OFFICE OF THE UNIVERSITY REGISTRAR

# 2013–2014 Annual Report

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# MESSAGE FROM THE UNIVERSITY REGISTRAR

I am pleased to share with you the annual report of the Office of the Registrar for 2013–2014. Ours is an active, dynamic office that provides central services to numerous administrative and academic units as well as Emory's 14,513 students and more than 129,000 alumni. The pages that follow provide a glimpse of the work we have accomplished this year.

We strive to provide personalized attention while serving the vast number and variety of constituents on campus. I hope that these updates give you a sense of our efforts and the progress made this year. We also have a keen appreciation for the role our services and university records—of courses, degrees, and students— play in supporting critical university initiatives. In that light, a major focus of our efforts is on how we can be a major contributor to university initiatives and do so in a way that balances innovation with preserving the accuracy and integrity of university records.

Obviously, none of this is possible without continued hard work and commitment from a dedicated staff. It is through their efforts that we maintain exceptional quality in our records and processes, and collectively coordinate the functions of the office. As you read the report, I hope you get a sense for how our staff balances attention to the ongoing operations of our core functions, applies their creativity and ingenuity to making services more efficient and effective, and strives more fully to develop a stimulating and rewarding office environment.

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 better may meet the needs of the university community.

*JoAnn McKenzie*
*University Registrar*

# OUR 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—separate from other academic records—the records of those who receive "continuing education credit" (CEU).
- 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 needed.

*EMORY COLLEGE OF ARTS & SCIENCES (ECAS) COURSE OFFERING AUTOMATION*

Processing of OPUS course offerings for ECAS departments is a difficult process that requires four FTEs among the registrar's staff for several weeks each semester. Although electronic forms are used to collect the information, manual input is still required. In addition, ECAS does not carry over and build off previous schedules, which causes inefficiencies for both ECAS and the registrar's office.

Partnering with the Office of Undergraduate Education, the registrar's office conducted a top-to-bottom review of ECAS course offerings to introduce a more reasonable and less manually intensive process. Historically, the course-offering process involved emailing Word documents to departments that, in turn, submitted classes offered for the specified term. To streamline the process, the registrar's office has reviewed the submission format and method and created a new, phased approach to this process:

**Phase I—**Create methodology and format for departments from Emory College (and the Laney Graduate School) for course-offering submissions to the registrar's office:

- A new digital format for course-offering submission was created using Excel as the basis. This allowed the registrar's office to prepare a single sheet, with a fixed format, for each department to submit the necessary content in one unified way.
- The registrar's office has partnered with Emory College web developers to pilot a web-based submission form that includes the ability to control the content and information submitted via rules-based submission. A few select departments will pilot this new form during the course-offering submission period for the spring 2015 term.

As a result of these new format changes, course-offering submissions are handled online. In addition, new policies were implemented to ensure submission of course offerings took place in a consistent and timely fashion across all departments.

**Phase II**—Investigate methods for creating an automatic load process into OPUS for course-offering submissions:

- Using the new Excel-based course-offering submission format as impetus, the Office of the Registrar partnered with Oxford College to develop a process that will allow CSV files to load into the appropriate tables in OPUS.
- Depending on the results of the testing by the registrar's office and Oxford College registrar staff,

this new method could be implemented by the course-offering submission period for fall 2015.

Although this new upload process has great potential, it has prompted further discussion to explore other software solutions and web technology beyond PeopleSoft. At a recent conference of AAU registrars, Leepfrog Software Solutions was identified as a leader in course-offering submissions. CourseLeaf—a Leepfrog product—includes 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 process by uploading of data into OPUS via an automated process developed for the CourseLeaf system.

Once a final course offering upload process/product is determined, a third phase will begin this academic year. Regardless of the final automation solution, the processing of class submissions to OPUS soon will be more efficient and accurate, leading to easier and timely access to class information for students, faculty, and staff.

*FERPA TRAINING AND COMPLIANCE OPPORTUNITIES*

In an attempt to raise awareness of the Family Educational Rights and Privacy Act (FERPA), the registrar's office has offered FERPA training modules on campus this past academic year—10 training sessions thus far, with several more planned. We have made a concerted effort to communicate the availability of training to all the schools and have offered training to the Division of Enrollment Services—key players in protecting the privacy of student data—during lunch-and-learn sessions. These training sessions often serve to open up the lines of communication between the registrar's office and other departments on campus. The office has established a training calendar, making it simpler to track which departments have received FERPA training. Along with maintaining a schedule for FERPA outreach, the calendar ensures that we train our own staff and review the university's privacy policy on a regular basis.

In addition to training opportunities, the registrar's office is developing enhancements and new functionality within OPUS, improving employees' FERPA education, accountability, and compliance:

- Develop FERPA directory information screen for school use. This screen will display "directory information" only to ensure that school representatives do not release "nondirectory" information.

- Develop a FERPA quiz via OPUS that will be a requirement to gain access to data in the student-information system.

*HISTORICAL RECORD PRESERVATION*

The registrar's office controls historical records (from 1836 to 1990); all records from 1990 on are maintained in PeopleSoft. Current methodologies for storing historical records create unnecessary institutional risk from fire, water damage, humidity, and unauthorized access. In consultation with the university archivist, John Bence, the registrar's office has begun to adopt new, less risky methodologies for maintaining these records.

**Document Imaging**

- Historically, permanent record cards were scanned many years ago by an outside firm that did a poor job with indexing and readability on certain pages (these files were stored in Optix and then recently converted over, as is, to OnBase). Libraies and Information

Technology Services will conduct an audit of all OnBase images and provide a summary of poorly scanned documents for reimaging and proper indexing.

**Climate controlled storage of Permanent Record Cards**

- The University Records & Information Management program at Emory is administered through the Special Collections and Archives Division of the Robert W. Woodruff Library who maintain the integrity of Emory records for administrative, legal, financial, and historical purposes. ACCESS Information Protected is Emory's preferred vendor for offsite records storage. The Registrar's Office is currently working with John Bence to negotiate the transfer of all record cards to the Access Facility by fall 2015.

With the Registrar's connectivity to the offices of Undergraduate Admission, Financial Aid, and Emory College, this initiative is an opportunity to not only solve a Registrar issue, but a chance to amplify OnBase's usefulness across the Division of Enrollment Services.

*STUDENT SELF-SERVICE*

**National Student Clearinghouse vs. OPUS Self-Service**

The National Student Clearinghouse (NSC) serves as the leading provider of educational reporting, data exchange, verification, and research services to students, schools, administrators, and requestors. Clearinghouse services comprise four service areas: data-exchange services, financial-aid services, research services, and verification services. Through the NSC Student Self-Service, students may perform a wide range of enrollment verification activities via the web at no cost, including:

- enrollment certificates
- viewing enrollment history
- checking verifications that the clearinghouse has provided to student service providers on their behalf
- viewing student loan deferments
- linking to real-time information on student loans

Currently enrolled students at Emory University may use OPUS self-service to order enrollment verifications only with limited options—students may order official verifications to be printed on personal computers or may request that an official verification be mailed directly from the registrar's office. Approximately 67 percent of current students use the self-service functionality without registrar involvement, while 23 percent continue to contact the registrar's office for support. A recent survey of students offers some insight as to why they feel interaction with the registrar's office is still necessary when ordering online.

This year, the registrar's office, with the support of the Student Information System team, have evaluated the overall self-service enrollment functionality in OPUS against the NSC self-service options to determine which portal would best to improve service and efficiency for students. The NSC and OPUS Self-Service are alike in the majority of services offered, with the exception of a few options: the NSC allows students to receive an "official" enrollment- verification form bearing institutional branding and required seal/signatures; provides a custom "Good Student Discount" form with the appropriate branding and signatures; and offers up-to-date lender transactions on enrollment and degree verifications.

Although providing additional services via the NSC would provide more lender information to our students, the NSC does not offer the same level of services to our alumni—and that fact would require that both self-service portals remain. After further investigation, the registrar's office has reviewed enhancements to the current self-service functionality in OPUS and will provide a new look and feel to the self-service experience that will provide users with:

- official Emory branding for enrollment and degree verifications
- secure electronic (PDF) delivery of verification
- customized verification for "Good Student Discount" requests
- ability to capture usage data to assist in identifying student/alumni needs

As for the student loan information, we are deferring this initiative to the appropriate offices, which can be obtained by students through an outside resource, eliminating the need for services provided by NSC.

*STRATEGIC PARTENERSHIP WITH SCHOOLS*

Customers on campus report that within the last five years, the registrar's office has provided strong support services to schools to meet predetermined requirements and goals. The training and workshops that the office provides are useful and productive; and all customers felt that when their student population needed to use the registrar's office, they were treated well and were satisfied with the service. However, while customers felt the office was responsive to their needs, many felt that there is a need for suggesting ways to improve or streamline processes and that registrar staff should be "empowered" to become critical thinkers and decision makers. Though some schools indicated that they preferred a very hands-off approach, others indicated that more specific guidance and assistance would be welcome.

In response to this feedback, the registrar's office has restructured the organizational makeup of the office to focus on three major areas: Academic Support Services, Students Support Services, and Data Management Support Services. The new structure of the office is designed to deploy 21st-century best practices:

- Deploying professional staff, with higher skill levels; cross-trained to handle multiple areas if needed (operations, outreach, etc.)

- Reaching out to schools and to groups to disseminate best-practice models and fully understand both process and school-specific challenges; utilization of technology to increase efficiency, including social media to connect with students, staff, and faculty. Regularly scheduled training and support for new and seasoned customers is scheduled for fall 2014.

- Establishing professional trust with faculty, administrative divisions, and senior leadership by introducing new policies and best practices across all schools—seeking out synergies, whenever possible, while recognizing school-specific needs.

In this new academic year, leadership within the registrar's office will continue to focus on empowering staff to see their work as not only being responsive to customers but proactively finding solutions to issues/concerns raised by our customers.

*HOPE SCHOLARSHIP PROGRAM AUDIT*

Oversight of the HOPE and Zell Miller scholarships involves knowledge of state regulation, the Georgia Student Finance Commission's oversight, financial aid expertise, undergraduate school representative knowledge of the program, student cooperation and transparency, as well as guidance and support from the registrar's office. With so many players, it is no wonder that the HOPE scholarship often can be challenging to manage. In collaboration with the Office of Financial Aid, the registrar's office has developed practices to minimize noncompliance.

After HOPE audit findings in 2009 and 2012, the registrar's office and Financial Aid have been in conversations on ways to collaborate and create best practices to minimize non-compliance. From the conversations, the following practices will be put in place for the 2014-2015 academic year:

- Create an annual HOPE audit schedule that will include random sampling of student records to identify any noncompliance issues. Plans for the coming year include granting admission staff access to the NSC, which will enable staff to identify all schools that students have attended and obtain transcripts from any schools not reported by students—before students matriculate.
- Develop a HOPE training schedule that will be incorporated into the registrar's HOPE audit schedule. Preassessment has been vital this year, providing the registrar's office with a snapshot of what staff know about the HOPE scholarship process. Preassessment is followed by assessment during training, which has begun with the School of Nursing and will continue with other stakeholders on campus in the coming months.

We anticipate that the Georgia Student Finance Commission will conduct another HOPE audit in spring 2015. Establishing new best practices in methodologies between our two offices will provide greater compliance improvements this academic year.

# VETERANS ADMINISTRATION AND GOVERNMENT AFFAIRS

The registrar's office is charged with certifying enrollment, tuition, and fees to the Veterans Administration (VA) for students receiving VA educational benefits. The number of students receiving these benefits steadily has increased through the years. Most of Emory's VA students receive the Post 9/11 GI Bill benefit (Chapter 33).

Number of students receiving VA benefits:

| | | | |
|---|---|---|---|
| 2003–2004 | 31 | 2008–2009 | 63 |
| 2004–2005 | 34 | 2009–2010 | 81 |
| 2005–2006 | 37 | 2011–2012 | 136 |
| 2006–2007 | 44 | 2012–2013 | 133 |
| 2007–2008 | 60 | 2013–2014 | 121 |

**Fall 2013** was, without a doubt, a turbulent season for the United States Congress, and that turbulence resonated throughout Emory University. From October 1 through October 16, 2013, the federal government entered a shutdown, disrupting government services, research, and programs including the VA. The VA's shutdown acutely affected the Division of Enrollment Services and our ability to disburse VA educational benefits to US veterans and their dependents.

At the time of the shutdown, Emory had 120 students receiving some type of veteran educational benefit; though most had received at least some funding, there were five students whose tuition payment had not been issued by the VA. The directors of Financial Aid and Student Financial Services expressed their commitment to helping students in case of an extended shutdown. Further, the registrar's office disclosed the monies our students normally would anticipate receiving to the school liaisons authorized to administer Emergency Student Loan funds. Cameron Taylor—Emory's staffer on Capitol Hill and a representative of the Office of Governmental Affairs, was instrumental in putting our students in touch with Senator Saxby Chambliss's office in an effort to expedite their VA tuition payments. Four out of the five affected students requested and took advantage of the assistance offered by the senator's office.

Fortunately, the provisional plans proved unnecessary when the federal government reopened in mid-October. While preparing for the worst, we learned that although an extended government shutdown would be problematic at best, Emory was ready to coordinate a supportive response for our veterans and their dependents.

**Spring semester 2014** brought yet another challenge to the registrar's office—a VA site visit and compliance survey. VA's State Approving Agency reviewed a sampling of student files representative of all schools, examining enrollment certifications, admission applications, withdrawals, transcripts, schedules, tuition and fees assessed, and any disciplinary-action records. In addition, the VA reviewed Emory's advertising materials, data on the ratio of civilian to veteran students, and Yellow Ribbon Program records. Collecting the items needed for the review involved cooperation from staff throughout campus. The group effort resulted in a successful site visit with no significant findings.

**National News**

There are several national issues that the registrar's office has monitored with particular interest in the past year. In fall 2013, President Obama proposed a College Ratings system; the Reauthorization of the Higher Education Act has been in industry news through the year; and a bipartisan taskforce, early in 2014, began studying regulatory relief from federal oversight for colleges and universities.

The president's proposed **College Rating System** is intended to identify colleges that are improving their performance, to compare colleges, and to assess which colleges are doing the most to help disadvantaged students succeed. The Association of American Universities (AAU), of which Emory is a member, responded to the Department of Education's (DE) call for comments as they develop the system. The AAU does not endorse the new ratings system, citing concerns over accurate data. In its letter to the DE, the AAU states, "We believe that any tools designed to be useful to students and parents in their college search should be grounded in reliable and valid data, and presented with the appropriate context to accurately reflect institutional performance." The current administration would like to see the next reauthorized Higher Education Act link financial aid to the college ratings.

During the past year, the *Chronicle of Higher Education* has featured about 60 articles on the **Higher Education Act (HEA) Reauthorization.** Why so many? Although the HEA has been the law of the land since 1965, it is the law that governs how federal money is awarded to colleges and students. It has been reauthorized several times, most recently in 2008. Before it adjourned for its August recess this year, the House of Representatives approved three bills to reauthorize portions of the HEA. The bills were H.R. 3136, the Advancing Competency-Based Education Demonstration Project Act; H.R. 4983, the Strengthening Transparency in Higher Education Act; and H.R. 4984, the Empowering Students through Enhanced Financial Counseling Act. It is unclear whether, or when, the Senate will consider these bills. Both the House and Senate are showing support for year-round Pell grants. However, as a comparison chart put together by the National College Access Network demonstrates, the priority similarities end there: see http://www.collegeaccess.org/HEAcomparison.

In February 2014, the **Taskforce on Government Regulation of Higher Education** began to work. The group's aims are to make recommendations to the DE on streamlining its requirements; to quantify the effect of regulatory requirements on colleges; and to recommend ways in which the cost and benefit of regulatory activity can be assessed. This is a bipartisan taskforce and includes the chancellor of Vanderbilt University, a school with which Emory works closely. In her *U.S. Congressional Newsletter* from February, Cameron Taylor noted that in 2013, the DE issued about 270 regulatory and subregulatory guidance documents. The taskforce hopes to address this matter, among others, forming subcommittees to look at specific issues.

As college costs rise and students struggle with loan repayment, Congress surely will look for new ways to hold colleges and universities accountable for costs and outcomes. We will continue to monitor our sources for any movement on government issues, especially Congress' reauthorization of the Higher Education Act. In the coming year, it will be interesting to see whether the reauthorization will focus on the president's rating-system tool or on accreditation as the standard by which federal money will be released to schools and students. ■

## CHALLENGES AND OPPORTUNITIES

*A Year in Retrospect*

This year has been one of transition with a new office structure and a shift in responsibilities for the majority of staff. Major accomplishments for staff include creating tiered job structures that support promotion, development, and succession planning; defined roles and responsibilities that respond to a more technologically driven environment and support innovation—establishing job-specific performance metrics where necessary. In addition, of the top recommendations reported from the review committee, 12 are either in progress or have been completed.

We have established expectations for both mangers and staff and hold each other accountable for success. For the first time, all projects/goals/initiatives are tracked using a tool that allows staff to report updates, challenges, and obstacles to completing assignments. Staff are required to inform direct managers when projects will not be completed on time, which allows mangers to assist with challenges that may occur. From a university standpoint, our focus has been on reinventing and flexibility—that is, not always being viewed as just "record keepers." We continue to establish professional trust with faculty and administrative divisions by addressing issues via the regularly scheduled meetings with school administrators, associate deans, and the Provost Council.

Managers continue to work with the staff to assist with diagnosing problems and applying best practices using the resources/training they have been given. The lack of written policies has created challenges for the registrar's office through the years—often resulting in customers receiving incorrect information about registrar best practices. For the past year, we have established policy/best registrar practices in the following areas: University student folder, course offering, room scheduling and space utilization for OUE, graduation/commencement, ARCHE, and e-transcripts, to name a few. This fall our main focus will be on the leave of absence and withdrawals practices across campus. Our assistant registrar for compliance is currently collecting data about inconsistencies in how withdrawals/leaves are reported and reviewing school (catalog) policies.

For the first time in 20 years, the registrar's office has reached out to our constituents on campus to begin dialogue on school-specific/institutional needs. Albeit most schools have operated in a decentralized fashion, the registrar's office has looked for synergies where appropriate; an example is the wait-listing initiative and the move to bring all schools together to discuss "institutional wins" when appropriate. This fall, the registrar's office will continue its outreach program, meeting with school counterparts to discuss both registrar/system needs and issues. This partnership has provided great insight into the needs in the schools and has assisted in setting the goals/objectives for the registrar's office.

The culture of the registrar's office has changed significantly. Employees hear a consistent message from the leadership team, and accountability is now part of the daily mantra of the office. Managers and employees alike are expected to conduct team and one-on-one meetings to keep abreast of work assignments. Moreover, staff now are conducting research and benchmarking as part of their daily work. This coming year, all employees will have an opportunity to participate in professional development opportunities such as conference/workshops and seminars. Participating in the AAU Registrar forums, the office continues to deploy 21st-century best practices by actively reaching out to colleagues in the profession to seek guidance/support on key initiatives.

**Electronic Transcript Delivery—One Year Later**

As was reported in the 2012–2013 annual report, the registrar's office partnered with Avow/Parchment to implement electronic transcript delivery to current/alumni students; this new functionality allows students to manage and send transcripts online at their convenience. Electronic transcript delivery has proven to be a great success. As of this writing, approximately 40 percent of users order their transcripts electronically while 60 percent continue to order "official" paper copies. Transcript usage reports shed some light on why paper ordering remains high.

**Transcript Usage - Cumulative**
(Parchment Analytics: Document Request Report - Detail)

| | | |
|---|---|---|
| Personal | 10775 | 42.30% |
| Graduate/Professional School | 6453 | 18.74% |
| Employment | 4663 | 13.54% |

Of the top three destinations for transcript requests, 30 percent are sent to graduate/professional schools—including Emory. This academic year, the registrar's office will focus on identifying graduate admission requirements for students applying to graduate school, specifically:

- Identifying methods for transcript delivery via XML format to Emory graduate schools, alleviating the need for ordering official transcripts.
- Conducting review of admission requirements from peer institutions to determine which schools have a sender/receiver partnership with Parchment and could receive electronic transcripts directly from Emory.

**Training Initiatives**

The registrar's office is happy to share that Student Records Workshops will resume this fall. Our training coordinator, along with Academic Services staff, kicked off the term with "Simplifying Course Offering" on August 19, which was delivered to a record group of attendees. A repeat of the workshop will take place September 3 for those who were unable to attend the earlier workshop. The first workshop received great reviews.

Student Records staff are excited to hear that there will be more training opportunities available this year.

Upcoming events:

- OPUS 101 (OPUS basics and navigation) in September
- Advancing My Skills with OPUS (tips and techniques) in October
- Empowering Faculty (What's in the Faculty Center) in December
- Roundtables (partnering with school, department, and registrar staff) in September, October, and November

A variety of resource materials also are being developed for students, staff, and administrative users.

Our goal is to provide a full library of valuable resources available for student records users via training videos and materials.

**University Internal Audit Review**

The University Internal Audit Office was approved to review several key areas within the registrar's office for FY2014: a FERPA review that outlines the policies, operations, and IT procedures and related controls that would support selected FERPA compliance; and a review to understand the processes for collection, control, and reporting of key information required for Integrated Postsecondary Education Data System (IPEDS) reporting.

**FERPA Review**
**Potential Risk Areas/Operational Improvements**

1. SLAs are formal documents were Emory should outline its predetermined requirements for the service and establish incentives to meet, or penalties for failure to meet, the requirements.

- Recommend that the registrar implement a process to review/update the OPUS Integration spreadsheet on a regular basis. Additionally, this spreadsheet should include a separate column to provide a brief explanation of what each feed does and/or why it is required.

- The registrar should ensure all vendors' contracts contain SLAs, and the SLAs should link to provisions in the contract regarding incentives, penalties, and contract cancellation in order to protect against service provider performance failures. Although the specific performance standards may vary with the nature of the service delivered, management should consider SLAs to address the following issues:

- Availability and timeliness of services
- Confidentiality and integrity of data
- Change control
- Security standards compliance, including vulnerability and penetration management
- Business continuity compliance
- Help-desk support

2. Establish a policy or procedure covering data extracts, sharing and storage, and the security controls in place.

- Recommend that policies/procedures be formally documented and implemented for sharing of FPERA data with the Emory IT environment.

**Integrated Postsecondary Education Data System Reporting Review**
**Potential Risk Areas/Operational Improvements**

1. Lack of Process Flow/Procedural Documentation
Currently, there is no documentation outlining the process and procedures related to the reporting of registration data in the IPEDS report. This lack of documentation and official responsibility assignment can lead to delays and omissions in the process if the current actors "leave the stage." This would include assigning responsibility for compiling, validating, and approving data along with key milestones, deadlines, and overall roles in the process.

2. Lack of an Application Repository
Currently, there is no centralized repository for housing

the queries used to produce the registration data used in the IPEDS report. Having a centralized storage for and documented list of current queries would allow everyone to understand what business rules and items are involved in the data being compiled. It is also a necessary ingredient in efficient hand-off processes when new employees are inserted.

3. No Formal Approval Process
   Within the process flow, there should be clear delineations for the validation and approval steps as well as the level required for approval. Without this, there is no clear audit trail detailing who was responsible for setting the data to the next step in the process.

4. Lack of Validation Instructions
   Currently, there is no codified procedure for validating the data. Not only is this procedural documentation needed for the existing process to remain robust, but it is also a blueprint for enhancing process as well as providing guidance for new employees. This lack of documentation has led to new employees being unaware of their responsibilities in the IPEDS reporting process.

5. Decentralized report/information-provisioning processes
   Currently, there isn't a centralized repository for all university information, meaning individuals must go to multiple sources for required information. Additionally, many different individuals across the organization are empowered to provide reporting, which may lead to conflicting answers depending upon where and who the information was sourced from. For registrar-specific information (e.g., Date of Record reporting), there should be a formal policy as to who is allowed to provide this information, as well as the quality checks required for the information.

6. Lack of an Enterprise Data Dictionary
   As noted, there is not a centrally housed collection of business rules, terms, and report definitions to ensure universal understanding and usage of these items. There is a current working group looking at this, but the work has not been completed yet.

7. Enterprise Data Policy
   There is currently not universitywide guidance regarding where and from whom certain data or reporting assets must come. Providing this guidance may improve the overall quality of reporting by ensuring the information is coming from the definitive, approved source and the appropriate internal controls are in place during the production of this reporting.

We anticipate a full comprehensive report of the findings/recommendations from university internal audit, along with a timeline on changes, in the 2014–2015 academic year. ■

*Submitted*
*October 1, 2014*

## STAFF LISTING
## OFFICE OF THE REGISTRAR

**Administration**
JoAnn McKenzie, University Registrar
Mary Williams, Administrative Assistant
Sylvia Harris, Assistant Registrar/Training

**Academic Support Services**
Jesse Foley, Associate Registrar
Apryle 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
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 Enrollment Verification

**Data Management Services**
Cynthia Sinha, Data Manager
Veronicia Morgan, Business Analyst
Holly Reid, Information Analyst
Emily Tallant, Assistant Registrar/Compliance

**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.

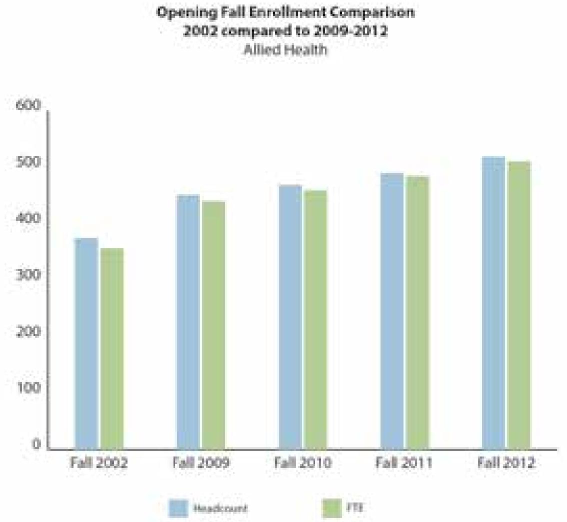
Care for employees by promoting a friendly and stimulating office environment with opportunities for professional development.

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 552 | CERTIFICATIONS ISSUED 17,349 | TRANSCRIPTS ISSUED 34,430 | *CROSS-REGISTRATION* INCOMING STUDENTS 139 OUTGOING STUDENTS 109 | TRANSIENT STUDENTS 60 |
| GRADES PROCESSED 133,428 | ROOM RESERVATIONS AND ONE-TIME-EVENT SCHEDULING 5,245 | CLASSES SCHEDULED 7,248 | DEGREES AWARDED 4,410 | PEOPLESOFT USERS 8,330 |

**Opening Fall Enrollment Comparison**
**2002 compared to 2009-2012**
Total University Comparison Chart

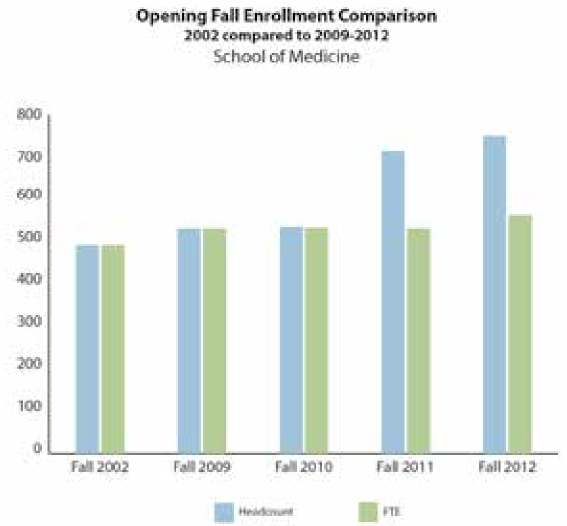

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Allied Health
600
500
400
300
200
100
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE


Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Goizueta Business School
2000
1500
1000
500
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

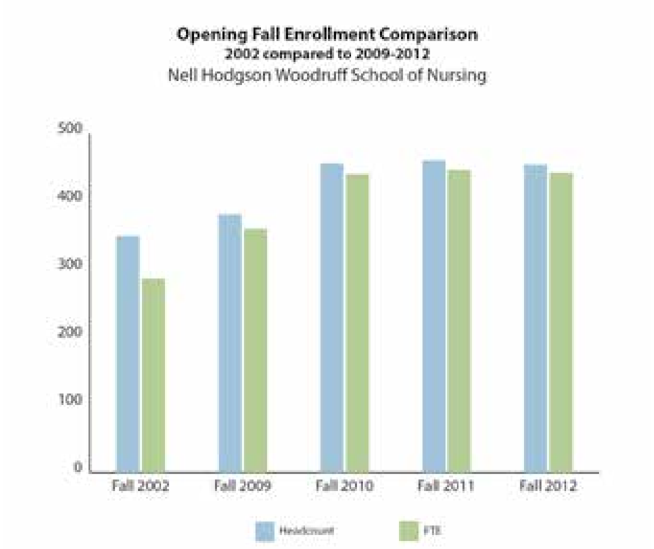

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
College of Arts & Sciences
6000
5000
4000
3000
2000
1000
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

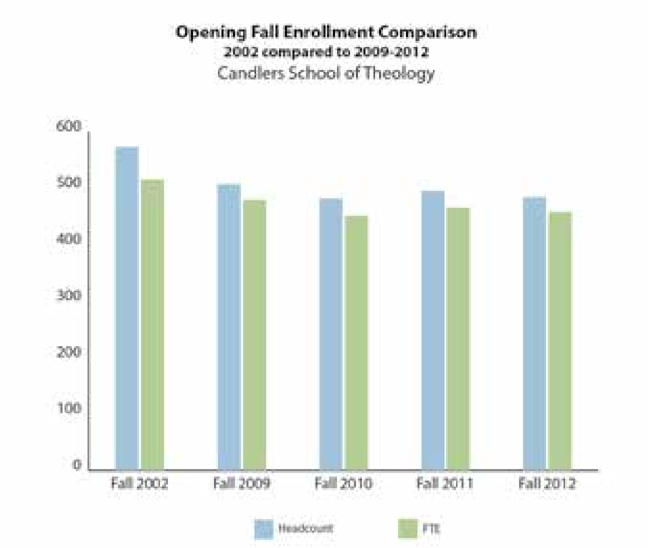

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Laney Graduate School
2500
2000
1500
1000
500
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

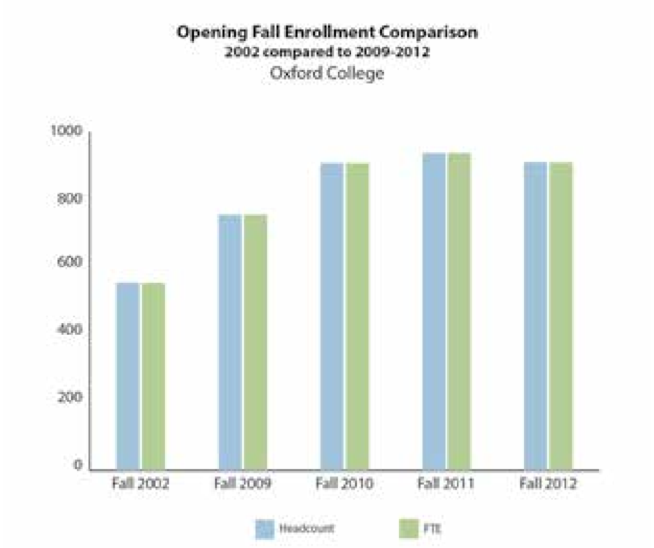

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
School of Law
1000
800
600
400
200
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE


Opening Fall Enrollment Comparison
2002 compared to 2009-2012
School of Medicine
800
700
600
500
400
300
200
100
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

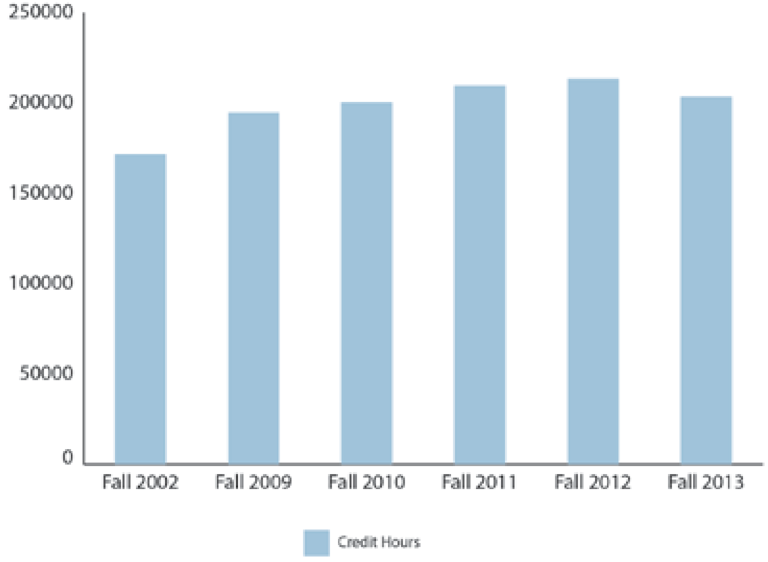

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Rollins School of Public Health
1200
1000
800
600
400
200
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE


Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Nell Hodgson Woodruff School of Nursing
500
400
300
200
100
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

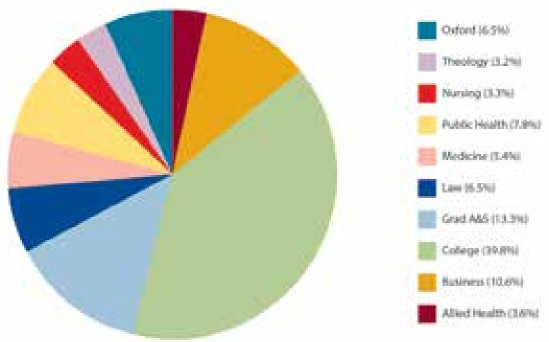

Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Candlers School of Theology
600
500
400
300
200
100
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE


Opening Fall Enrollment Comparison
2002 compared to 2009-2012
Oxford College
1000
800
600
400
200
0
Fall 2002
Fall 2009
Fall 2010
Fall 2011
Fall 2012
Headcount
FTE

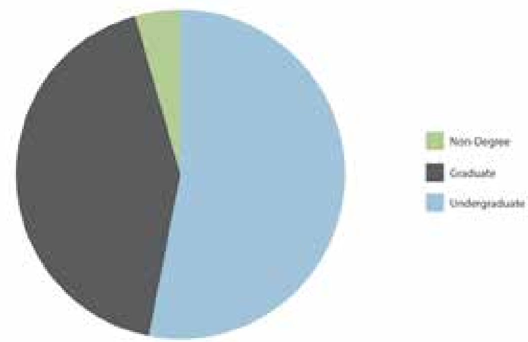
**Credit Hours Taught**
**2002 compared to 2009-2013**



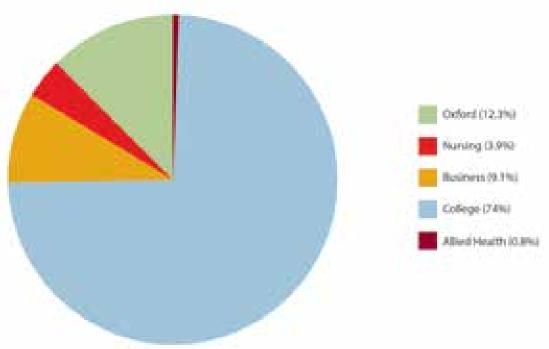
## Headcount by School



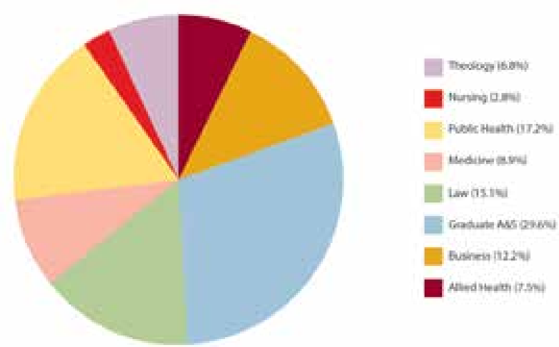

## Headcount by Level



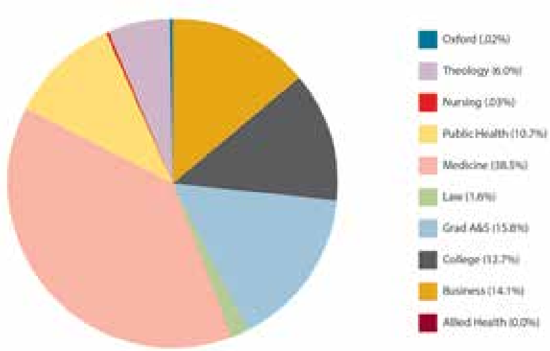

## Undergraduate Headcount by School



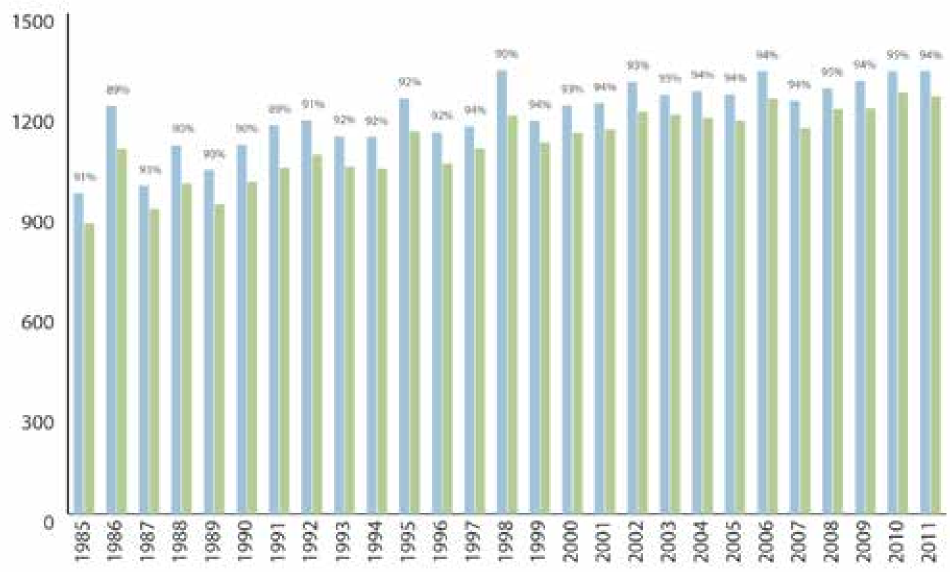

## Graduate Headcount by School



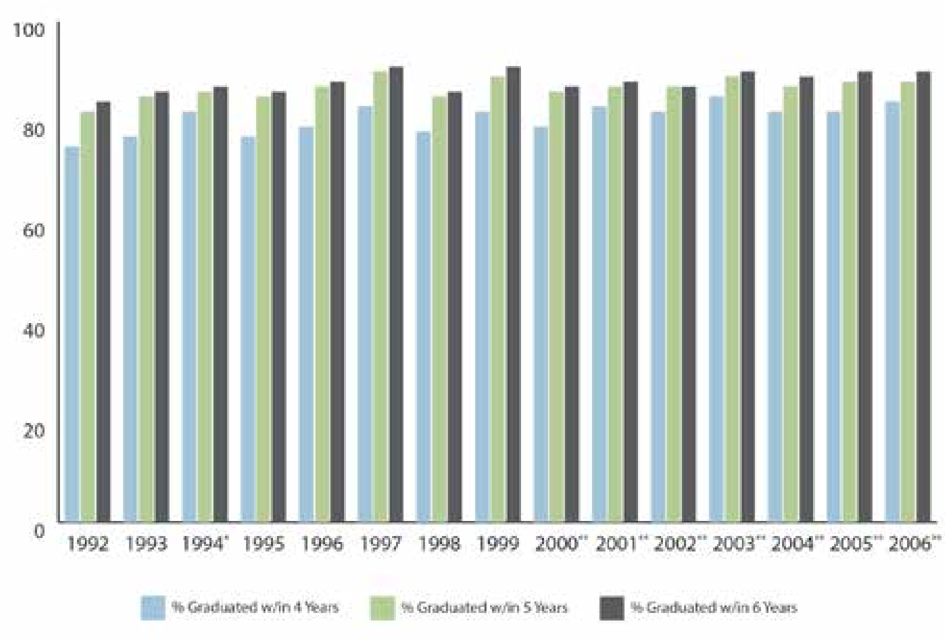

## Non-Degree Program Headcount by School



## Retention Rates
### Emory College Only

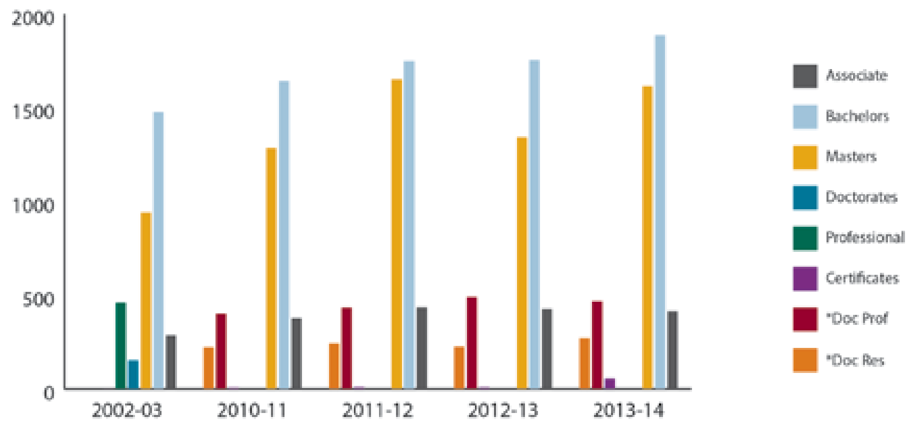



## Emory College Graduation Rates
### Cohort First-time, First-time Bachelor Seeking



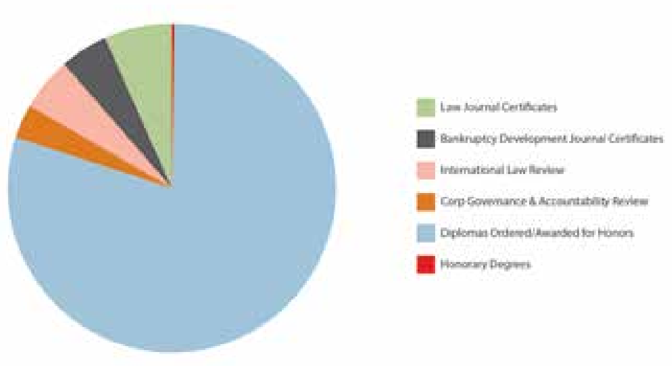
### Degrees / Certificates Granted

**2002/03 compared with 2010/11 - 2013/14**



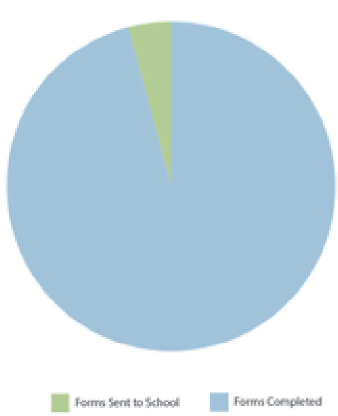

### Diploma and Certificate Activity

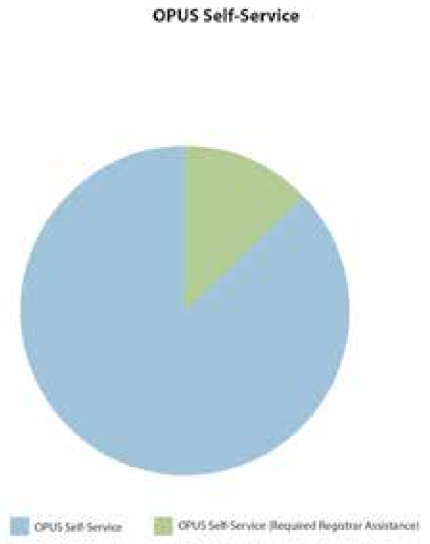
**2013/14**




### Enrollment/Degree Verifications 2012/2013

**Forms Completed**




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


National Student Clearinghouse
NSC
NSC (Required Registrar Assistance)

Several of our 2013-14 projects were phased approaches with Phase I being accomplished for the academic year. We will begin Phase II on the following initiatives:

- Conduct a university-wide HOPE Scholarship audit, reviewing current HOPE practices in the schools, assessing areas of non-compliance, culminating in recommendations for improvement culminating in a yearly audit with recommendations for improvement.

- Establish FERPA training/compliance by offering an online quiz via OPUS, and for student orientation activities.

- Partner with University Archivist and Information Technology to establish best practices for digitizing, maintaining, and preserving historical records.

- Conduct Phase II of Course Offering Automation with ECAS—Investigate methods for creating an automatic load process into OPUS for course-

Our 2014-15 Initiatives include:

- Conduct Waitlisting pilot with Emory College & Oxford introducing a sample of high demand courses that will be evaluated using waitlist functionatily via OPUS.

- Conduct top to bottom review of :

  Query review - establish best praces around query definitions, naming conventions, and security. Explore using views or other tools to improve consistency of logic in different queries.

  Data Security/Requests - conduct top-to bottom review of user access by school/department, and develop best practices for data requests (create online form for submission and create data workflow approvals)

- Enhance the Student Self Service Enrollment Verification process through OPUS