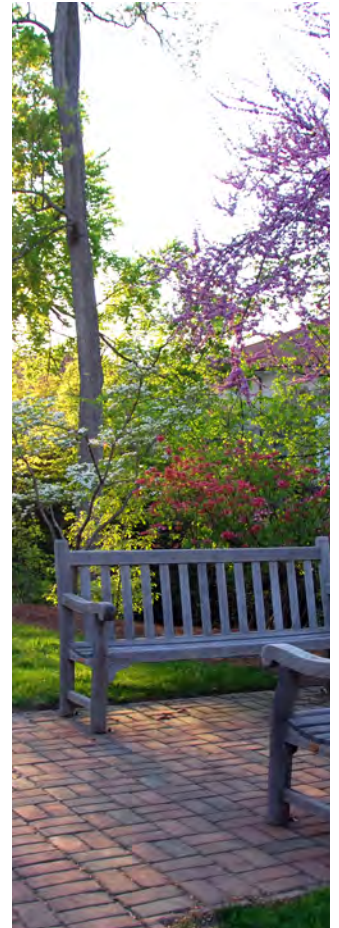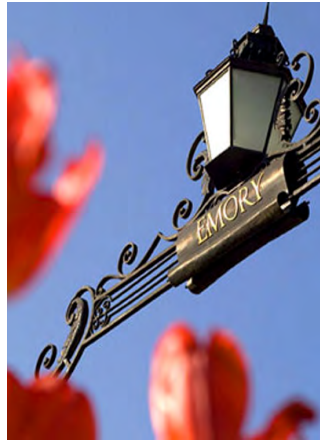# EMORY OFFICE OF THE UNIVERSITY REGISTRAR
2016-17 ANNUAL REPORT

Campus Location & Contact Info

Emory Office of the University Registrar

200 Dowman Drive Suite 100
Atlanta, GA 30294

Website: www.registrar.emory.edu

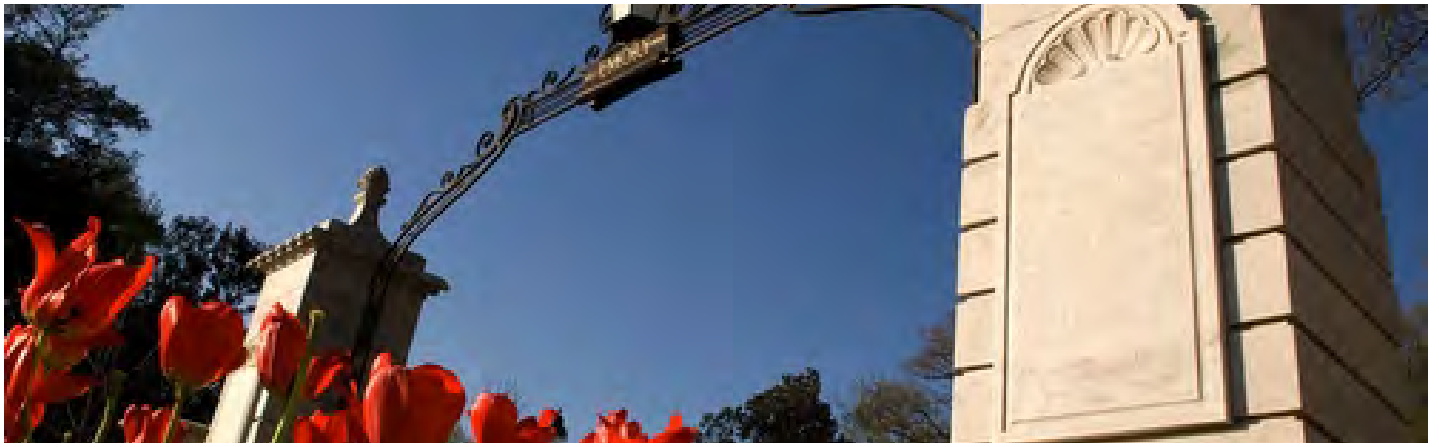Email: registr@emory.edu

Phone: 404.727.6042

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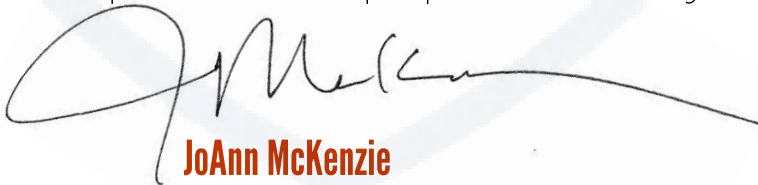## Message from the University Registrar

I welcome the opportunity to present the Annual Report for the Office of the University Registrar. We have been actively engaged in numerous service and support projects and efforts, which are improving the student experience, securing Emory's electronic assets, enhancing stakeholder services, and ensuring our Office is ready to support the strategic direction of the institution. In completing these projects and others, this Office is leading the way in positioning Emory University as a top 20 services institution, competing with our peer institution offices, and making the Office of the University Register a world-class services delivery organization.

'The Office of the University Registrar is ready to meet the service needs of our users, at the level they would expect from any school of our size and stature.'

This has also been a year of celebration and transition as we welcomed our 20th President, Dr. Claire E. Sterk who challenges Emory to "Be Bold" in our endeavors. The Emory Undergraduate Experience Initiative is one of those "bold" initiatives that we have partnered with the Provost Office and others across campus to provide students with seamless pathways for success. The Office of the University Registrar is ready to meet the service needs of our users, at the level they would expect from any school of our size and stature.

At an operational level, we would like to be seen by all stakeholders, internal and external, as making continued improvement and progress in addressing service gaps and taking our business services, system and process access, data driven capabilities, and overall quality of processes and product delivery to the next level of quality and service. Of course, we are not alone in this endeavor. We are part of a connected and ideally collaborative community, where together we would collaborate to meet and exceed all student expectations – being messaged and set by other groups.

Our attention now turns to the 2017-2018 academic year where we will continue to build upon our accomplishments from 2016-1017 and expand many of our initiatives in new directions. Although the breadth of our 2017-2018 goals and objects may seem broad, each demonstrates continued adherence to our core values. I appreciate the strong relationships that the Office of the University Registrar has developed with our campus partners in serving Emory.

JoAnn McKenzie
Emory University Registrar

Our Mission

The Office of the Registrar at Emory University has as its function the charge and mission to:

- 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 offering, degree program auditing, etc.
- 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

Data Quality Management

Throughout the 2016-17 academic year, the Data Management Services team continued to meet its commitment to managing institutional data reporting, validation, and access. As it relates to our data reporting deliverables, we remained focused on improving delivery channels and data security, particularly due to the sensitive nature of much of our student data.   Data Management Services leveraged Box as a portal for data reporting, delivering 343 reports securely to more than 112 requesters and data subscribers and was also used to securely deliver Official Date of Record reporting near the start of each term--a departure from the more unstable dedicated server approach used previously. In decommissioning the previous secure server, we have effectively transitioned a reporting archive that covers the past six years, or eighteen terms, of census reporting. In the coming year, we will continue to leverage Box in ways that protect the student enrollment data that we manage.

> 'We remained focused on improving delivery channels and data security, particularly due to the sensitive nature of much of our student data.'

Emory's new Student Data Warehouse presents a great opportunity to more effectively and intuitively connect Emory data users with useful business intelligence solutions. We have seen significant progress with regard to the development, implementation and subsequent roll out of the new Student Data Warehouse. Work on the Emory Data Codebook was conducted over the fall 2016 semester, and was completed in January 2017. Concurrently, data validation was conducted in preparation of the March 2017 "soft release" of the Student Data Warehouse to a select group of data users. User feedback and usage statistics were assessed to allow availability to the broader data user community in June 2017.

As we continue to engage with this community, we will look to further identify opportunities to deliver additional robust dashboards and data reporting solutions, thereby reducing the data user dependence on OPUS queries.

In addition to these efforts, we have designed an Integrated Postsecondary Education Data Systems (IPEDS) Management Action Plan, to outline the flow of related student data within the Registrar's office along with procedures to validate final IPEDS reporting, in adherence to internal audit guidelines. The coming year will offer additional opportunities to further solidify and document IPEDs data validation best practices, in collaboration with the Office of Institutional Research. We will look for ways to leverage the Student Data Warehouse to assist in this regard as well, perhaps implementing the use of dashboards as an additional checkpoint in the very critical validation process.

In the coming year, we will continue our focus on data quality management in the following ways:

- Further engage the data user community through the establishment of data user groups, to be made up of some of our data users with advanced level reporting needs. Our engagement of these users will help us to better identify opportunities to reorient these individuals toward the warehouse, by translating their iterative and oftentimes cyclical data requests into standing dashboard reporting to be accessed by the users when needed and as often as needed.
- Review all data management best practice to ensure better alignment with IDM Policy and those guidelines established by Emory's Data Governance Committee.
- Implement and maintain scorecards to track KPI's and performance data relevant to internal Office of the University Registrar Operations.
- Identify ways in which to enhance internal data management and production schedules through the use of leveraging appropriate project management tools such as BaseCamp.
- Introduce new OPUS access request process, by using workflow solutions provided via OnBase.

Data Quality Management

Student Preferred Name Policy

The Office of the University Registrar began a phased implementation of the Preferred Name Policy in spring 2017. The goal of the Preferred Name Policy is to provide our students with a consistent name experience across University systems and use of one's preferred name wherever legal name is not required.

Below is a list of places where preferred first name is used and where legal first name must be used:

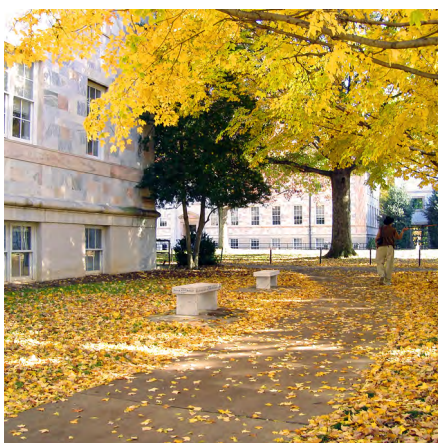| Will Display	Will Not Display
OPUS Student Self Service	Emory Card
OPUS Advisor Selef Service Center	3rd Party Interfaces, such as:
Class and Grade Roster	OASIS
Blackboard/Canvas Interface	OrgSync
Instructor Name on Class Search and Student Schedule	Sunapsis/SEVIS
Unofficial/Advising Documents	Parking
My Housing	Etc.
Emory Online Dictionary	

Emory University's infrastructure is multi-faced and complex, and while many systems already reflect a person's preferred name, there are still many other systems where the implementation of preferred name is forth coming (i.e., Emory Shared Data (ESD), Emory Shared Bus (ESB) and Emory Card. We plan to meet with these units to discuss using preferred name in future feeds as well as begin reviewing all "outbound" OPUS integrations.

> 'The goal of the Preferred Name Policy is a consistent preferred name experience across University systems and use of one's preferred name wherever legal name is not required.'

Future scope for this project will pivot to support for Biographic and Gender Expression Data Collection. In support of this customer-driven initiative, PeopleSoft provides an effective-dated record to hold new fields--allowing the capture of data values for Birth Gender and Gender Identity, Sexual Orientation and Preferred Pronouns.

Additions include:

- A Biographic Fields page to set up display of the Birth Gender, Gender Identity, Sexual Orientation and Preferred Pronouns fields in a new Personal tab.
- Configuration options that support the availability and management of the new biographic data for administrative and self-service use:
- New Fluid self-service fields deployed to the Profile pages that allow the student user to add/update values for the fields.

HOPE SCHOLARSHIP

Early in 2017, House Bill 801 (HB801), an initiative aimed at encouraging students to take science, technology, engineering and math (STEM) courses, was passed by the Georgia legislature. Governor Deal's intent in pushing for this legislation was, ultimately, to produce a workforce equipped for high-demand jobs in the STEM field as determined by the Department of Economic Development. The Governor's assumption was that students shied away from rigorous STEM courses out of fear of performing poorly and, thus, damaging their GPA for HOPE and Zell Miller Scholarship eligibility. The Bill requires that select courses be weighted with an additional .5 quality points for grades of B, C, or D, providing a slight HOPE Scholarship GPA boost for STEM courses. This new requirement goes into effect fall 2017.

Shortly after the legislation was passed, Georgia's University System schools, Technical College System schools, and approved private institutions were charged with proposing courses that would be approved for the extra weighting by the Board of Regents. Emory University worked with the Georgia Independent Colleges Association (GICA) to provide a list of over 100 courses that met the rigorous requirements. To meet the challenges of complying with HB 801, we've partnered with our PeopleSoft team to review courses and their automated HOPE GPA calculation in OPUS. We are on track to deliver new functionality by grade entry time for fall 2017.

As the agency charged with administering the HOPE and Zell Scholarship programs, the Georgia Student Finance Commission (GSFC) has created an application to account for all of the various approved STEM course evaluations for Gerogia transfer students. The College Hope Eligibility Calculation Service provides institutions with real time, course-level data for work attempted at any Georgia school. The system is slated to go live at the end of fall 2018.

'With the added complexity of STEM course weighting, the Registrar's Office is committed to exploring new ways of supporting our schools.'

Work will continue throughout the next year, assessing how to best meet the compliance needs of the institution. With the changes to legislation and calculations, the Registrar's Office will explore new ways of supporting this effort, perhaps going as far as assuming responsibility for HOPE evaluation and data entry responsibilities for our undergraduate schools.

HOPE Scholarship

FERPA

The Family Educational Rights and Privacy Act (FERPA), informs many of our policies and procedures in the Office of the University Registrar as we endeavor to protect student data. We strive to balance the need to protect student privacy with our need to do our jobs.

For many years, the University has listed all items deemed Directory Information (data that may be released without written authorization from the student) in its Privacy Policy. Implied, but not explicit, was the inclusion of student name as Directory Information. In consultation with the Office of General Counsel, we have added "student name" as part of information that "may" be released without student consent. While it may seem like a small change, the clarification has allowed us to ease restrictions on data that business units can safely collect on students-- providing faculty, staff, and students a sense of clarity on the role "name" plays in our privacy policy.

Although our privacy policy explains that FERPA ceases to apply to student records once a student or alum is deceased, it is a best practice to continue to guard carefully those records. To that end, the Registrar's Office has also created a policy on deceased student records. The

'Educating the Emory community about FERPA and related privacy policies continues to be a Registrar priority.'

FERPA & Deceased Student Records Policy provides clear guidelines to parents and guardians on what "may" be released upon a students death. Requesters are required to submit a signed form for Registrar review and determination if records will be released.

Educating the Emory community about FERPA and related privacy policies continues to be a Registrar priority. With powerful new tools such as the Data Warehouse, we recognize the need to ensure that those with access to this level of data are given robust FERPA training.

Accordingly, a more rigorous FERPA training module was created with a passing score requirement for access to the Data warehouse.

In the coming year, our compliance efforts will expand with the hiring of an Assistant Registrar for Compliance who will continue to expand our FERPA training and outreach, as well as provide oversight for reviewing and evaluating issues/concerns to ensure compliance with state, federal laws and regulations, and University policies.

VA and Government Affairs

Emory University continues its commitment to providing supportive services to our student veterans, service members, their dependents, and survivors. Through our office, students gain access to use their Veterans Administration (VA) GI Bill Education benefits and the Yellow Ribbon Program. We strive to maintain a high level of service, assisting students with completing VA education benefits applications, and ensuring prompt VA payments are released to students on time.

> 'Through our office, students gain access to use their Veterans Administration (VA) GI Bill Education benefits and the Yellow Ribbon Program.'

Our student veteran population consists of both veterans and their dependents, with over half of the population receiving benefits under the Post-9/11 GI Bill. However, we have a handful of students who also receive benefits under one of several different VA programs. The Department of Veteran Affairs requires a designated VA School Certifying Official to certify enrollments, tuition, fees, and applicable Yellow Ribbon. This position, held in the Registrar's office at Emory, is responsible for ensuring the University remains in compliance with VA regulations. In addition, the Registrar's Office works closely with Student Financial Services to ensure VA beneficiaries are not penalized with late fees, course cancellations, or the inability to register for courses while we await the VA to submit benefit payments.

Each school at Emory has chosen to participate in the Yellow Ribbon Program, which provides additional funding for tuition expenses that exceed the annual VA educational benefit cap to eligible students. The award is first come, first served with the amount contingent upon funding provided by each school. Ranging from $2,500 to $19,000 per student, our schools have committed to providing monetary support for the Yellow Ribbon Program with VA matching these funds.

We continue building collaborative relationships with our legislative partners. This academic year, the Registrar's Office hosted David Sherman of the Senate Committee on Veterans' Affairs along with representatives from Emory's Office of Government Affairs to meet with Emory constituents to discuss opportunities for improvement in our service to veterans and their dependents.

Students Receiving VA Benefits
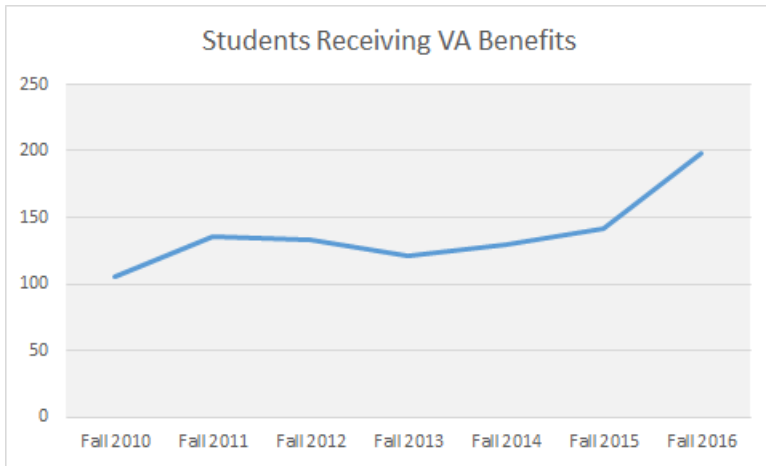
As our schools continue to attract more veterans with the Yellow Ribbon Program our total number of students receiving Post 9/11 GI Bill benefits at Emory continues to increase.

In the Fall 2016 semester, we reached an all-time high of 198 students using their education benefits, an overall increase of 87% over the past seven years.

This academic year, Congress recently made huge strides by signing into law the Harry W. Colmery Veterans Educational Assistance Act of 2017. The bill, also known as the "Forever GI Bill," contains 34 new provisions, the majority of which will enhance or expand educational benefits for veterans, service members, dependents, and survivors.

Under the new bill, Veterans who left active duty after 2013 will no longer be required to use their benefits within a 15-year deadline. In addition, veterans who were affected by school closures since 2015 will have their benefits restored.

As VA works to roll out each of the 34 provisions, we expect to see our veteran population continue to trend upward.

Emory Undergraduate Experience Initiative (EUEI)

In 2015, Emory University embarked on an undergraduate student initiative, sponsored by the Office of the Provost, to provide a coherent and integrated undergraduate student experience defined by multiple, seamless pathways to educational and career success, and the support to navigate them by:

- Providing a seamless and coherent degree planning process for students
- Engaging in multi term course planning
- Enhancing students' abilities to pursue studies across disciplines

The Office of the University Registrar, in partnership with Huron Consulting, met with stakeholders across the University to enhance students' abilities to pursue academic studies across disciplines and schools in the following areas:

Emory College of Arts and Sciences/ Business Registration Experience

The current registration timeline and overall registration experience for BBA students, and especially those with second majors in Emory College – in which Emory College juniors and seniors complete their enrollment appointments and then BBA students complete their bidding process – creates two primary problems:

- BBA students are deprioritized in the College appointment process
- College departments are required to manually manage these students' enrollment either through overloading them into courses or manipulating course enrollment capacities to create space for them

A sub team within the ECAS / Business Registration Experience Team was charged with refining, finalizing, and operationalizing enhancements for BBA registration. To do so, this sub team determined and addressed all necessary steps in the process to realize this change (i.e. determining calendar implications, communicating the change to impacted students, gathering buy-in among faculty and staff).The ultimate goal is for the registration time-line to be realized in Spring 2018 when students register for their Fall 2018 courses.

Degree and Course Planning Enhancement Team

The Degree and Course Planning Enhancement Team, in partnership with Huron consulting, Inc., and members of all four undergraduate schools, met to review curriculum and degree requirement processes for departments across the four undergraduate schools. What was discovered was there has been a variety of ways in which school departments administer degree planning within their respective schools. The results of these findings launched a pilot with departments in ECAS to build out electronic audit structures for seven departments--including configuration requirements.

While Huron provided a blue print for the configuration of requirements for seven departments, they neglected to provide a project charter, project scope and approach, and a time line--including milestones and project deliverables--for ALL undergraduate

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Emory Undergraduate Experience Initiative (EUEI)

programs. In addition, the roles and responsibilities between the Office of the University Registrar and schools/departments were not clearly defined.

With approximately 400 major/programs across the undergraduate schools, it would simply be impossible to build out degree audit with one full time staff member in a reasonable time frame. Therefore, the Director, in consultation with VB Consulting, a leader in the implementation and execution of Degree Audit, will present a business proposal to partner with the Registrar's Office to build out Degree Audit for all undergraduate schools. Without the support of additional staff, the implementation process will take years. Our goal in this effort is to provide our students and departments with a fully functional degree audit system by fall, 2018.

Frequently Offered Courses

Providing students with a more advanced and visible access to projected course offerings via the "typically offered" functionality within OPUS will enhance their degree planning, and it in turn provides academic administration and departments with valuable course demand data to augment course planning decisions. Better utilizing existing system capabilities to enhance degree and course planning practices is a key strategy for achieving these goals. One capability that exists to enhance degree and course planning is the "typically offered" functionality in PeopleSoft.

Recommended future state for this project would require that the "typically offered" functionality be set up and implemented in alignment with the full course planning process that will begin for Summer and Fall 18 in Sept/Oct of 2017 so that students have access to this information in time for pre-registration for the Fall 2018 term.

Central Course Planning Tool

In partnership with the Office of the University Registrar and Huron Consulting, inc., a subcommittee of the ECAS/Business Registration Experience Team was established to identify and implement a solution that would allow all term--specific course information regardless of college -- to live in one central location and tool. The three main objectives for the subcommittee were to:

- Differentiate between the business requirements and business desires of a central course information tool;
- Consider a proposed short-term solution to build a hub for course information and determine roles and responsibilities related to ownership and management and maintenance of a tool;
- Explore potential tools as longer-term solutions that may further enhance the student experience and align well with broader degree planning, course planning and registration enhancements.

The subcommittee has spent time in the fall term assessing where and how various course-related information is stored and shared with students from the four undergraduate schools. Eventually, all course information will need to be stored in OPUS, and this information will ultimately feed into a unified course information tool. Two vendors were identified for review: CourseLeaf's Focus Search CAT (academic catalog), and Acculog by DIGARC. Based on a business requirement review established by undergraduate representatives, the Registrar's Office recommends moving forward with Courseleaf.

A formal proposal has been submitted to EUEI Governance for consideration.

One Undergraduate Career

The current foundational structure of OPUS – which is comprised of four separate undergraduate 'careers', established during the initial implementation of PeopleSoft Campus Solutions as the primary academic planning and registration tool for Emory University – creates operational barriers for undergraduate students and limits their abilities to adequately plan their academic experience.

Conversations with Oxford College regarding potential strategies for implementing enhanced degree planning practices for students (sparked by the implementation of the electronic degree audit) led to the identification of the value of moving to one undergraduate career in OPUS. Huron, Inc. worked with Oxford leadership to draft a proposal that further articulates the primary planning needs that students will need to execute within OPUS, a summary of the current structure of OPUS for undergraduates and the limitations of this structure, and a proposed future-state structure.

After a discussion on the foundational vision for the undergraduate experience as it relates to students' abilities to plan and execute their academic pathways, the Governance Committee recommended that Emory University should focus energy on enabling a more flexible and unified foundational system for academic planning and exploration. This could be achieved through determining the feasibility of moving to one career in OPUS for undergraduates.

While moving to one undergraduate career may be a good strategy for our undergraduate schools, it raises greater questions of what is it we are attempting to achieve? If our goal is to enhance the student experience by reducing barriers for students to take courses across careers, we must be willing to change the business decisions that have created many of the barriers that currently exist.

These questions (and many more), must be addressed to ensure that our business decisions are made from a "student centered" approach.

Emory Undergraduate Experience Initiative (EUEI)

2017 - 2018
Goals & Initiatives

2017-18 GOALS AND INITIATIVES

Planning for the 2017-18 academic year is in progress, with an emphasis on ensuring we will continue to support and engage with colleges and others on all work efforts and service refinements that touch student data. Our role in these collaborations is to lead efforts that support the entire Emory family. To do this, we seek to engage early with stakeholders to safeguard student data, provide integration support, and update and create new business processes which are beneficial to everyone.

Data Governance

The Office of the University Registrar is acutely aware of its responsibility for ensuring data security, access, quality, and integrity – for all users. In support of this, we are actively involved in working with professional groups to implement appropriate Data Governance processes and services. As Data Trustee for Emory University we take a holistic approach to data development and definition, ensuring that we include all colleges and stakeholders in our efforts and future service delivery; specifically:

> 'We will continue to support and engage with colleges and others on all work efforts and service refinements that touch student data.'

- Introduce more robust data reporting deliverables via the new Data Warehouse.
- Develop Data User's Group to create best practices on student data/validation.
- Develop Data Governance models for integrity, security and retention.

Student Success

We are acutely aware of the changing face of our students, their services expectations, and the impact our work will have on them throughout their entire Emory experience – irrespective of the college(s) they attend. Therefore, we will continue developing plans to provide our students a web enabled delivery platform, with the capability to intake, manipulate, and deliver data in a form that is valuable to them, their employers, and others. We believe that providing students, end users, and collaborative team's high quality access to data will position Emory as a leader in using data to differentiate ourselves from our competitors, while showcasing our student services capabilities. We will accomplish this by creating processes and services to improve student success that is in alignment with the Emory University Experience Initiative:

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- Degree and Course Planning Enhancements
- Course Planning – Frequently Offered Courses
- Emory College of Arts & Sciences and Business School Registration Experience
- Course Atlas Tool Review
- Frequently Offered Undergraduate Course Review
- Phase II Projects – Class Schedule Automation, Preferred Name Policy for Students, and Data Reporting

Academic Calendar Task Force

Emory's current unified academic calendar was created nearly 10 years ago when it became clear that the schools each had their own specific calendars. While the resulting unified calendar was intended to be the standard for the entire university, it has become clear that is not the case. Emory's central offices rely on a Begin of Term and End of Term dates to remain compliant with the Department of Education requirements and the Academic Calendar set-up is a function of the Office of the Registrar.

The Academic Calendar Task Force, chaired by the Registrar, will make recommendations to the Provost on reviewing the academic calendar and align current practice with the ultimate goal of addressing the following:

- Improve the student experience by providing them with reliable and accurate academic calendars
- Build a flexible and adaptive calendar to meet the needs of our programs over the next decade
- Bring Emory University into compliance on a number of areas, including federal compliance with SEVIS and the Department of Education
- The Undergraduate Experience Initiative Aspirations Emory University provides a coherent and integrated undergraduate student experience defined by multiple, seamless pathways to educational and career success, and the support to navigate them.

Our priority is to create a set of recommendations for the Provost. At this point, there is no specific time-line for completion, though we expect one to emerge as we progress.

Process Reengineering

We continue our efforts to create a secure, accessible, data driven working environment, which is flexible, nimble, and responsive to the needs of our students, partners, and others. This desire necessitates that we revisit our current system processes, interfaces, and customizations to define and review them, followed by refine and updating them to take full advantage of delivered functionality in the upgraded student system. To include:

- Complete functional process review of the SIS tool: delivered functionality (9.2), existing system functionality, modifications, interfaces, resulting in re-engineering the processes to increase efficiencies, improve productivity, and improve the student experience.

2017 - 2018 Goals & Initiatives

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Office Organization & Core Services

Administration

JoAnn McKenzie, University Registrar
Jesse Foley, Deputy Registrar
Kristen Galloway, Administrative Assistant
Wendy Morrell, Operations Manager

Academic Support Services

Apryle Brown, Associate University Registrar
Brittany Simmons, Business Operations/Graduation and Degree Audit
Bryan Falgout, Assistant University Registrar, Room Scheduling and Utilization
Betty Kocsis, Assistant University Registrar, Catalog and Curriculum Management
Yvette Moore, Assistant University Registrar, Course Management
Kait Tracy, Assistant University Registrar/Testing and Evaluation

Student Support Services

Emily Tallant, Associate University Registrar
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
Dawn Fisher, Assistant University Registrar
Tangela Derico, Assistant University Registrar

Data Management Services

Sherman Roberts, Data Manager
George Peckham-Rooney, Data Analyst

Technology & Systems Support

Angela Johnson, Director of Systems and Technology
Veronicia Morgan, Business Analyst

Student Information Systems Support

Kurt Haas, Enterprise PeopleSoft Analyst
Christine Gomez, Enterprise PeopleSoft Analyst

APPENDIX

Total University Census

	Fall 2007	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	12,134	14,236	14,513	14,769	14,724	13,893
FTE/HC Variance	430.1	663.5	785.1	887.1	858.7	999.1
FTE	11,703.9	13,572.5	13,727.9	13,881.9	13,865.3	14,055.9

■ FTE   ▨ FTE/HC Variance
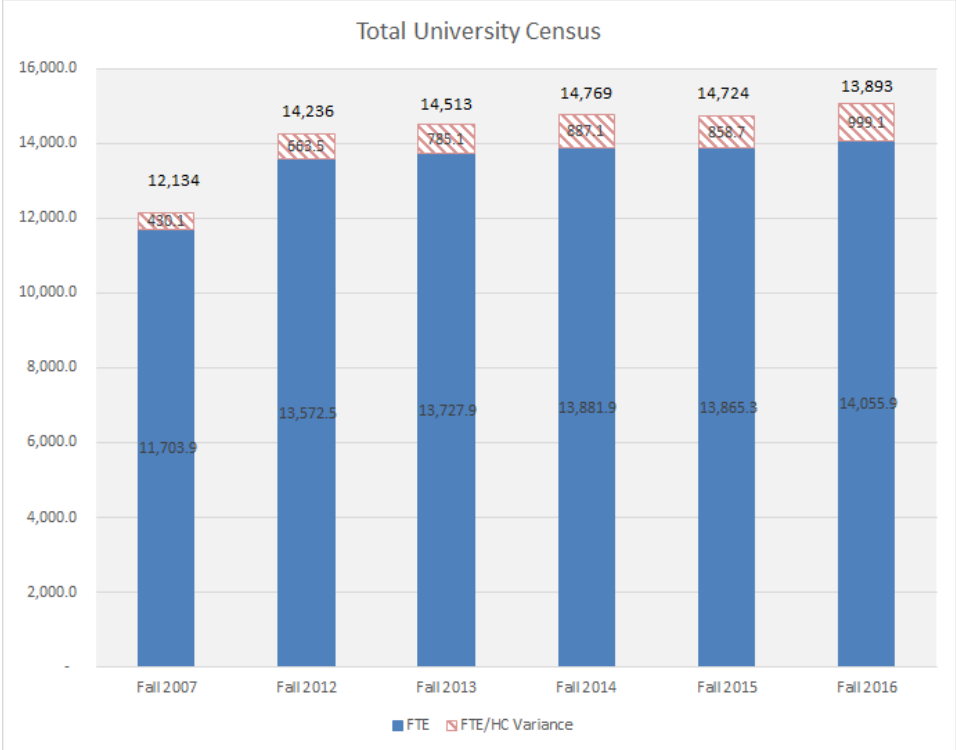
This chart represents fall enrollment for the period Fall 2012 - Fall 2016. Fall 2007 is provided as a point of reference, to allow for both a ten and five year overall comparison. Total student headcount is shown above each bar, and the portion of the bars shaded in blue indicate the corresponding full-time equivalent or FTE count.

Opening Fall Full-time Equivalent Comparison by Full-time Equivalent
2007 compared with 2012 - 2016

	Fall 2007	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		
	FTE	FTE	Change	FTE	Change	FTE	Change	FTE	Change	FTE	Change	Overall
Allied Health	409.3	510	25%	513.9	1%	517.8	1%	527.4	2%	512.4	-3%	25%
Business	1,334	1,426	7%	1,452.7	2%	1,525.3	5%	1,594.2	5%	1,647.9	3%	23%
College	5,106.0	5,667	11%	5,711.8	1%	5,662.8	-1%	5,587.5	-1%	5,490.1	-2%	8%
Graduate	1,735.8	1,807	4%	1,726.3	-4%	1,678.6	-3%	1,643.4	-2%	1,641.8	0%	-5%
Law	728.9	881	21%	921.9	5%	956.4	4%	989.1	3%	1,059.8	7%	45%
Medical	480.3	564	17%	570.6	1%	591.5	4%	588.2	-1%	605.6	3%	26%
Public Health	754	910	21%	997.2	10%	1,091.8	9%	1,068.3	-2%	1,081.8	1%	43%
Nursing	366.1	442	21%	461.8	5%	492.8	7%	504.1	2%	616.2	22%	68%
Theology	504	458	-9%	425.5	-7%	416.1	-2%	428.3	3%	423.3	-1%	-16%
Oxford	713.1	908	27%	946.2	4%	948.9	0%	934.8	-1%	977.0	5%	37%
TOTAL	12131.9	13,573	12%	13,727.9	1%	13,881.9	1%	13,865.3	0%	14,055.9	1%	16%

HC - Headcount enrollment
FTE - Full-time equivalent enrollment

Opening Fall Enrollment Comparison by Headcount
2007 compared with 2012 - 2016

	Fall 2007	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		
	HC	HC	Change	HC	Change	HC	Change	HC	Change	HC	Change	Overall
Allied Health	418	518	24%	521	1%	557	7%	592	6%	574	-3%	37%
Business	1,420	1,512	6%	1,544	2%	1,608	4%	1,666	4%	1,739	4%	22%
College	5,134	5,700	11%	5,780	1%	5,703	-1%	5,631	-1%	5,535	-2%	8%
Graduate	1,880	2,003	7%	1,928	-4%	1,879	-3%	1,839	-2%	1,857	1%	-1%
Law	732	889	21%	944	6%	987	5%	1,016	3%	1,089	7%	49%
Medical	517	750	45%	787	5%	917	17%	857	-7%	931	9%	80%
Public Health	827	1,018	23%	1,129	11%	1,217	8%	1,188	-2%	1,197	1%	45%
Nursing	395	454	15%	473	4%	501	6%	526	5%	670	27%	70%
Theology	533	483	-9%	460	-5%	451	-2%	473	5%	485	3%	-9%
Oxford	714	909	27%	947	4%	949	0%	936	-1%	978	4%	37%
TOTAL	12,570	14,236	13%	14,513	2%	14,769	2%	14,724	0%	15,055	2%	20%

The above tables provide breakdowns of enrollment by individual school, in both FTE (upper table) and headcount. The percentages shown in the change columns indicate the percent change in enrollment volume as compared to the previous year, while the overall percentages indicate changes over the the last ten years.
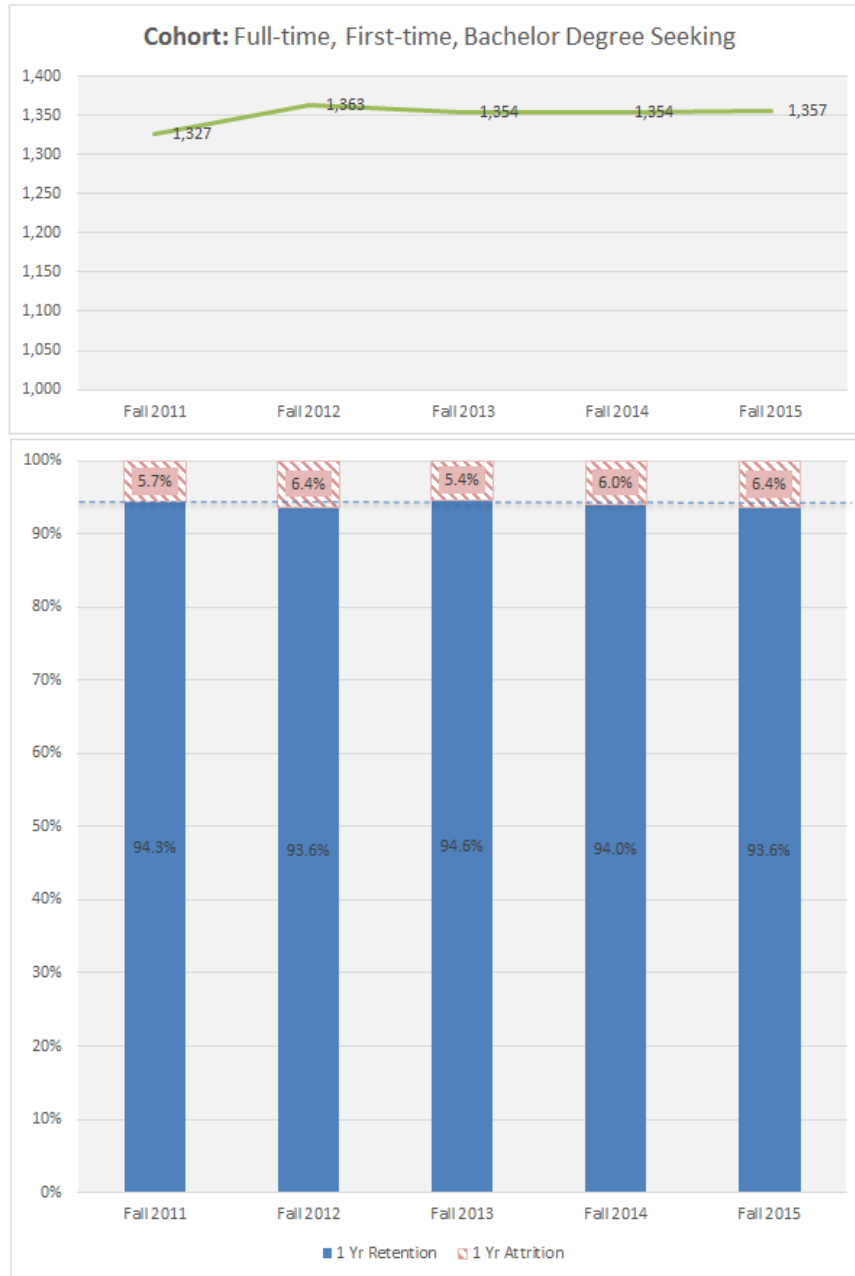
Retention Rates - Emory College Only

Cohort: Full-time, First-time, Bachelor Degree Seeking

Line graph values:
- Fall 2011: 1,327
- Fall 2012: 1,363
- Fall 2013: 1,354
- Fall 2014: 1,354
- Fall 2015: 1,357

Bar chart (1 Yr Retention / 1 Yr Attrition):
- Fall 2011: 94.3% retention, 5.7% attrition
- Fall 2012: 93.6% retention, 6.4% attrition
- Fall 2013: 94.6% retention, 5.4% attrition
- Fall 2014: 94.0% retention, 6.0% attrition
- Fall 2015: 93.6% retention, 6.4% attrition

■ 1 Yr Retention ▨ 1 Yr Attrition

The line graph shown in the uppermost chart presents first-year, full-time, degree-seeking enrollment by year for the period Fall 2011 - Fall 2015. The lower chart reflects 1-year retention and attrition, and the bars are labeled by corresponding cohort. The blue portion of these bars represent the percent of the cohort that persisted beyond their first year of enrollment, while the smaller striped segment of the bars reflects the percentage of students that discontinued or otherwise attrited.

Graduation Rates - Emory College Only

Cohort: Full-time, First-time, Bachelor Degree Seeking

In order to show four, five, and six year completion rates for Emory College, we have adjusted the scope of the above charts to present the experience for those cohorts entering Fall 2006 - Fall 2010. Like the previous page, the uppermost table presents first-year, full-time, degree seeking enrollments by incoming cohort. The lower chart reflects four to six year completion rates in varying shades of blue, as shown in the provided legend. The striped portion of each bar represents the percentage of the cohort that did not complete their course of study within six years of initial enrollment.

Total Credit Hours Enrolled by Career
### *2007 compared with 2012 - 2016*

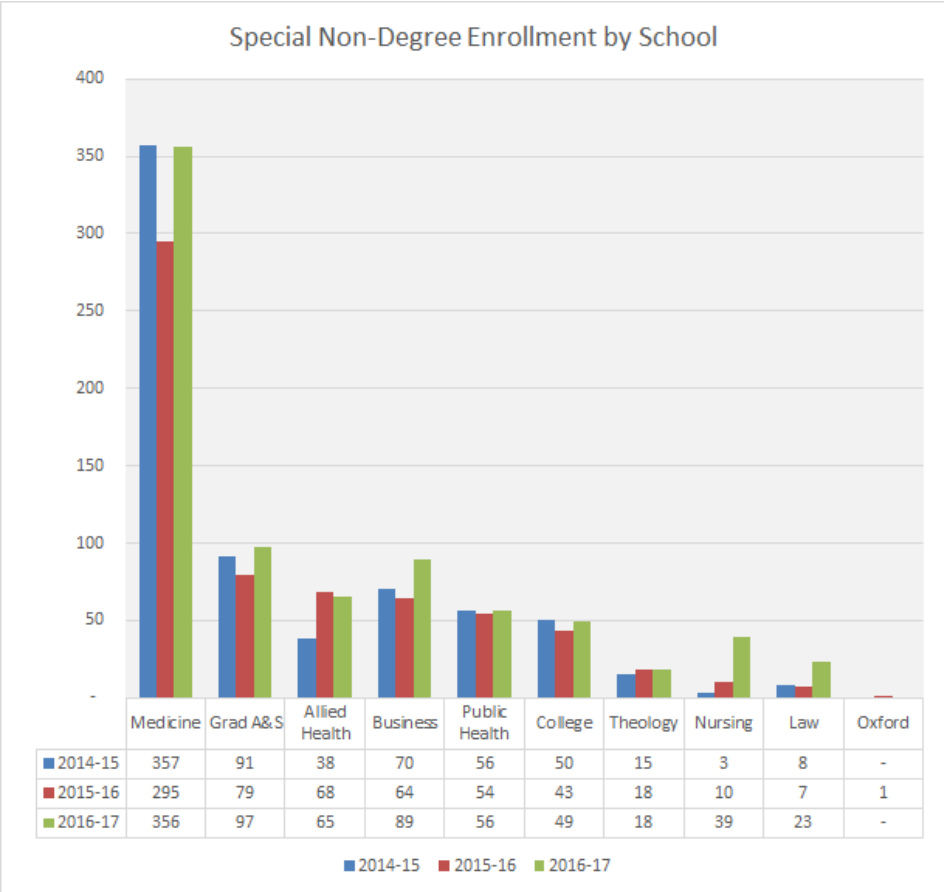|	Fall 2007 Hours	Fall 2012 Hours	Change	Fall 2013 Hours	Change	Fall 2014 Hours	Change	Fall 2015 Hours	Change	Fall 2016 Hours	Change	Overall
Allied Health	6,602	8,864	34%	8,142	-8%	8,303	2%	8,333	0%	8,231	-1%	25%
Business	21,363	23,361	9%	21,583	-8%	23,264	8%	24,547	6%	25,773	5%	21%
College	85,640	95,978	12%	89,461	-7%	90,684	1%	90,039	-1%	88,944	-1%	4%
Graduate	23,825	24,197	2%	19,247	-20%	18,418	-4%	17,890	-3%	17,866	0%	-25%
Law	10,467	12,735	22%	13,147	3%	13,794	5%	14,400	4%	15,239	6%	46%
Medical	9,001	9,649	7%	10,958	14%	11,155	2%	11,456	3%	11,008	-4%	22%
Public Health	8,705	11,259	29%	12,539	11%	13,450	7%	13,272	-1%	13,604	3%	56%
Nursing	4,889	6,158	26%	6,495	5%	7,008	8%	7,057	1%	8,503	20%	74%
Theology	6,547	5,845	-11%	5,625	-4%	5,364	-5%	5,663	6%	5,627	-1%	-14%
Oxford	12,448	15,386	24%	16,118	5%	16,254	1%	16,041	-1%	16,925	6%	36%
TOTAL	189,487	213,432	13%	203,315	-5%	207,694	2%	208,698	0%	211,720	1%	12%
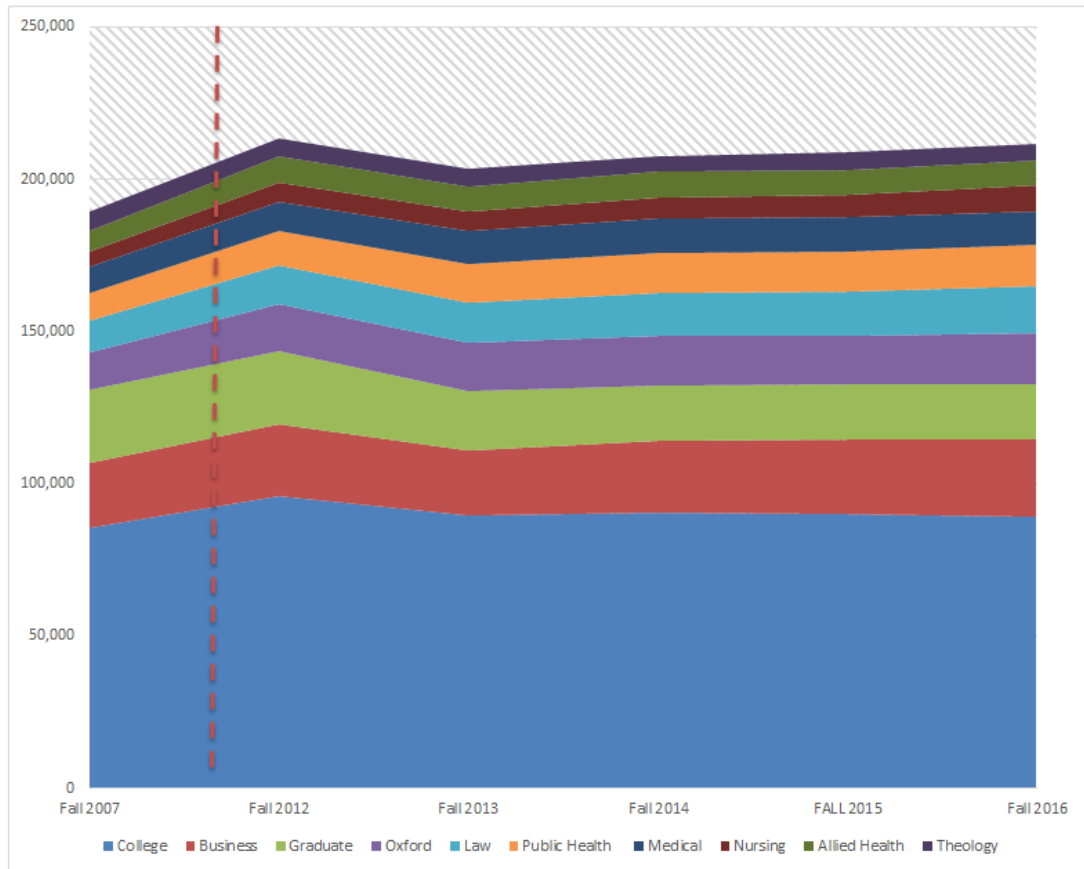
The table above shows total credit hour enrollment by school for the period Fall 2012 - Fall 2016.
Fall 2007 is provided as a point of reference, to allow for both a ten and five year overall comparison.
The area chart is meant to illustrate the change in volume over this period.

Total Enrollment by Level
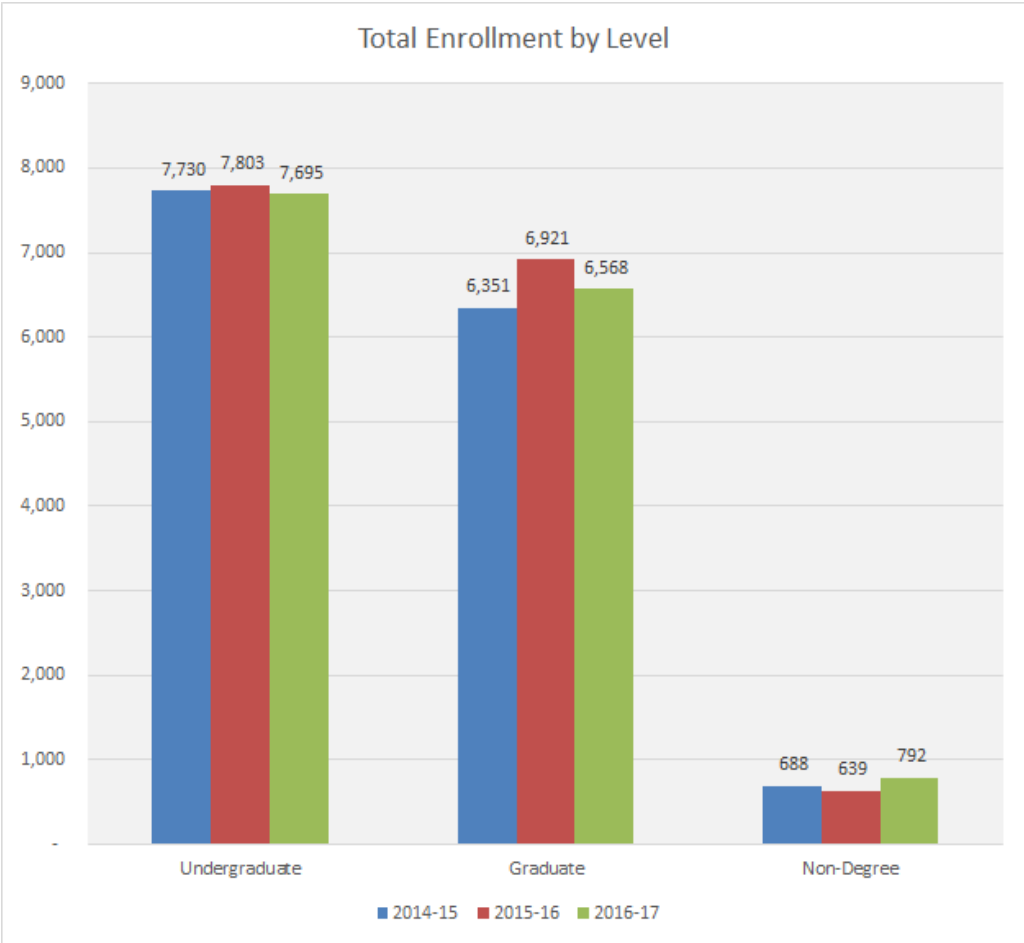
The chart on the left is provided to illustrate total enrollment headcount for the entire university, broken by undergraduate, graduate, and non-degree levels. The experience period captured for this visualization is 2014-15 through 2016-17.

The chart on the right takes the non-degree aggregate counts, shown in the chart above, and further breaks those down by school.

Special Non-Degree Enrollment by School

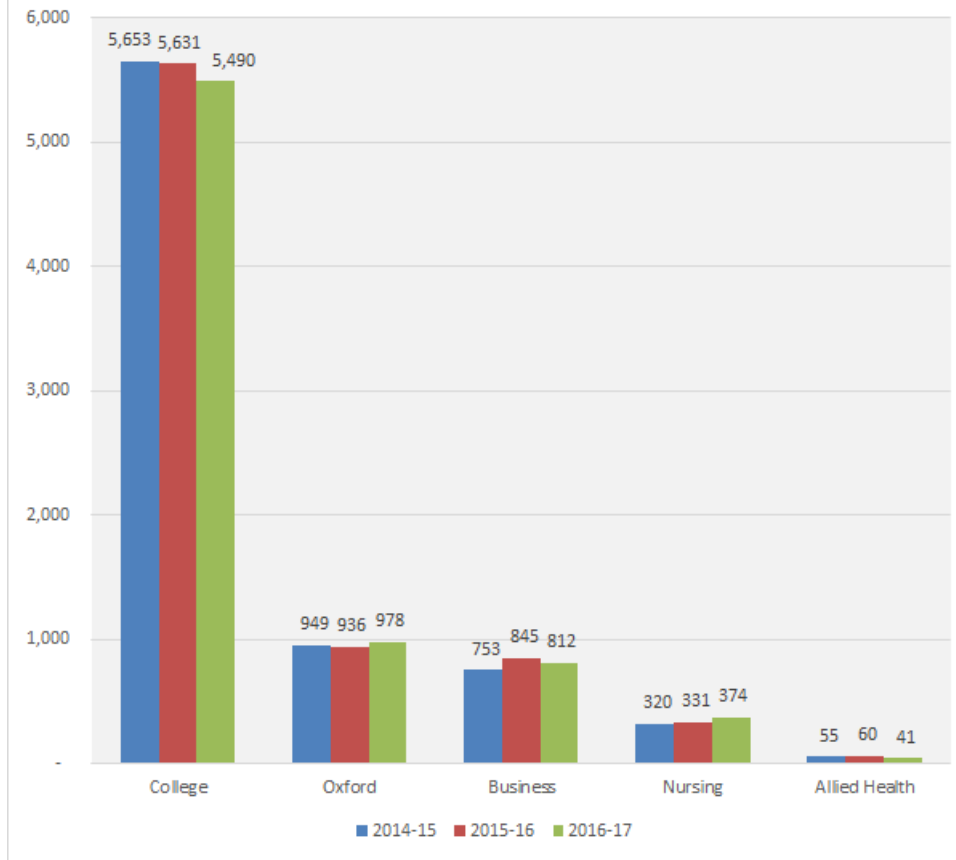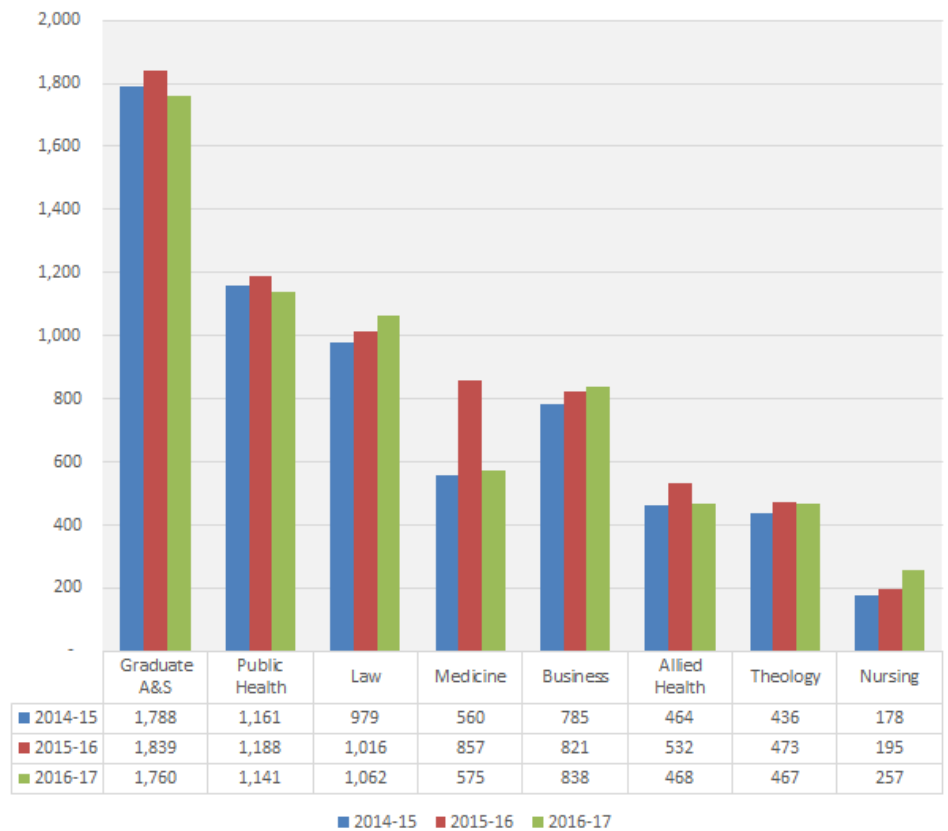|	Medicine	Grad A&S	Allied Health	Business	Public Health	College	Theology	Nursing	Law	Oxford
2014-15	357	91	38	70	56	50	15	3	8	-
2015-16	295	79	68	64	54	43	18	10	7	1
2016-17	356	97	65	89	56	49	18	39	23	-

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APPENDIX

Undergraduate Enrollment by School

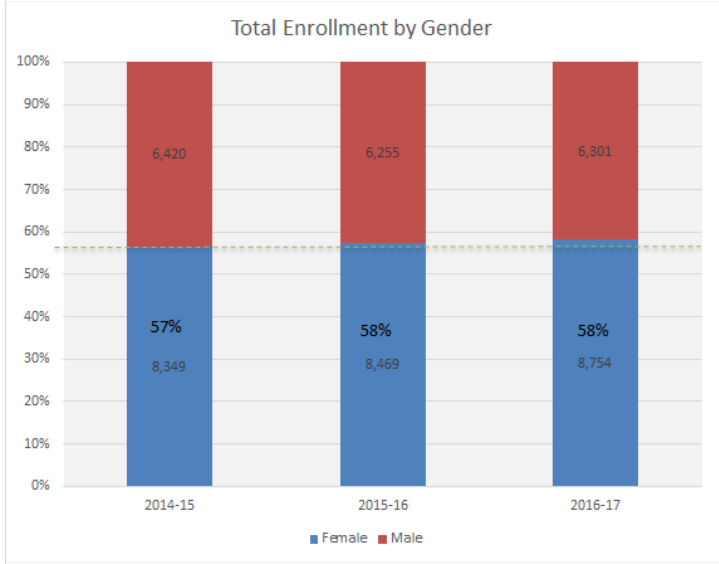The chart on the left takes the aggregate undergraduate enrollment counts, presented on the preceding page, and further breaks those down by school.

	2014-15	2015-16	2016-17
College	5,653	5,631	5,490
Oxford	949	936	978
Business	753	845	812
Nursing	320	331	374
Allied Health	55	60	41

The chart on the right takes the aggregate graduate enrollment counts, presented on the preceding page, and further breaks those down by school.

Graduate Enrollment by School

	Graduate A&S	Public Health	Law	Medicine	Business	Allied Health	Theology	Nursing
2014-15	1,788	1,161	979	560	785	464	436	178
2015-16	1,839	1,188	1,016	857	821	532	473	195
2016-17	1,760	1,141	1,062	575	838	468	467	257

Total Enrollment by Gender

The chart on the left displays the gender breakdown of total university enrollment for the experience period 2014-15 through 2016-17.

Total Enrollment by Citizenship

The chart on the right displays the student citizenship breakdown of total university enrollment for the experience period 2014-15 through 2016-17.
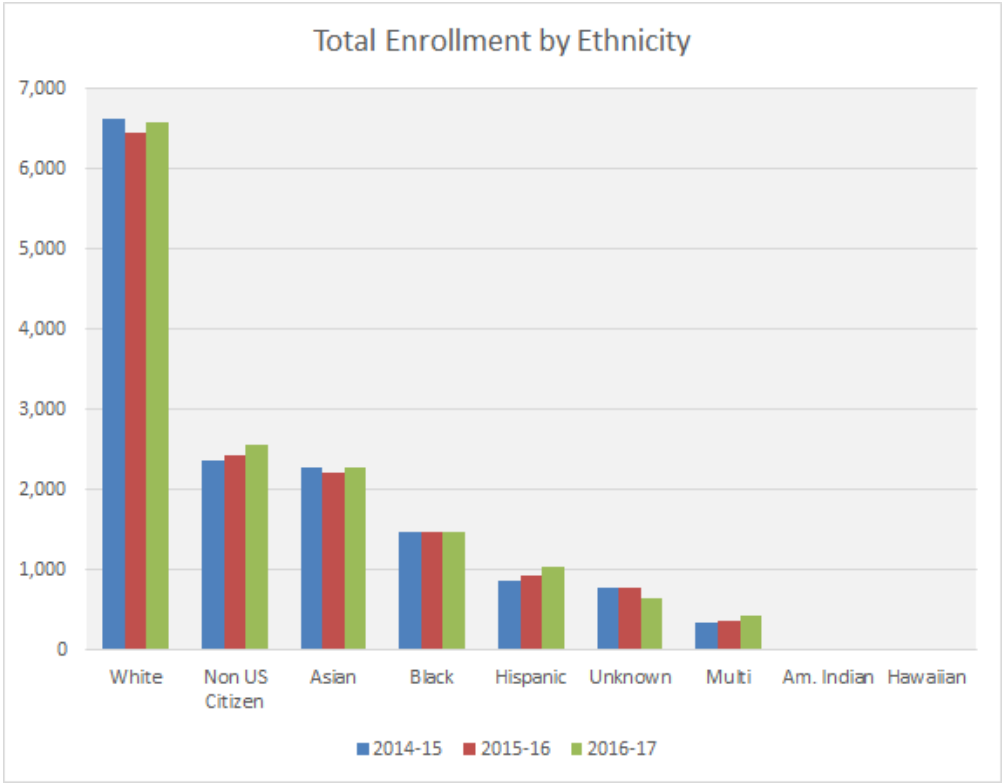

Total Enrollment by Load
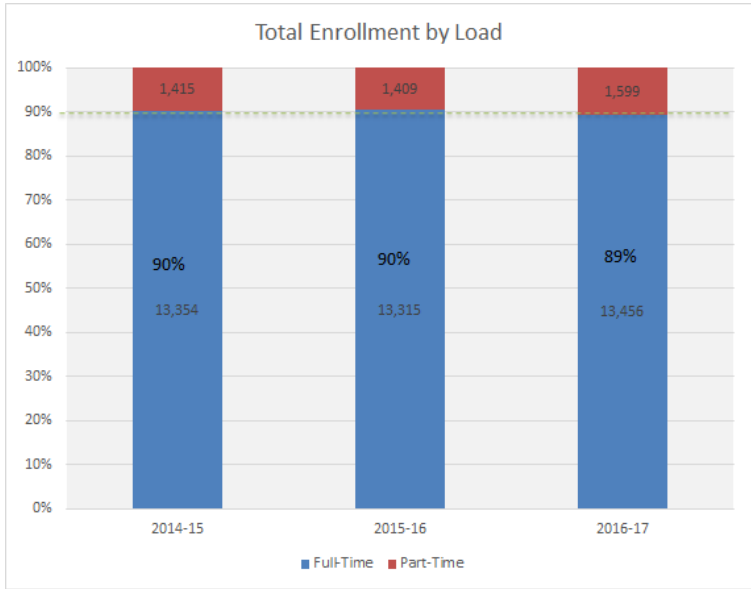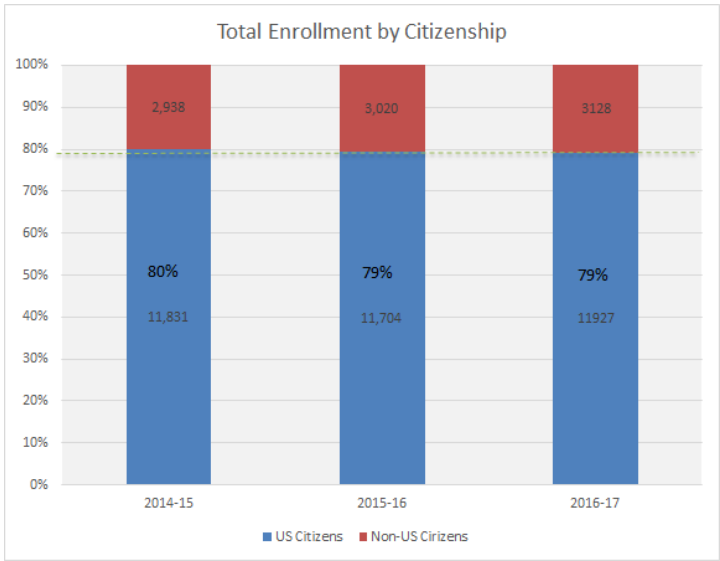
The chart on the left displays the full-time/part-time student breakdown of total university enrollment for the experience period 2014-15 through 2016-17.

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Total Enrollment by IPEDS Degree Category
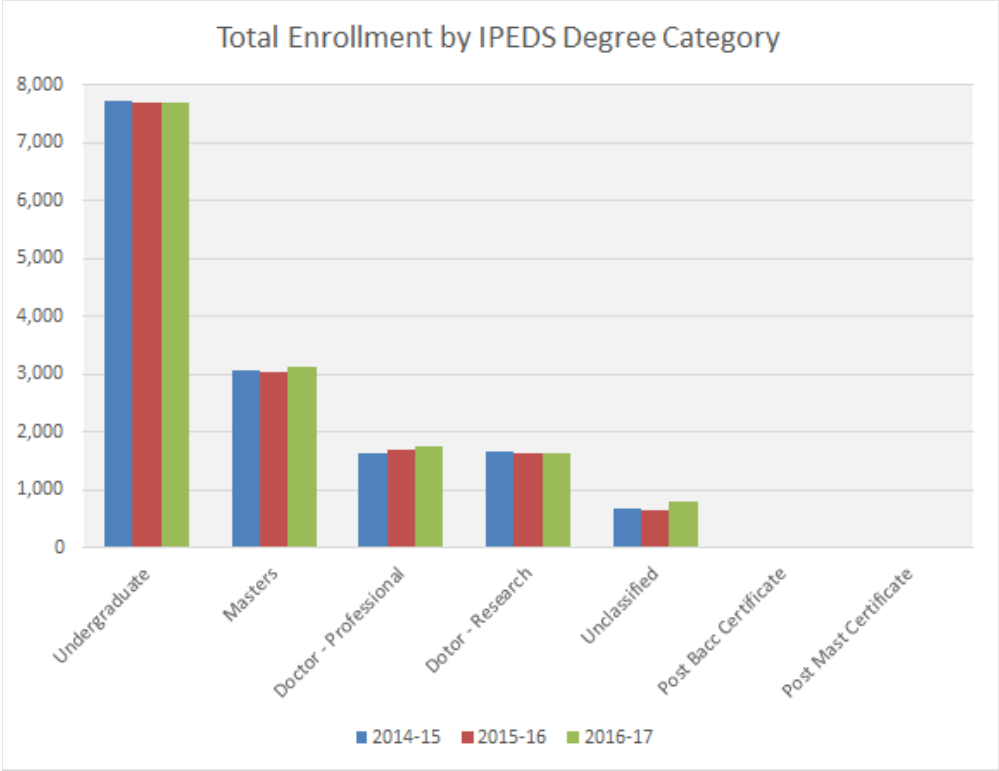
The chart on the left displays the student breakdown of total university enrollment by IPEDS category for the experience period 2014-15 through 2016-17.

Total Enrollment by Ethnicity

The chart on the right displays the student breakdown of total university enrollment by IPEDS ethnicity for the experience period 2014-15 through 2016-17.
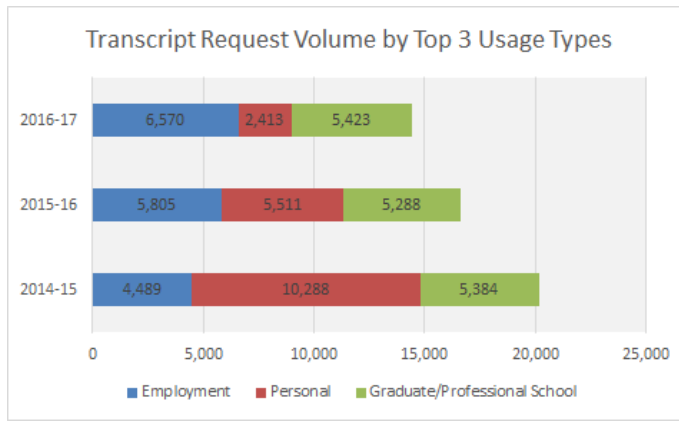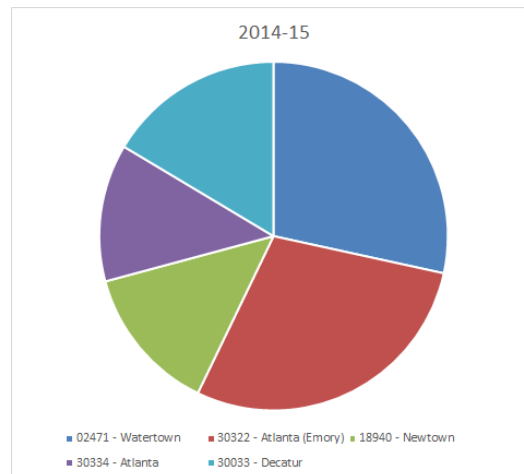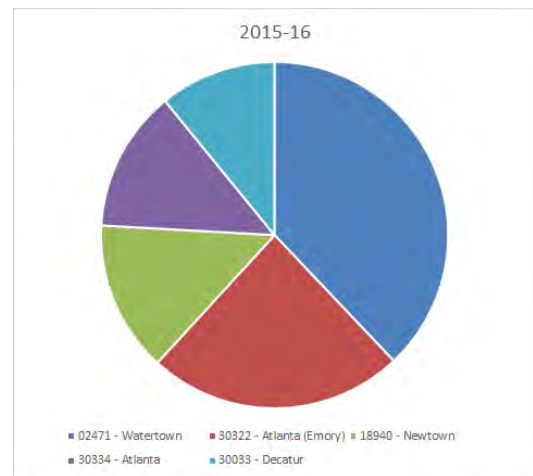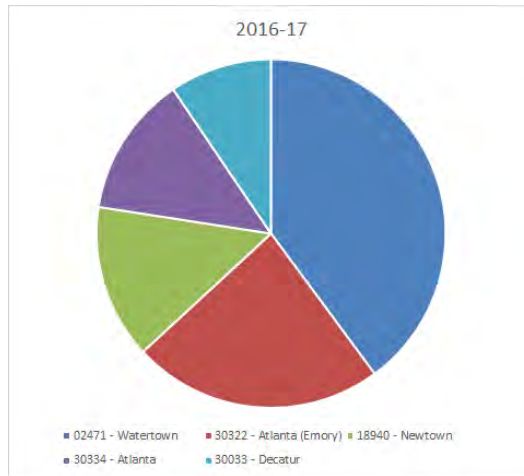
A P P E N D I X

Transcript Request Volume by Top 3 Usage Types

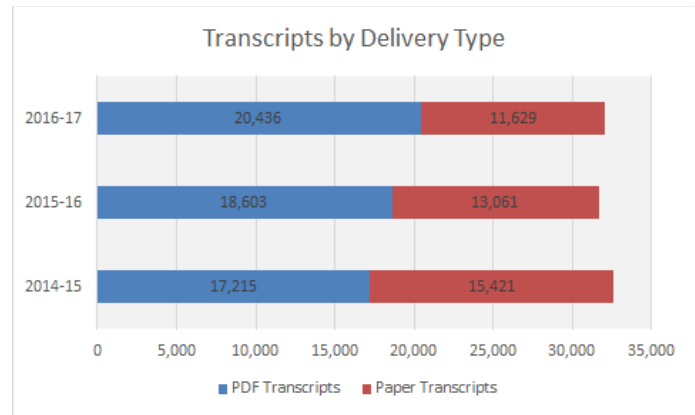| Period	Employment	Personal	Graduate/Professional School
2016-17	6,570	2,413	5,423
2015-16	5,805	5,511	5,288
2014-15	4,489	10,288	5,384

Legend: ■ Employment ■ Personal ■ Graduate/Professional School

The chart on the left displays the breakdown total transcript request volume by top three requester-reported usage type for the experience period 2014-15 through 2016-17.
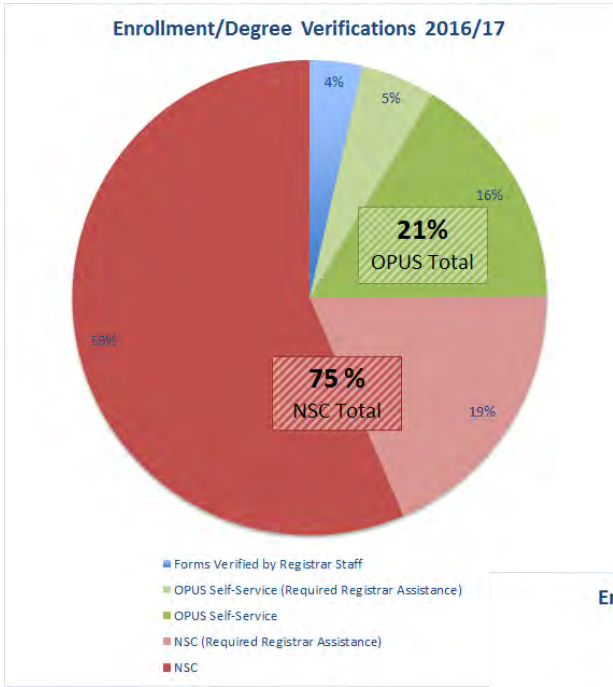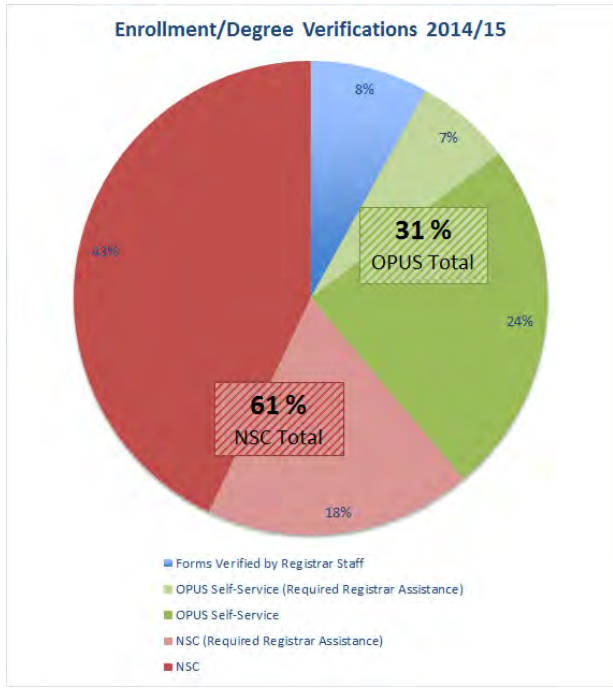
The chart on the right displays the breakdown total transcript request volume by top three requester-reported usage type for the experience period 2014-15 through 2016-17.

Transcripts by Delivery Type

Period	PDF Transcripts	Paper Transcripts
2016-17	20,436	11,629
2015-16	18,603	13,061
2014-15	17,215	15,421

Legend: ■ PDF Transcripts ■ Paper Transcripts

2016-17

Legend: ■ 02471 - Watertown ■ 30322 - Atlanta (Emory) ■ 18940 - Newtown ■ 30334 - Atlanta ■ 30033 - Decatur

2015-16

Legend: ■ 02471 - Watertown ■ 30322 - Atlanta (Emory) ■ 18940 - Newtown ■ 30334 - Atlanta ■ 30033 - Decatur

2014-15

Legend: ■ 02471 - Watertown ■ 30322 - Atlanta (Emory) ■ 18940 - Newtown ■ 30334 - Atlanta ■ 30033 - Decatur

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Enrollment/Degree Verifications 2016/17

21% OPUS Total

75 % NSC Total

- Forms Verified by Registrar Staff
- OPUS Self-Service (Required Registrar Assistance)
- OPUS Self-Service
- NSC (Required Registrar Assistance)
- NSC

These charts show the distribution of enrollment and degree verifications based on request source and staff involvement. The upward trend in NSC transaction indicate our increased optimization of verification services offered via the National Student Clearinghouse.

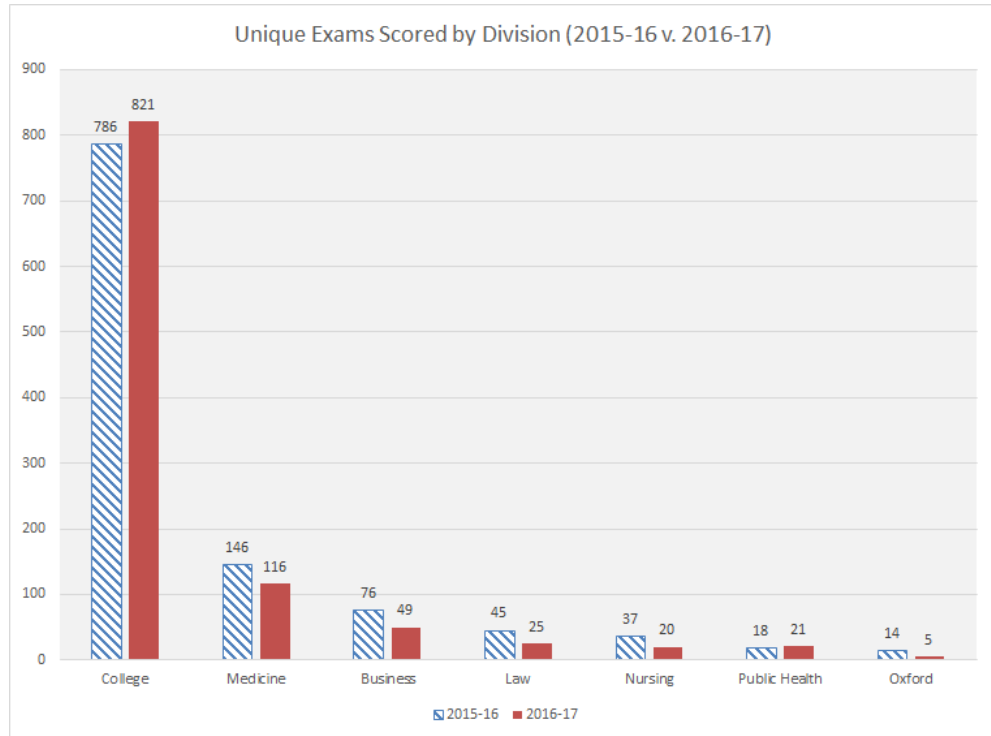**Enrollment/Degree Verifications 2015/16**

26 % OPUS Total

67 % NSC Total

- Forms Verified by Registrar Staff
- OPUS Self-Service (Required Registrar Assistance)
- OPUS Self-Service
- NSC (Required Registrar Assistance)
- NSC

Enrollment/Degree Verifications 2014/15

31 % OPUS Total

61 % NSC Total

- Forms Verified by Registrar Staff
- OPUS Self-Service (Required Registrar Assistance)
- OPUS Self-Service
- NSC (Required Registrar Assistance)
- NSC

Unique Exams Scored by Division (2015-16 v. 2016-17)

The above table provide breakdowns of course examinations scored by individual schools. These numbers are reflective of the aggregate number of courses for which exam scoring services were provided, but do not account for the exhaustive number of exams scored, which is based on course enrollment.

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