waitlists on classes are already evident. Class demand is being tracked more easily than before. Decisions on enrollment capacity adjustments and adding additional sections are greatly facilitated. Finally, students have an additional tool for showing preference and enrolling in high-demand classes.

COURSE-OFFERING AUTOMATION—PHASE II

For almost two academic cycles, the registrar's office has investigated ways in which the office could partner with on-campus resources to create business process improvements and automation for the arduous and manual task of scheduling classes for Emory College and Laney Graduate School. Automation of this process would streamline class scheduling while ensuring that fewer data-entry mistakes are made during the setup.

Originally the registrar's office partnered with Emory College to look for ways in which to use their web-developer resources to carry out this automation. The idea was to create a web-based experience for their departments to enter available classes for a given term and have those class schedules uploaded in batch into our student-information system. This project never fully developed as the resources at the college became scarce and the college was not comfortable with this being used

by other schools at Emory. This change of course led us to search for other partners. So began a second discovery phase of class-scheduling automation.

In this second phase, the goal was to investigate additional internal methods for creating a web-based class-scheduling interface coupled with an automatic load process into OPUS for course-offering submissions, specifically:

- Oxford College IT resources were identified as a viable resource for our goals.
- Oxford College developed a process that will allow the uploading of comma-delimited files into the appropriate tables in OPUS. That led to an attempt to use their existing web-based class scheduling interface as a front-end tool for Emory College and Laney Graduate School class entry.

During the first tentative steps toward the use of their interface, and in consultation with our student-information systems team, it was determined that Oxford College's resources were too limited to support an Emory-wide solution such as the one planned.

Throughout this second phase of exploration toward class-scheduling automation, our office has benchmarked external software solutions to fulfill our needs. LeapFrog Software Solutions provides a tool that combines the two key elements in course-offering submissions—a web-based, rules-oriented form that allows for course offerings to be gathered and submitted by the schools to the registrar's office as the final step in the work-flow process overseeing uploading of the data into OPUS via an automated process developed for the CourseLeaf system.

Based on our due diligence investigating ways to utilize Emory-based resources to provide automation tools for class scheduling, this third-party solution successfully will be able to provide a product and support that leads to a university-wide class-scheduling solution. The registrar's office is now in formal talks with the procurement office to create an RFP for vendor selection; we hope to have a 12-month project cycle for complete implementation of the product.

FERPA: THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Having access to private information about students is not to be taken lightly; under FERPA, universities are legally and ethically obligated to protect the confidentiality of student records. This year our FERPA training efforts continue to grow as we reach out to more of the Emory community by

- offering an online quiz via OPUS;
- incorporating FERPA information as part of new student orientation activities.

Although the availability of technical support left us short of our goal of incorporating a FERPA quiz into OPUS, we were able to create an online FERPA quiz. In April 2015, we posted a short, 10-question quiz on the registrar's office website. Participants can take the quiz anonymously. At the same time, we are able to measure success and understanding down to the individual question. This data allows the assistant registrar for compliance to tailor training sessions to ensure that troublesome areas of this federal law are clarified. Since implementation, hundreds have taken the quiz. Undoubtedly, some of those participants are drawn from the attendees of the previous training sessions.

We are steadily increasing the number of FERPA trainings to constituents around campus and have added a data-security component to some sessions, led by our data manager. In true outreach fashion, these sessions have proven to foster open communication between attendees and the registrar's office. Questions and dialogue about FERPA do not happen only in the training sessions but also long after questions arise.

As our FERPA training for staff and faculty has grown, we recognize the need for further student education. Though we know that some students have heard of FERPA, and all students receive the annual notification of FERPA rights as the law mandates, we wanted to do more. To that end, we partnered with the college to educate the largest, and arguably most vulnerable, student population—first-time Emory College students. This year, approximately 1,600 students will receive information on FERPA rights in their orientation packets. We also will have this flyer available at the front counter of the registrar's office.

Looking ahead, the registrar's office is working to incorporate FERPA understanding and compliance with gaining and renewing access to the student-information system for all Emory University faculty and staff. We continue to work with our partners in the systems team to enhance FERPA-related initiatives in OPUS, such as making the FERPA suppression symbol more evident to users and sharing the FERPA directory information screen with school staff. All these measures serve to augment our protection of student data—the ultimate goal of FERPA.

QUERY REVIEW AND DATA SECURITY

Institutional data are defined as all data created, collected, maintained, recorded, managed, or used by university employees in the performance of official job duties to

understand and describe the institution and its activities. To adopt these new definitions, the registrar's office engaged with the Emory community to examine how we use data in our day-to-day job functions and identify areas where we can improve the accuracy, timeliness, and integrity of this data. Specifically, the aim was to

- review existing reports and queries to assist with cleanup of duplicates as well as outdated and inaccurate reports and queries;
- update the naming conventions associated with reporting to make it more intuitive and easier to find reports and queries and ultimately share data across departments;
- redesign reporting folder structures to help expedite the storage, sharing, and utilization of reports and queries;
- examine who has access to institutional data and expand usage where necessary;
- consider who needs training opportunities to better utilize existing reporting tools and conduct the training in a phased approach;
- redesign the process by which we currently design, build, and utilize reports and queries;
- design and implement a multitiered reporting structure for each of the schools complete with identified subject-matter experts who will be trained to manage reports better in their area.

Throughout the spring and summer, meetings with representatives from the schools facilitated gathering a list of frequently used queries as well as identifying query users around the university. The query review analyzed existing publicly accessible queries.

With the support of the Student Information Systems team, the duplicate, outdated, and inaccurate queries are being

cleaned up. This will leave only accurate, valid queries that should remain public, making it more intuitive and easier to find reports and queries and ultimately share data across departments. In addition, this query review has identified who has access to our data and who needs to be trained to utilize existing reporting tools better. The plan is to conduct training for these users in a phased approach.

HISTORICAL RECORD PRESERVATION

Partnering with Libraries and Information Technology (LITS), the registrar's office began a series of meetings to discuss the current state of document imaging for the office, in particular the readability and indexing of scanned permanent record cards in OnBase. As was reported last year, the permanent record cards present images that are an unreliable representation of the original files, meaning that the physical files are being referenced too frequently.

On the advice of the LITS team, the registrar's office investigated two options:

- **OPTION 1:** The LITS team would go through the files one by one, re-image any poorly scanned documents, and ensure that everything is indexed correctly. Then the physical files can go to climate-controlled storage.
- **OPTION 2:** The registrar's office would contract Ricoh Enterprises to convert documents in paper form to electronic images with associated index data.

The cost associated with option one was minimal; the LITS team estimated that they could conduct an image analysis to determine legible images and match the indexing accordingly; however, after further review, it proved more difficult than expected and thus it was decided to request a statement of work and estimate from Ricoh.

Deliverables from Ricoh will include:

- Scanned documents will be deposited into OnBase and indexed according to the above guidelines.
- Upon request, Ricoh will pull random sample documents from specified scan batches and courier them to the registrar's office for audit. Removed files will be logged. Removed files will be destroyed by the registrar's office at its discretion.
- Ricoh will maintain onsite, at 1599 Clifton Road, for a maximum of 60 days from the time of image capture all original documents.
- Scanned documents will be bound according to date scanned and boxed for temporary storage onsite. Boxes will be marked with the date scanned.

A request to fund the project was submitted to Ways and Means for the 2015–2016 academic year; however, the request was not approved. For the past two years, the registrar's office has been afforded an opportunity to move forward on several initiatives using existing budget dollars due to a surplus in salary funds; however, with vacant positions being filled, we no longer will have the ability to fund initiatives from our existing budget moving forward. As the office continues to deploy 21st-century best practices, its need for additional funding to support improvements that would enhance workflow, improve business operations, and support university progress in areas related to student services will increase significantly.

HOPE SCHOLARSHIP PROGRAM AUDIT

HOPE Scholarship administration requires involvement from multiple offices within the Division of Enrollment Services. To establish student eligibility, the offices of admission and financial aid are heavily involved. Oversight of the transcript-evaluation process for students with prior college credit is a task that falls to the registrar's office. Noncompliance with HOPE regulations can result

in thousands of dollars being repaid to the Georgia Student Finance Commission (GSFC) and the state of Georgia.

To ensure school compliance, GSFC conducts audits every three years (or more frequently if there are more serious concerns). As expected, GSFC made a site visit in August of this year. In an effort to improve our program compliance, we have adopted the following practices during the 2014–2015 academic year:

Beginning with summer 2014, we began randomly to sample student files to check for HOPE compliance. Each term, we chose students from each undergraduate school to investigate. We reviewed data in the National Student Clearinghouse and GSFC’s Surfer tool to ensure all transcripts from other institutions had been received and that HOPE credit was applied appropriately in the student-information system. From this sampling, we were able to identify areas of concern and training opportunities.

Identifying problem areas in HOPE transcript evaluation informed the way we approached the next area in the HOPE Audit plan—training. During the 2013–2014 academic year, we focused on conversations with school registrars to get a feel for what they knew about HOPE transcript evaluation; in 2014–2015 the assistant registrar for compliance was able to conduct more targeted, formal training for schools. The units who deal with two of our largest undergraduate populations, nursing and Emory

College, received in-person training. The training included:

- background on the HOPE scholarship
- the risks of noncompliance
- how to evaluate a transcript for HOPE credit
- how to enter HOPE credit into OPUS (with written documentation provided for reference)
- hands-on transcript-evaluation practice

Although we have not yet received results from this year’s GSFC audit, early indications are that the training has resulted in greater compliance. For example, the nursing school completed its HOPE entry for incoming students in OPUS much earlier in the summer than in recent years. This accomplishment allowed more time for financial aid and the registrar’s office to review the entries for completeness and accuracy, and to obtain any missing documents before HOPE awards were determined.

We anticipate that the addition of internal HOPE audit and HOPE training will yield better results from 2015’s GSFC compliance audit than in prior years. Once audit results are received, the newly formed Compliance Task Force for the Division of Enrollment Services will look to reinforce what is working, as well as search for new ways to administer the HOPE program effectively. Working collaboratively, we hope to establish best practices for all involved for years to come. ■

VETERANS ADMINISTRATION AND GOVERNMENT AFFAIRS

Veterans Administration

Although the 2013–2014 school year could be described as a turbulent time for our government-funded Veterans Administration (VA) Education Benefits program, 2014–2015 has proven to be the opposite. The 2013 government shutdown and the spring 2014 compliance review were followed by a smooth, largely uneventful year.

We have not experienced a significant increase in the number of students receiving benefits. Fifty of our VA students graduated during the past year, and new applications for 2015–2016 are quickly accumulating; we are on track to recoup, and even overtake, that number of graduates quite easily.

Number of students receiving VA benefits:

Fall 2010	106
Fall 2011	136
Fall 2012	133
Fall 2013	121
Fall 2014	129

Any increase was offset by greater efficiencies at the VA, which has streamlined claims processing so that the six- to eight-week turnaround time for tuition and fee reimbursement has been whittled down to two to three weeks. Not only do our veterans appreciate this improvement; so too

does our Student Financial Services staff, whose manual removal of late fees for our VA beneficiaries has lessened.

In addition, several pieces of national and regional legislation were passed this year, including Section 702, the Choice Act, which now requires public institutions of higher learning (IHLs) to offer in-state tuition rates to all veterans, regardless of their state of residence. Even though Emory is not directly affected by this legislation, many private institutions have speculated that this opportunity for veterans might draw them away from more expensive private IHLs. So far, that speculation has not proved true for Emory.

In fact, Goizueta Business School potentially has neutralized the effect of the Choice Act for Emory's VA numbers, more than doubling the number of Yellow Ribbon Awards it will offer for the 2015–2016 school year from 24 to 50. Adjustments like these demonstrate Emory's commitment to student veterans and surely will stabilize, if not increase, our ability to serve our veterans by offering them greater access to a top-notch Emory education.

Government Affairs

As mentioned above, this academic year was a marked contrast to the 2013–2014 school year. While last year we struggled to have contingency plans ready in case of a prolonged government shutdown, Congress man-

aged to avoid disrupting government services such as the VA this year.

The registrar's office has been particularly interested in two government issues: the president's proposed College Rating System, and reauthorization of the Higher Education Act.

The energy that once surrounded President Obama's planned Postsecondary Institutions Ratings System (PIRS)—announced in August 2013—has waned during the past year. The system, to be overseen by the Department of Education (DOE), would have identified colleges that are improving performance, compared colleges, and assessed which colleges were doing the most to help disadvantaged students to succeed.

The American Association of Universities, of which Emory is a member, is on record as opposing PIRS, citing concerns about accurate and meaningful data. In June 2015, the DOE announced that it has decided to scale back PIRS.

Instead of a scoring system and college evaluations, the DOE is now proposing a consumer-oriented website that will include a broad range of data about college costs and incomes. Emory's Office of Government and Community Affairs, along with this office, has applauded the education department's new approach, given that much of our time is already spent on reporting compliance.

As Congress works toward reauthorizing the Higher Education Act for the ninth time, it has created working groups focused on several issues of interest to Emory. Among the issues is regulatory reform—namely, the ways in which higher education regulation has become too complex and burdensome. The registrar's office will follow Congress's progress closely as it works to produce legislation in fall 2015. As Senator Lamar Alexander said, reauthorizing the act is "about deregulating higher education, making rules simpler and more effective." Simplifying rules would certainly significantly affect the way we interact with students, others in Enrollment Services, and beyond. ■





CHALLENGES AND OPPORTUNITIES

Building Strategic Partnerships: Collaborative Initiatives at Emory

The role of the registrar must include policy and process expertise that supports academics, monitoring student academic progress, and complying with federal and state regulations as well as a number of other vital campus functions. To carry out the role well means building greater partnerships across Emory, including being the institutional officer responsible for adherence with the Federal Educational Rights and Privacy Act.

This academic year, the registrar's office has expanded its efforts in building strategic relationships across the institution. These cross-institutional partnerships and the connections they foster position the registrar's office to provide leadership in policy formation and process re-engineering, enabling efficiencies that are of great benefit to our operations and providing a voice that hasn't existed in more than 40 years.

A regularly scheduled Registrar/Mutual Concerns monthly meeting has been scheduled to begin discussions with school liaisons on the many challenges they face with the issues listed below and others. In addition, a "data users" group will be formed in spring 2016 to create data best practices/guidelines on data reporting. Topics include:

- dual/joint degrees
- waitlisting
- registrar's guide
- virtual training
- majors/minors
- security access
- new programs (onboarding)
- query review

Undergraduate Strategic Enrollment Management Plan

Improving retention and graduation. The registrar's office partnered with the offices of Undergraduate Education and Institutional Research (Oxford and Emory College) to assess the current state of undergraduate first-year and six-year retention rates for Emory College, nursing, and business. Although our overall rating is comparable to our peers, there has been little change during the past several years—a great concern to both the provost and undergraduate deans. These findings were presented to the Strategic Enrollment Management Steering Committee.

Our goal in the assessment was as follows:

- What good and relevant models are there for Emory to be aware of/consider?

- Where is Emory relative to these other models?
- What would it take to do better?
- What are the possibilities, recommendations, and consequences of making changes?

We reviewed our peer group and found three schools that show evidence of a collaborative model involving academic and nonacademic participants. For Emory to improve retention, it must be prepared to address student social concerns:

Vanderbilt Retention Model

Led by Residential Education, Vanderbilt offers a Student Welfare Panel lead by deans, directors, counseling, and student health; students are referred to the panel to discuss issues/concerns with built-in resources for assistance. Within the first year of implementation, Vanderbilt retention jumped by two points (97% to 99.13%).

Duke Advising Center and Network Resources

The objective of the program is to explain the nature of a liberal arts education, foster meaningful early engagement with faculty, make guidance to first- and second-year students apparent and accessible, monitor the academic progress of individual students, and provide meaningful, change-oriented interventions as appropriate.

Other recommendations include:

- Retention success: What constitutes success? How do we measure it? How do we create a culture of retention for Emory?
- Examine admit populations (Early Decision I and II, Regular, Transfer, Oxford continuees)

- Some of our retention problems exist among students who are successful but leave for other reasons. Social and health issues are areas we need to explore further. We need to think about different strategies for different student populations.
- Build bridges between existing programs and work to ensure that data is shared across the university.
- Develop, implement, and evaluate a comprehensive early-alert system, paired with an integrated early-response program.
- Evaluate the long-term impact of student-retention efforts.
- Promote continuous enrollment to assist students who must “step out.”

Using data analytics to aid with decision making will allow us to:

- Easily define different kinds of student profiles and groups, such as an IPEDS cohorts, First-Generation Students, or At-Risk students.
- Track retention rates within the context of various student demographic values (i.e., gender, marital status, ethnicity, age bands, international, income).
- Determine the retention and performance in different academic careers, programs, and plans across the university.
- Capture social engagement and academic performance on campus.
- Explore learning analytics to understand better the instructional experience inside the classroom.

The Steering Committee is reviewing recommendations that will be included in the five year Strategic Enrollment Plan scheduled for release in fall 2015.

Graduate Schools—Full-Time, Half-Time Definitions

Traditionally, “full time” has been defined as nine hours in our graduate programs, with a recent update of “half time” from six hours to five hours. The law school requested that we revisit this policy to allow federal aid for a summer externship course. After investigating, we found that, for federal officials, graduate school programs can be composed of virtually any number of hours to be considered full time, and those requirements can shift from program to program within a school (e.g., the master’s in law and juris doctor programs could define full time differently), and differ between summer and fall/spring.

Given the loose federal definition, it is up to the university to establish how flexible we wish to be in these definitions. Also, our graduate programs likely would welcome altering the definition of full-time, but we must also alert them to the unintended consequences of this proposal.

Because this proposal is university-wide, we believe it would need the approval and endorsement of the Provost’s Office to give it the necessary authority. The Registrar’s Office and the Office of Financial Aid will meet with senior leadership and other stakeholders to discuss potential impacts/consequences of implementing such a policy during the fall term.

The Academic Calendar

The academic calendar set up in OPUS drives the processes for the offices of admission, registrar, financial aid, and student financial services. The University Calendar Committee approves “standard” terms.

All central offices rely on a Begin of Term and End of Term date to remain compliant with the Department of Education

regulatory requirements. The academic calendar set-up is a function of the registrar’s office. Using the university-approved calendar dates, the registrar’s office enters the approved Begin of Term and End of Term date for each school.

In fall 2008, during the course of reviewing academic calendars, it was determined that most of Emory’s schools offer some type of “pre-term coursework”; thus, the committee approved that schools be given the opportunity to use this time as needed. It was the goal for this pre-term period to last approximately 10 days or two weeks prior to the start of the term. Even as this arrangement has worked for the schools, it does present some issues from a federal aid standpoint—in particular, how the federal government defines what is a “standard” and “nonstandard” term.

Though the option of awarding aid in nonstandard or nonterm environments may be viable, it may present consequences and risks from the Department of Education.

- Mild risk: We could have a “finding” in our yearly A-133 audit.
- Middle risk: We are required to pay back federal aid.
- Extreme risk: We lose the eligibility to award federal Title IV aid.

To understand fully the extent to which courses are being offered outside of a standard term, the offices of financial aid and the registrar have partnered to survey our liaisons on the following questions:

- Do you use the pre-term course weeks?
- If so, what type of coursework is conducted during the pre-term? Noncredit or for-credit course work?
- If the courses conducted during this period are for credit, how many credit hours are earned?

- For the courses being offered, are they completed during the pre-term period or do they continue beyond the first day of classes?
- Do you offer any other credit-bearing courses that do not occupy the full semester? If so, please explain.

Findings from this survey will be presented to the associate deans' meeting in fall 2015 with recommendations that will be submitted to the provost.

Electronic Transcript Delivery—Two Years Later

More and more, electronic credentials are moving from the exception to the expectation. Offering transcripts, diplomas, and other academic credentials electronically empowers learners to make the most of the credentials they work so hard to earn.

Year two of the registrar's office partnership with Parchment has provided our students with greater ease of managing and sending transcripts online at their convenience. As of this writing, approximately 53 percent of users order their transcripts for electronic delivery while 47 percent continue to order "official" paper copies. This number is up significantly compared to last year's electronic delivery at 40 percent and paper copies at 60 percent.

Transcript Type	Quantity	% Breakdown
PDF Transcripts	17,215	52.75%
Paper Transcripts	15,421	47.25%
TOTAL Transcripts 14/15	32,636	

Transcript Paper Destinations	Quantity	% of Paper Transcripts
30322—Atlanta (Emory)	642	4.16%
02471—Watertown	635	4.12%
30033—Decatur	367	2.38%
18940—Newtown	305	1.98%
30334—Atlanta	285	1.85%

Transcript Usage	Quantity	% of Transcripts Processed
Personal	10,288	31.52%
Graduate/Professional		
School	5,384	16.50%
Employment	4,489	13.75%

In addition to offering eTranscripts, Parchment has plans to create a Credential Innovation Framework, five clusters of innovative activities that institutions such as Emory may benefit from:

- Go digital. Begin with eTranscript and expand to all credential types: diplomas, nondegree certificates, verification, and even digital diplomas.
- Do what paper can't. Take the digital form beyond just an image of its paper counterpart with clickable, visual, and machine-readable data for added functionality.
- Create new pathways. Enhance credential exchange to support the diverse pathways learners take across institutions on their way to an academic degree, ensuring portability of courses and credits to maximize degree completion and learner success.
- Communicate more content. Add competency-based and experiential, or cocurricular, data to show the full impact of a postsecondary education.

Part of the electronic delivery increase can be attributed to the onboarding of eTranscript delivery on behalf of the American Medical College Application Service, which supports a large number of paper transcripts processed. The numbers are encouraging; however, we continue working with Parchment to identify third-party recipients who have a sender/receiver partnership with Parchment and could receive eTranscripts directly from Emory, which includes Emory's admission offices as well.

Internal Audit

In 2014 Internal Audit did a review of processes in the registrar's office that support data security and integrity of student data, with a particular focus on sensitive student PII (personally identified information).

The Internal Audit report included the following management action plan related to the development of a Business Continuity Plan (BCP) and Disaster Recovery Plan (DRP) for critical student data systems: The registrar's office, in collaboration with LITS management, will develop a formally documented BCP to support continuous service and minimize the effect of disruptions (e.g., turnover in personnel, downtime of key systems, natural disasters, etc.) to critical student data systems. The BCP will include a supporting DRP for each critical student data system that focuses on the recovery of information.

Top Business Processes in the Registrar's Office

- Registration
- Commencement
- Admisison
- Data Records

In order best to support this foundational effort, the initial phases of the BCP/DRP in this business case will focus on formally documenting and testing a BCP/DRP

for one of the four key business processes identified—fall registration.

- **Phase I** will focus on planning for business continuity for student registration and the primary system for the registrar's office—OPUS, as well as any other secondary systems that are required.

- **Phase II** will focus on testing of the BCP and DRP.

Currently, a formally documented and tested BCP/DRP for critical student data systems (e.g., PS Student/OPUS) does not exist.

If established, the BCP would document and provide the overarching set of processes and procedures to support the operation of critical business functions in the event of a disaster or other interruption. Within the BCP, the supporting DRPs (which are more technical in nature) would support the recovery of specific IT systems/applications after the disaster/interruption. Overall, the BCP/DRP would enable management to support continuous service, minimize the effect of disruptions, and recover IT systems/data in accordance with an agreed-upon plan.

Without a robust, documented, and regularly tested BCP/DRP for critical student data systems, the organization increases its risks for: (1) An inability to maintain services, (2) Damage to image, reputation, or brand, (3) Failure to protect student data assets, (4) Business control failure, and/or (5) Failure to meet legal or regulatory requirements. These risks increase the likelihood that the organization may face increased expenses for restoration, recovery, and/or other financial penalties/fines.

A business case was presented to the Information Technology Steering Committee and Governance Committee in August 2015. If approved, expected deliverables (including testing) will be completed by July 2016. ■



2015–2016 GOALS AND INITIATIVES

Beyond the Traditional Transcript

Many in higher education agree that old-school college transcripts fail to capture adequately what students learn and do during their time in college. We will explore the work being done by the Lumina Foundation and the American Association of Collegiate Registrars and Admissions Officers on how to collect, document, and distribute information about student learning and competencies, including what is gleaned outside the traditional classroom.

Data-Quality Practices

Examine data-quality practices across the enterprise to establish policy.

Student Identity Preferences (Preferred Name)

As the landscape of our student body changes, so should our approach to providing alternatives for students. This academic year, we will review how Emory enables students to indicate their identity preferences—including preferred pronouns, preferred gender, and preferred name.

Waitlisting: Phase III

We will continue our outreach to school counterparts on building better efficiencies for students' course selection by understanding what has worked/what hasn't and the implications for enrollment, class sizes, class scheduling, faculty workload, as well as data collection and reporting.

Course Offering Automation: Next Steps

As we shift our focus from internal solutions for class scheduling, we will reexamine CourseLeaf, sponsored by Leapfrog Technologies. It provides CourseLeaf Section Scheduler, which determines classroom offerings each term and empowers staff to create prime-time distribution, balance light time slots, and enforce accurate class enrollment for student success. ■

*Submitted
October 1, 2015*



OFFICE ORGANIZATION AND CORE SERVICES

Administration

JoAnn McKenzie, University Registrar
Mary Williams, Administrative Assistant
Kristin McAdams, Senior Associate Registrar
Sylvia Harris, Assistant Registrar/Training
Emily Tallant, Assistant Registrar/Compliance
Susanna Solomon, Receptionist

Academic Support Services

Jesse Foley, Associate Registrar
Apyrle Brown, Business Operations Specialist
/ Graduation and Degree Audit
Bryan Falgout, Business Operations Specialist
/ Room Scheduling and Utilization
Betty Kocsis, Business Operations Specialist
/ Course and Curriculum Management
Yvette Moore, Business Operations Specialist
/ Course Management
Dawn Muilenburg, Business Operations Specialist
/ Academic Scheduling

Student Support Services

Wendy Morrell, Operations Manger
Lorraine Bryan, Senior Academic Records Specialist
/ Registration and Enrollment
Judy Hooper, Academic Records Specialist
/ Registration and Enrollment

Tyhuna Nelson, Senior Academic Records Specialist
/ Cross-Registration
Maggie Turlington, Academic Records Specialist
/ Transcript and Verifications

Data Management Services

Cynthia Sinha, Data Manager
Demian Cummings, Data Analyst
Veronica Morgan, Business Analyst

Student Information Systems Support

Carrie Niles, Business Analyst
Kurt Haas, Business Analyst

OUR VISION

Recognize the importance of each person we serve.

Maintain the trust and confidence of students, faculty, and staff for our quality of work and collaborative solutions.

Care for employees by promoting a friendly and stimulating office environment with opportunities for professional development.

Earn national respect for excellence in academic services and the use of technology that benefits our campus and the higher education community.

BY THE NUMBERS

DATA
REQUESTS
311

CERTIFICATIONS
ISSUED
20,022

TRANSCRIPTS
ISSUED
32,636

CROSS-
REGISTRATION
INCOMING STUDENTS
130
OUTGOING STUDENTS
72

TRANSIENT
STUDENTS
92

GRADES
PROCESSED
148,309

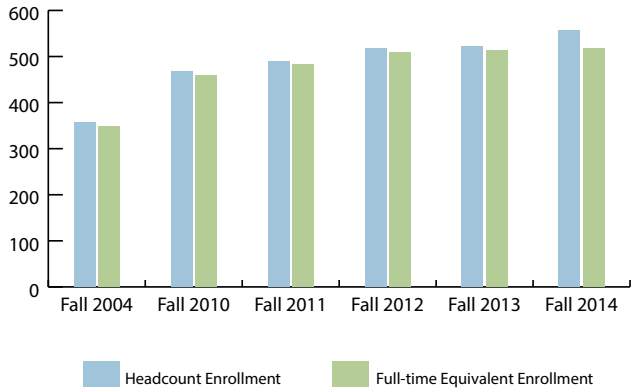
ROOM
RESERVATIONS
AND
ONE-TIME-EVENT
SCHEDULING
5,162

CLASSES
SCHEDULED
7,834

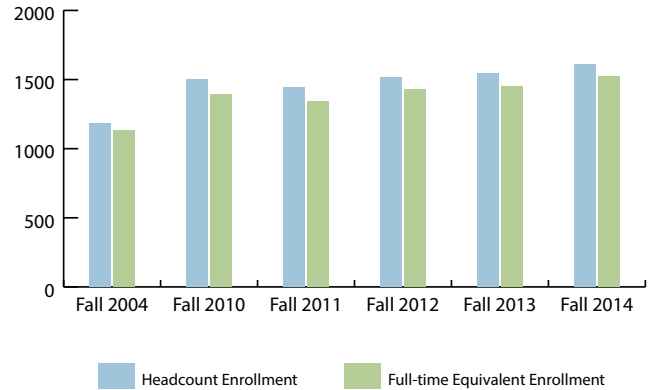
DEGREES
AWARDED
4,569

PEOPLESOFT
USERS
8,371

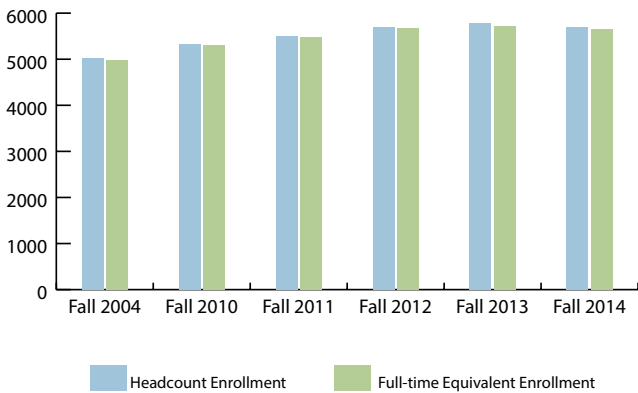
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Allied Health



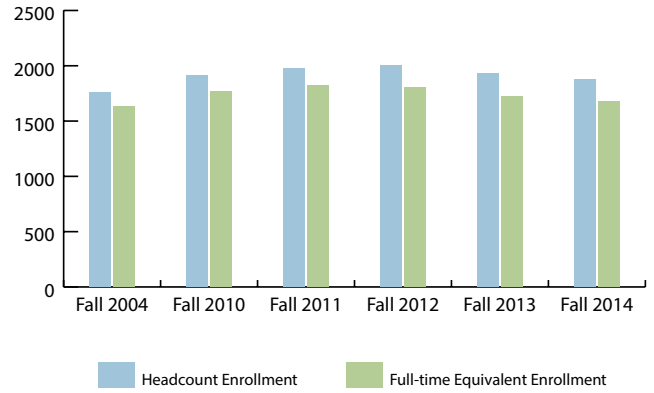
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Goizueta Business School



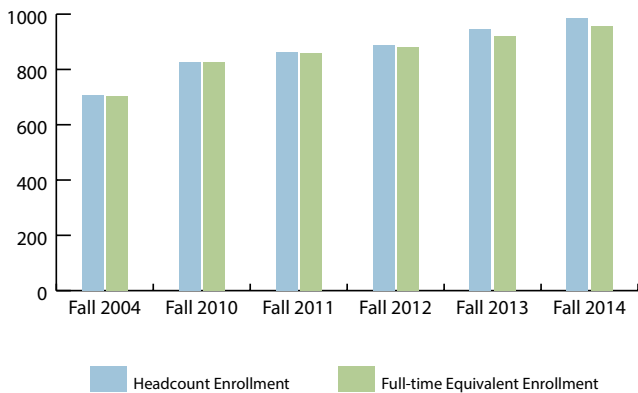
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
College of Arts & Sciences



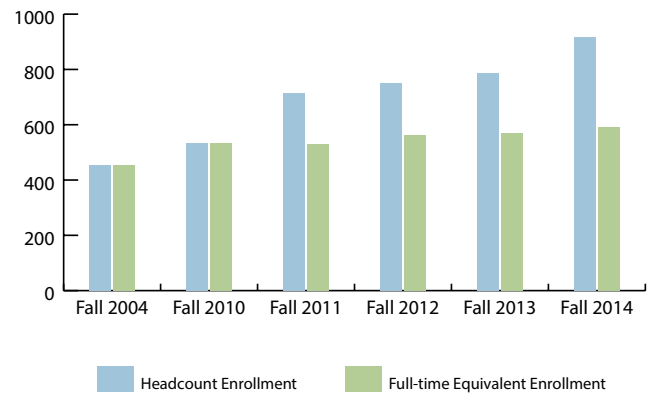
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Laney Graduate School



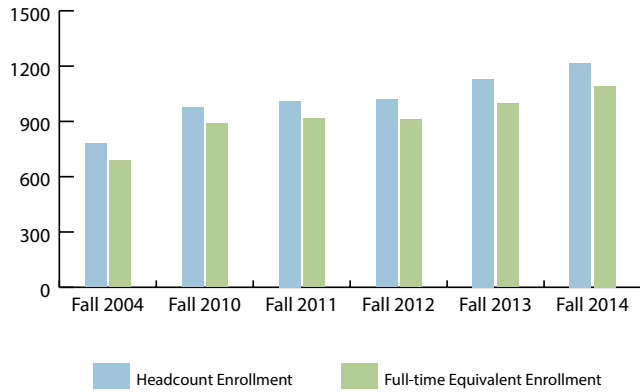
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
School of Law



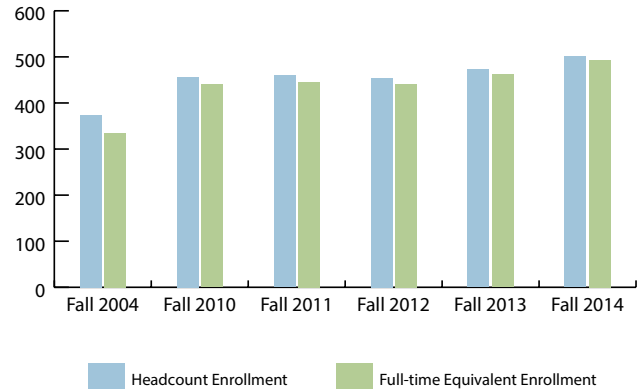
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
School of Medicine



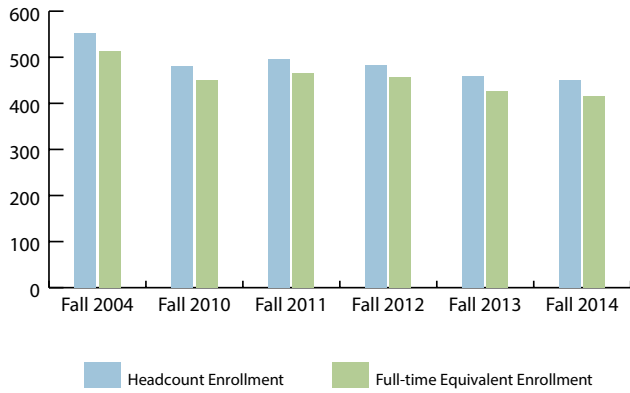
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Rollins School of Public Health



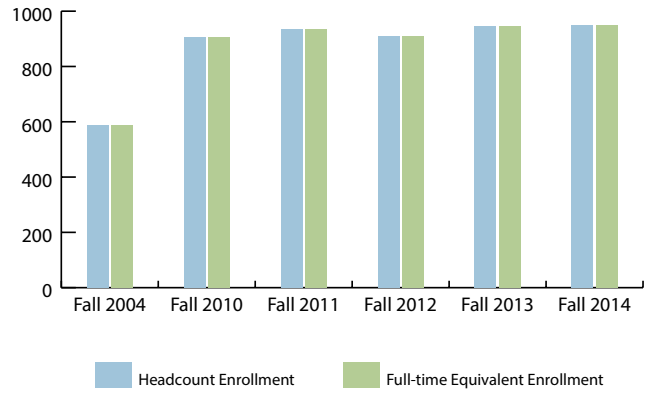
**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Nell Hodgson Woodruff School of Nursing



**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Candler School of Theology

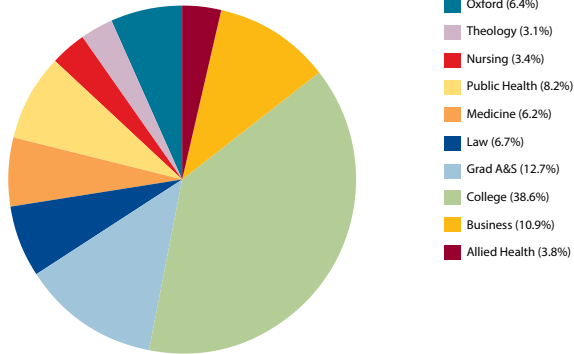


**Opening Fall Enrollment Comparison
2004 compared to 2010-2014**
Oxford College

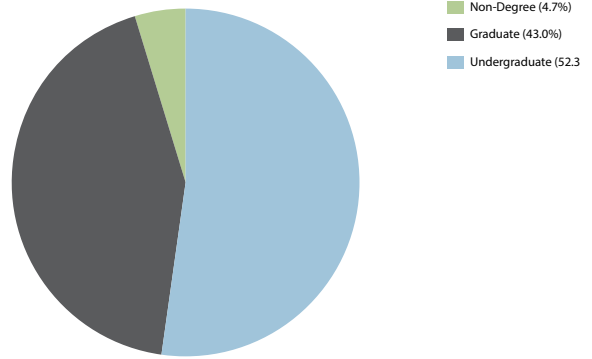


Fall 2014 Enrollment

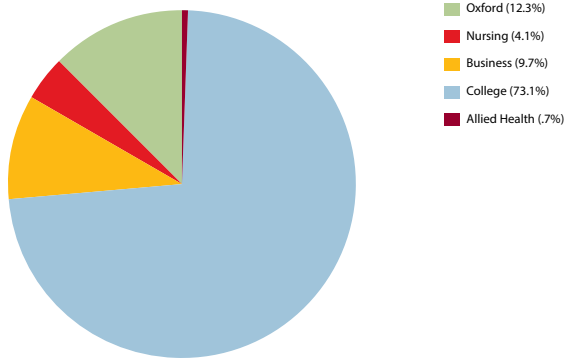
Headcount by School



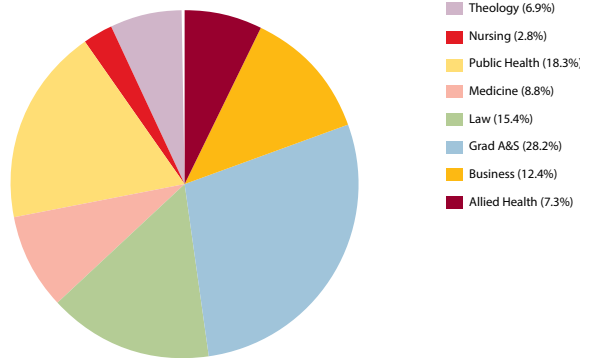
Headcount by Level



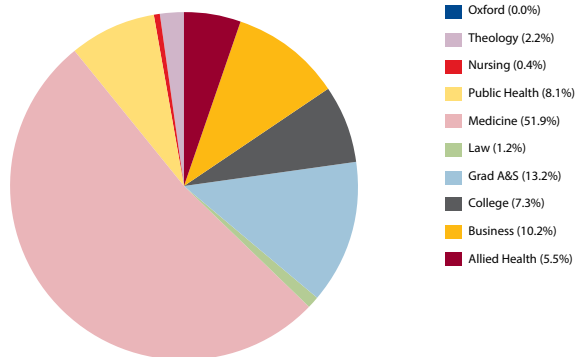
Undergraduate Headcount by School



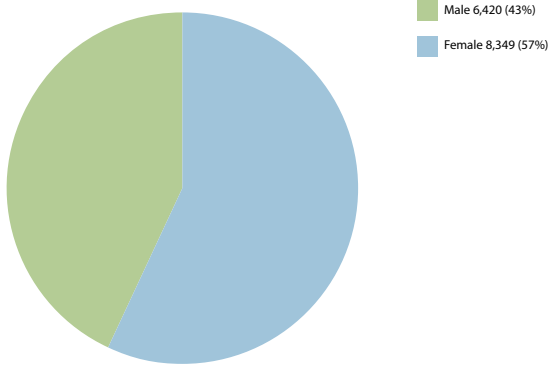
Graduate Headcount by School



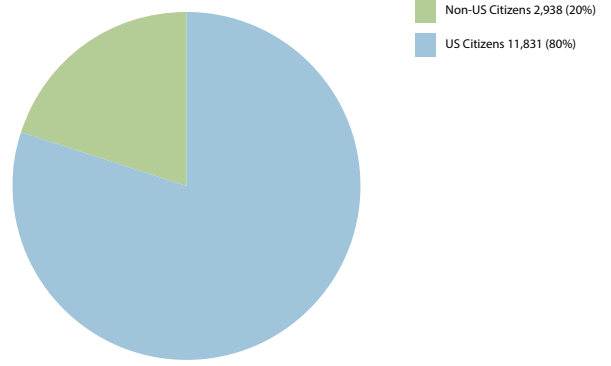
Non-Degree Program Headcount by School



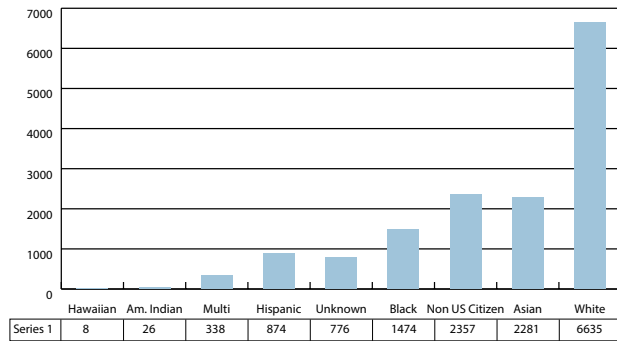
Fall 2014 Enrollment Breakdowns
Total Enrollment = 14,769
 Gender



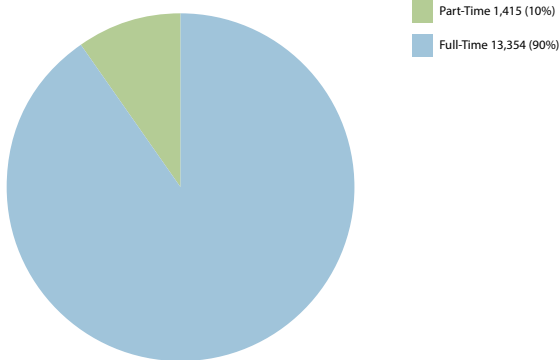
Fall 2014 Enrollment Breakdowns
Total Enrollment = 14,769
 Citizenship



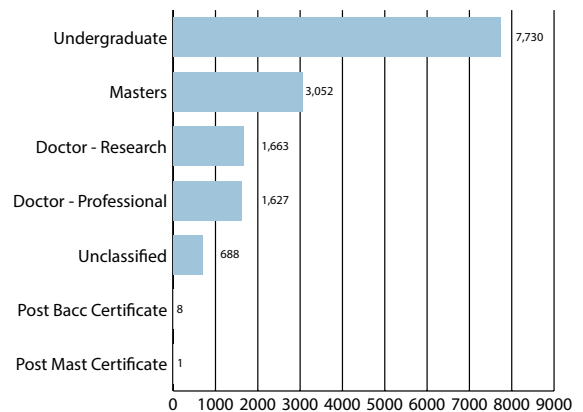
Fall 2014 Enrollment Breakdowns
Total Enrollment = 14,769
 Ethnicity



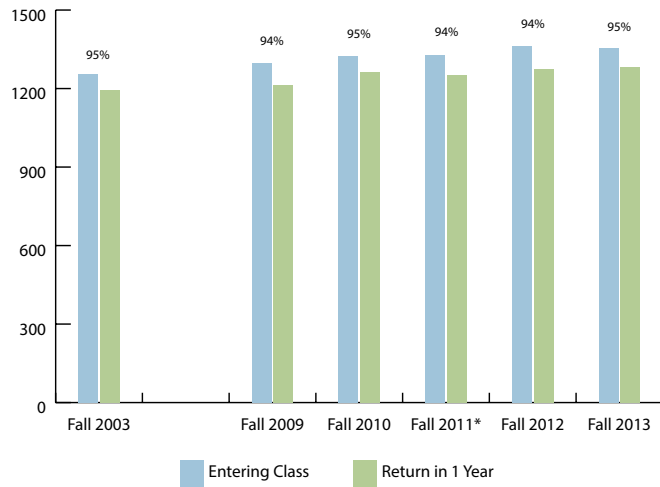
Fall 2014 Enrollment Breakdowns
Total Enrollment = 14,769
 Full-Time / Part-Time



Fall 2014 Enrollment Breakdowns
Total Enrollment = 14,769
 IPEDS Category



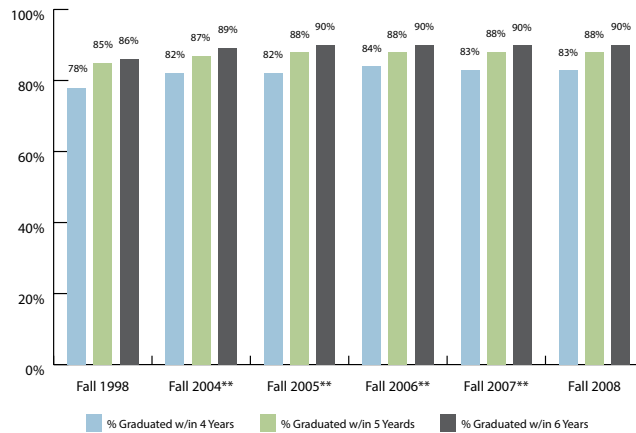
**Retention Rates
Emory College Only**



* Data taken from Migration/Retention Report

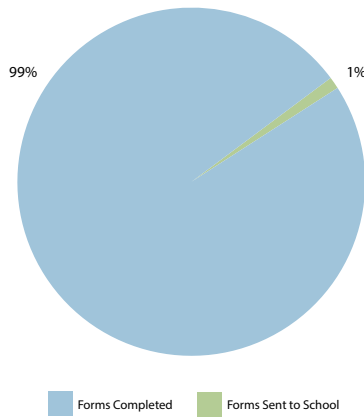


Emory College Graduation Rates
Cohort Full-time, First-time Bachelor
Seeking Headcount Only

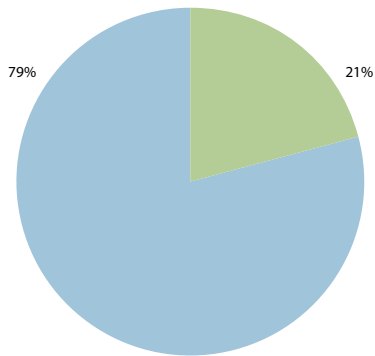


Data taken from IPEDS Graduation Rate Survey (except where indicated)
* The cohort for Fall 2000 to Current includes only Emory College.
For previous cohorts (Fall 1999 on back) the methodology included some Oxford Students

Enrollment/Degree Verification 2014/2015
Forms Completed

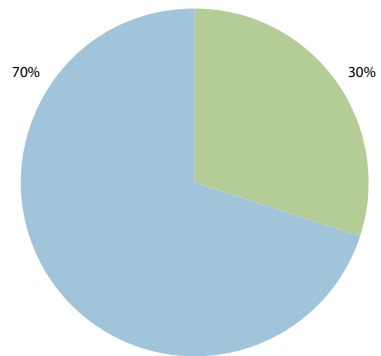


Enrollment/Degree Verification 2014/2015
OPUS Self-Service



OPUS Self-Service (Required Registrar Assistance) OPUS Self-Service

Enrollment/Degree Verification 2014/2015
National Student Clearinghouse



NSC (Required Registrar Assistance) NSC