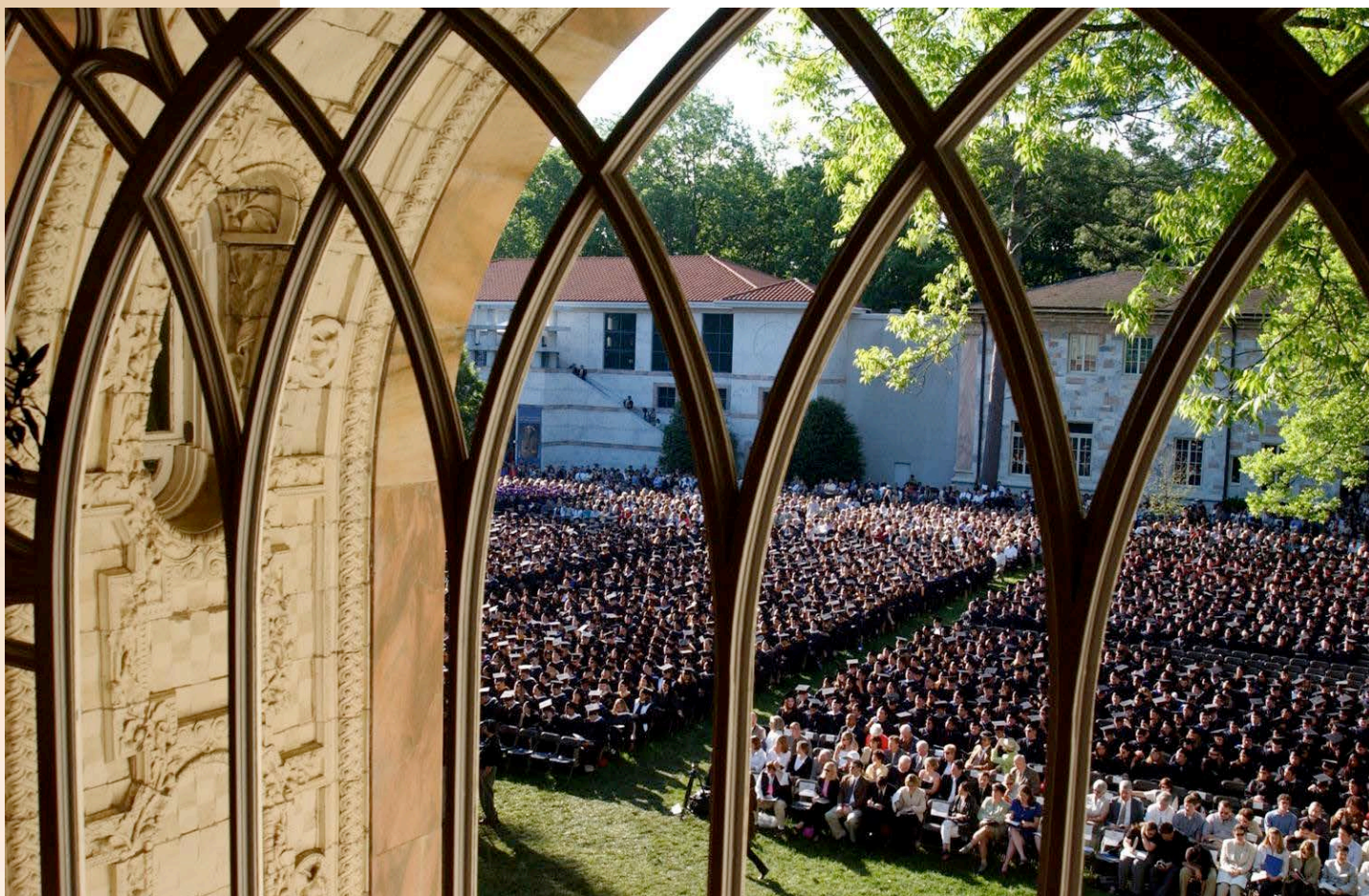


OFFICE OF THE UNIVERSITY REGISTRAR

2015–2016 Annual Report



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MESSAGE FROM THE UNIVERSITY REGISTRAR

This year the Office of the Registrar—as part of the Division of Enrollment Services within the Office of the Provost—has been actively involved in many areas across the campus community. I am very pleased to share our 2015–2016 Annual Report, which highlights a few of our collaborative efforts and accomplishments. As a service organization, the registrar’s office has the opportunity to be involved in many facets of University life. I hope you will find our Annual Report informative and, as always, I invite you to call me if you have questions or comments that you wish to discuss.

A main focus for us this year is partnering to create a more student-centered approach for undergraduates—an idea that has been expressed this way: 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.

In addition, much attention this past year was paid not only to the services we provide but also to how we provide them. The breadth and focus of our functions result in the ability for consistent interaction with students, faculty, staff, alumni, and parents. To serve these populations effectively requires a strong emphasis on customer service from all members of our office. By virtue of the staff’s considerable commitment and dedication, we ensure that our services and operations meet the needs of our community and serve them well. Maintaining continuity of these services requires creating an environment that is collaborating, stimulating, and engaging for the entire office, which in turn promotes opportunity for professional growth and development for each member of our staff. Even as I have the privilege of leading this office and addressing you directly in this letter, the staff deserve the true credit for the noteworthy accomplishments highlighted in the pages that follow.

Our attention now turns to the 2016–2017 academic year. As noted in this report, the upcoming year will build upon our accomplishments from 2015–2016 and expand many of our initiatives in new directions. Although the breadth of our 2016–2017 objectives may seem broad, each demonstrates continued adherence to our core values. I appreciate the strong relationships that the registrar’s office has developed with our campus partners in serving Emory.

Please feel free to contact me if you have questions or comments about any of our services, or if you have suggestions regarding how we may better meet the needs of the campus community.

JoAnn McKenzie
University Registrar

MISSION

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

GOALS AND ACCOMPLISHMENTS

BEYOND THE TRADITIONAL TRANSCRIPT

The current framework for the academic transcript at colleges and universities resulted from the convergence of academic practice in the course of many years and largely has served as an academic record. This academic year, we explored creating a framework to guide the development of new recording models to share with faculty and academic leadership. These models include examples where institutions have augmented traditional transcripts to present additional information, often in a digital format, as well as those who are creating supplemental documents to include other forms of student learning.

The American Associate of Collegiate Registrars and Admissions Officers, along with Student Affairs Administrators in Higher Education, have been working to bring together registrars, student affairs, and other higher education professionals to identify emerging practices in identifying, collecting, and documenting student learning and enabling institutions officially to assert (and communicate) them on behalf of the student. Rather than attempting to create standards in this rapidly evolving arena, they suggest we must identify emerging practices, addressing impediments to innovation and offering creative options for delivering and documenting student learning.

Overview of current practice

The current Emory transcript model captures the traditional snapshot of a student's academic work (i.e., courses, grades, terms, GPA). We capture these experiences via transcript notes and text.

"Transcript Notes" are used to track nontraditional work and operates by appending notes to individual classes that students have enrolled in for a given term. Examples of use for this feature include adding information about the specifics of a class, creating additional topics notations, or for study abroad course descriptions.

"Transcript Text" is used to append specific terms or sections of the transcript but is not tied to specific classes on the transcript. Examples of use for this feature include special notation concerning quarter-to-semester conversion, legacy records and, for study abroad, to mark the location and school attended by a student for a specific term.

Although this delivery method has sufficed for many years, the lack of consistency in definitions often confuses the recipient of the transcript, resulting in the need to provide additional clarification to outside sources.

In the coming year, we will continue reviewing our current transcript model by

- providing a framework for including a clear set of definitions across undergraduate/graduate schools for nontraditional work;
- potentially including course descriptions as part of the academic transcript;
- evaluating and determining what will be included as "the extended" student record; and
- examining the delivery of transcripts in a digital format.

DATA QUALITY MANAGEMENT

For the 2015–2016 academic year, our Data Management Services team operated with renewed focus on data quality management. The Emory community’s appetite for useful student records data presents a significant opportunity for us to partner more effectively with our clients throughout the community as we assess critical data needs and, in turn, develop value-added data solutions. We recognize that many of our clients rely on the student data we manage to inform decisions and guide strategy around student service and support. Given the importance of our role, we maintain a strong commitment to quality of both our data management practices and deliverables.

As we evaluated our related internal processes, we saw a need to plan and execute a thorough review of more than 1,000 student record queries and their related SQL logic. The queries we maintain are perhaps the most significant methods by which we extract information from OPUS to produce data reporting for our clients. It is important that we invested this time to ensure that these queries continue to yield accurate quality data, taking into account interim changes in definition, intent, and institutional need. We solicited target feedback and client involvement throughout this process. Ultimately, we were able to streamline our query catalog significantly by eliminating redundancy while reinforcing and revising the remaining core queries as needed. With this project’s successful completion, we now can deliver on client requests with greater confidence, and future query management and maintenance can be executed with added efficiency.

In keeping with our evaluation of internal processes, we also developed a new data request work flow, leveraging the institutional OnBase tool to allow us more effectively to manage data request submissions, assignment, tracking, and response. We look forward to using this new work flow not only to manage these requests and our delivery

better; we also will have access to valuable analytics regarding the types of requests we are receiving, the timing of those requests, and the varying volume. This will allow us to be more proactive in developing new quality data solutions that would be of particular interest to the Emory community—offering opportunities to identify BI solutions that would be prime for the new Data Warehouse. We also will be in a better position to anticipate increases in demand volume and plan accordingly.

To complement this new work flow, our previous data request form has undergone a complete revision. Ease of access for our clients remains very important to us. We identified opportunities to retool this form to collect only essential information to help inform and guide a solutions-oriented conversation with the client. We expect that the new work flow will help facilitate meaningful and constructive interactions with our client community while further enhancing our internal data quality management processes.

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

- Leverage Box, an institutional collaboration platform, to manage dissemination and maintain security of sensitive student data as a departure from the previous and increasingly less reliable secure server model.
- Begin introducing more robust data reporting deliverables via the new Data Warehouse and Oracle Data Visualization.
- Continue to develop and document improved internal best practices related to data validation, first focusing on building a stronger partnership with the Office of Institutional Research on external reporting such as IPEDS.
- Further engage our client community via updated communications and trainings regarding data access, security, and related institutional best practices.

PREFERRED NAME POLICY FOR STUDENTS

As the landscape of our student body changes, so should our approach to providing alternatives for students—specifically as it relates to a student’s “preferred name.” Some members of our student community use first names other than their legal name to identify themselves. During the 2015–2016 academic year, our office worked with key stakeholders across campus to examine implementing a preferred name policy for students.

This new policy will allow students to enter a preferred name through OPUS regardless of whether they legally have changed their name. Preferred names that differ from an individual’s legal name will be used solely for Emory’s internal systems, and the University shall maintain a record of the student’s legal name.

Places where preferred first name may be displayed:

- Class and Grade Rosters
- Advisee Lists
- Unofficial/Advising Transcripts
- Guest Access (anyone with access to view a guest account also will see preferred name)
- Directory Listing (unless a person withholds his/her directory information)

Places where legal first name must be used:

- Student Financial Accounts
- Financial Aid
- Responses to Enrollment Inquires such as Verification Requests
- Official Transcripts
- Diploma
- International Student Status
- Student Employee/Payroll Information
- Emergency Responders (Parking, Police, etc.)

This policy is timely given the recent “Dear Colleague” letter from the US Department of Justice, Civil Rights Division, and US Department

of Education, Office of Civil Rights, which provided additional direction regarding Emory’s Title IX obligations concerning transgender students and explains how they will evaluate the University’s compliance with these obligations.

We will work with the offices of Equity and Inclusion and Campus Life to identify students who are interested in providing testing/feedback related to this initiative during the fall term. We anticipate that the policy will go into effect in spring 2017.

WAITLISTING FOR STUDENT ENROLLMENT THE NEXT CHAPTER

Waitlisting is an electronic process that sends notification to students that a seat is available for a waitlisted, closed class. This functionality enables students to indicate interest in a class that is full (while being eligible to enroll in the class once seats are available) and allows schools to determine the demand for classes. It thereby provides an opportunity for faculty, departments, and school administrators to determine the level of enrollment interest in a particular section of a class in order to make strategic decisions on how to meet student demand.

As we reported in last year’s annual report, the registrar’s office has spent the past academic year working with two of our undergraduate schools to onboard waitlisting:

- Phase I—Spring 2015 and Summer 2015 enrollment cycles
Oxford College and Emory College participated in using OPUS waitlisting in a piloted (and targeted) fashion. The intent was to test the overall usefulness of the waitlist for gauging demand and providing additional enrollment services to students.
- Phase II—Fall 2015 enrollment cycle
Oxford College and Emory College expanded the use of OPUS waitlisting to include additional classes and disciplines as well as adding cross-listed classes.

Even as the implementation of waitlisting was a success for these schools, we quickly discovered that without enhancements to the current process that enrolls students from a waitlist into available class seats, we would not have the ability to onboard schools that may have other enrollment business practices. Partnering with the PeopleSoft support team, we created a customized way to include or exclude schools from the waitlisting enrollment process as needed—taking their individual registration schedules into account.

This enhancement has greatly increased the scalability for waitlisting as an enterprise solution.

This academic year, our office will focus on onboarding additional schools (business, public health, and theology) in using waitlisting during the spring 2016 enrollment cycle.

COURSELEAF SECTION SCHEDULER BY LEAPFROG TECHNOLOGIES A COURSE SCHEDULE SOLUTION

Like many colleges and universities, Emory University has provided class-scheduling solutions that are heavily managed by paper and some electronic capabilities. Although we have streamlined the process somewhat, we continue to struggle with scheduling course sections due to individual departments scheduling—which limits student success and constricts classroom usage—versus coordination across multiple departments and offerings.

LeapFrog Technologies, a leader with more than 20 years of experience in offering a suite of online software solutions, has introduced a revolutionary solution for streamlining the class-schedule process. CourseLeaf Section Scheduler offers a scheduling tool that streamlines class offerings by term—everything from inputting, editing, validating, approving, and updating course offerings. This innovative tool lets departments plan and enter

offerings while working within school scheduling rules to utilize resources effectively.

CourseLeaf Section Scheduler has four major components:

Build Schedule

Departments can enter their planned course offerings electronically in an easy-to-use format. The registrar's office and departments then can see how the schedule is coming together in a clear visual format, with filters for easy review.

Validate Schedule

Validate that departments have met the guidelines for planning their courses, such as what percentage of sections can be offered in 'prime time.'

Approve Schedule

CourseLeaf's workflow system provides control and management of the "approve" process exceptions by the departments across the entire schedule.

Publish Offerings

Once the schedule has been created, CourseLeaf Section Scheduler will generate a beautiful set of output formats including Web, XML, PDF, and ePub, available as standalone publications or integrated into existing published documents.

Give the magnitude of the project, we anticipate onboarding our undergraduate schools for Phase I—all who have similar processes and timing of their release of class schedules to students. Phase II will involve our graduate and professional schools; they have more complex requirements and will benefit from lessons learned during Phase I.

This enterprise solution for class scheduling offers a seamless experience for all scheduling units on campus, faster schedule creation, and an earlier and consistent release of class schedules to students regardless of the student's career.

CLASSROOM UTILIZATION AND SCHEDULING FOR ACADEMIC COURSES

Our office has responsibility for scheduling rooms within Emory College and Laney Graduate School academic classrooms from a pool of 80 classroom spaces. Historically, Resource25 had been the scheduling tool to reserve classroom spaces. Albeit the tool provided some automation for class scheduling, it was limited in its ability to scale for more complex scheduling.

Schedule 25 Optimizer—CollegeNet’s optimized scheduling solution—allows for academic organization or department-assigned partition preferences (building preferences) on the front end of scheduling once all the classes are imported from OPUS to 25Live. A simple push of a button automatically does the initial placement of classes into rooms—with more than a thousand classes assigned each semester. This new functionality will reduce our scheduling process from weeks to just a few minutes.

Continual improvements to our scheduling process will ensure that customer need is fulfilled while still maintaining strict adherence to appropriate room utilization. This process has been extremely beneficial to work flow in room scheduling and fits in very nicely with our new direction of automated class scheduling using CourseLeaf Section Scheduler.

SEALED RECORDS POLICY

This year, we introduced a policy to establish guidelines for offices that are authorized to seal student records. These guidelines are intended to encourage student responsibility while supporting retention and student success.

Graduating students must fulfill all academic degree requirements prior to the date of conferral. After students graduate from the University, their

records are sealed 30 days after the conferral of the degree. A 30-day grace period beyond the conferral date is provided to school officials who may need additional time to certify a graduating student due to circumstances beyond the student’s control (e.g., not related to academic performance). After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

Though we offer a grace period, we do understand that there are circumstances beyond a student or school official’s control; for these requests, an administrative petition process has been introduced that works this way.

- Retroactive requests must be submitted in writing by the school dean or provost’s office official to the University Registrar.
- Include a description of the nature of the error that resulted in the student being omitted/ removed from the graduation list.
- Provide confirmation that all degree requirements were met prior to the requested conferral date.
- Indicate the degree to be conferred and the semester of conferral.
- Justify why this request cannot be authorized in the next-closest term.

Since the implementation of this policy, we have received fewer requests retroactively to award degrees; however, there are several school officials who state that they need additional time to review all degree requirements beyond the conferral date. The University Registrar plans to meet with these schools to review their graduation processes and offer best practice and system solutions.

FERPA: The Family Educational Rights and Privacy Act Training and Compliance

The 2015–2016 academic year has been one of transition as new personnel were brought on board to take on FERPA training and other compliance initiatives in our office. Therefore, with regard to training, we operated in a maintenance phase this year. New staff were trained to train others and have been given goals to broaden the reach of our training to more constituents on campus during the next academic year. In the meantime, our associate registrar for Student Support Services continues to serve as a resource for our staff, University staff, and students, fielding the more complex questions and interpreting the law's applicability to their situations.

In response to media reports of Stanford students requesting to view their academic records, our students were reminded (or learned) of their right under FERPA to access their education records. The result was a flurry of requests from students to see their files, mostly with regard to their admission to the University. This sudden interest provided us an opportunity not only to educate our students further regarding their FERPA rights; we also revisited and revised our policies and procedures in relation to these student requests.

Since launching our FERPA quiz last year, we have received almost 800 responses. Although we are somewhat pleased with the response, we would like to reach many more staff and faculty. To that end, we intend to create a more rigorous FERPA quiz this academic year that will be required for access to the Data Warehouse, a University-wide initiative. We are also actively exploring an on-demand FERPA training video and utilizing Emory's Learning Management System to allow staff and faculty to sign up for our FERPA training offerings. Our office looks forward to greater opportunities for FERPA training expansion in the 2016–2017 school year while continuing to focus on doing all we can to protect student privacy.

HOPE Scholarship Program

Periodically, usually every three years, the Georgia Student Finance Commission (GSFC) conducts a compliance review to ensure that Emory University is adhering to Georgia's Scholarships and Grants Programs. These programs include the HOPE and Zell Miller Scholarships. Our compliance review was held in fall 2015.

Albeit the primary office involved in the compliance review is Financial Aid, the administration of the programs involves cooperation among Student Financial Services, Admission, and the Registrar. Our team provides the necessary academic information requested by GSFC, such as transcripts and HOPE transfer transcript evaluations.

Our office was cited for three errors, two of which were related to the availability of study abroad transcripts. This finding brought to light the need for continuing dialogue with International Student Programs (formerly known as CIPA). Our office now emphasizes the importance of receiving transcripts and documenting HOPE credit as expeditiously as possible.

The other finding for which we were cited was an incorrect HOPE GPA. This error was attributed to new staff in the Office of Undergraduate Admission who had not received our training. In order to remedy this training gap, we will offer refresher training annually to all undergraduate admission staff from Emory's undergraduate schools.

We take all findings seriously, and our goal is to have zero discoveries. Although we had a few findings, we safely can say that this particular compliance visit was successful on the whole given the volume of students receiving HOPE or Zell Miller Scholarships.

VETERANS ADMINISTRATION AND GOVERNMENT AFFAIRS

Veterans Education Benefits

Emory University remains committed to providing support to our student veterans, whether financial, emotional, or social. Our office is deeply involved in the process of ensuring that students receive the VA education benefits to which they are entitled.

Students—some of whom are veterans, some of whom are dependents of veterans—receive benefits under one of several different Veterans Administration (VA) programs, with the vast majority receiving the Post-9/11 GI Bill. The School Certifying Official (SCO) in the registrar's office is responsible for reporting each student's enrollment, tuition, fees, and applicable Yellow Ribbon funding in a timely manner. In collaboration with Student Financial Services, we ensure that students are not penalized with late fees or course cancellations while we await the VA to submit payment to Emory on the students' behalf.

In addition, each school at Emory shows support for this student population by contributing funds to the Yellow Ribbon Program. These funds are awarded on a first-come, first-served basis and help to supplement the funding that the VA provides. This past year, Goizueta Business School chose to increase the number of Yellow Ribbon Awards from 24 to 50.

As anticipated, this attractive offering resulted in higher numbers of veterans receiving the Post-9/11 GI Bill at Emory. In 2010, the total number of students receiving VA benefits was 106. Just five years later, that number increased to 142, with 110 of those students receiving the Post-9/11 GI Bill. At the time of this report, all signs indicate that this upward trend will continue with our US military population for 2016–2017.

Number of Students receiving VA benefits

Fall 2010	106
Fall 2011	136
Fall 2012	133
Fall 2013	121
Fall 2014	129
Fall 2015	142

On the national stage, the National Association of Veteran Program Administrators (NAVPA) is collaborating with the National Student Clearinghouse (NSC) to find better reporting solutions. VA's current portal for SCOs is outdated, and the NSC already has much of the data that the VA requires SCOs to report in its vast database. Especially as the number of students receiving benefits grows, this office will be paying close attention to this collaboration. Ease in reporting, after all, can only help us to serve these students more effectively.

Government Affairs

National

We have continued to follow Congress's involvement in the reauthorization of the Higher Education Act (HEA), an extensive law governing higher education programs. Since its passage in 1965, the law has been rewritten eight times. The current version of the HEA was due for a rewrite at the end of 2013. After extending the HEA, Congress showed signs of reauthorization in early 2015. However, lawmakers made no notable progress toward reauthorization.

The HEA now has been extended through 2016. Popular opinion seems to be that a reauthorization during the next year is highly improbable. In a recent article in *Inside Higher Ed*, author Michael Stratford cites that its improbability is not only due to partisan politics but also because it will have low priority on the list of a new administration.

When, and if, Congress works out a reauthorization, issues such as college costs, consumer information, completion, accreditation, and lessening federal regulatory burdens are likely to be addressed. As noted in Emory's Government and Community Affairs newsletter from January of this year, "There is a belief that the House and Senate will advance a more targeted HEA reauthorization with some focus on higher education deregulation. This is an area of particular interest to Emory." As we focus our energy on enhancing the customer and student experience, we could not agree more.

State of Georgia

In May 2016, the Georgia Student Finance Commission (GSFC) issued a "Dear Colleague" letter in which it announced the launch of its new website, GAfutures. This change primarily affects the Office of Financial Aid. However, registrar staff occasionally consult the GSFC's site for HOPE Scholarship

information for transferring students. More relevant to our office was a change in the HOPE Scholarship of which we were made aware at a GSFC training visit this June.

At the training provided by the GSFC, financial aid and registrar staff learned of a change in how the HOPE GPA will be calculated in the coming year. In an effort to boost numbers of students graduating in the STEM fields, STEM classes will be weighted higher than non-STEM classes. This change was passed in a separate bill for high schools. HB 801 provides that students' postsecondary cumulative HOPE GPA includes additional weight (.5) for B, C, or D grades in STEM classes.

The GSFC is still working on training and instructed us to continue as usual until receiving specific instruction. Given that our office serves as a resource and provides training to Emory's undergraduate schools on transcript evaluation for HOPE, we are anxious to receive the GSFC's training documents. Although this legislation adds another layer of complexity to an already complex program, we intend to comply fully. We want to do all we can to ensure that Emory students receive all the HOPE funding to which they are entitled.

CHALLENGES AND OPPORTUNITIES

BUSINESS PROCESS IMPROVEMENTS USING WORK FLOW

We have expanded our efforts in building strategic relationships across the University. These cross-institutional partnerships, and the connections they foster, position the registrar's office to provide leadership in policy formation and process re-engineering, enabling efficiencies that are of great benefit to our operations.

The following list identifies opportunities for employing a business process and sustainable work-flow management solution for the registrar's office:

- Grade/Class Rosters
- Grade Changes
- Complete Withdrawals
- Major/Minor Forms
- Personal Information Change Forms (e.g., name, gender, DOB)

This systematic approach to developing process automation solutions will improve the efficiency and effectiveness of our business processes for our students. In academic year 2016–2017, we plan to partner with our Student Support Services team to develop and deliver these business work flows across our schools.

INTERNAL AUDIT FOLLOW-UP

Business Continuity and Disaster Recovery Planning

The Office of Internal Audit has spent the past two years conducting reviews of several key business processes in the registrar's office that support data

security and integrity of student data: Business Continuity and Disaster Recovery and Data Management and Reporting for IPEDS. These reviews offer management-action plans related to the development of a Business Continuity Plan (BCP) and Disaster Recovery Plan (DRP) for critical student data systems. In order best to support this foundational effort, the initial phases of the BCP/DRP in this business case focused on formally documenting and testing a BCP/DRP for one of the four key business processes identified—fall registration.

In collaboration with LITS management, we have developed a formally documented BCP to support continuous service and minimize the effect of disruptions (e.g., turnover in personnel, downtime of key systems, natural disasters, etc.) on critical student data systems. The BCP will include a supporting DRP, for each critical student data system, that focuses on the recovery of information:

- Phase I—focused on planning for business continuity for student registration and the primary system for the registrar's office, which is OPUS as well as any other secondary systems that are required
- Phase II—focused on testing of the BCP and DRP

Phase I and II of the project are under way. We have partnered with several key stakeholders in LITS to assist with planning and testing of OPUS and its infrastructure to assess the impact that a disaster might have on the OPUS student system. We are working on the business-continuity plan detailing how and when we would put in place measures to stabilize and continue the registration process in lieu of a student system during a disaster.

Data Management and Reporting

Partnering with the Office of Institutional Research, our office has documented the validation and signature signoff procedures relating to IPEDS data. These instructions provide a clear direction as to the role and level responsible for approval at each milestone of the survey completion, including:

- Process Flow/Procedural Documentation
- Validation Instructions
- Formal Approval Process

Updates on both of these initiatives will be submitted to the Office of Internal Audit during September 2016.

BUILDING STRATEGIC PARTNERSHIPS COLLABORATIVE INITIATIVES AT EMORY

Senior Leadership

The role of the registrar must include policy and process expertise that support academics, monitoring student academic progress, and complying with federal and state regulations as well as a number of other vital campus functions. These functions are enhanced by building greater partnerships across the institution, which in turn position the registrar's office to provide leadership across the enterprise.

Oxford Forward

Serving as co-chair, the University Registrar and other members of the Oxford Forward working group (members of Oxford College and the other three undergraduate units) were tasked with providing suggestions for how to build on the role of Oxford College—specifically, how to revisit the mission, goals, and objectives of the college in order to

ensure its unique position in the US higher education landscape. A final report will be submitted to Provost Zola in December 2016.

Undergraduate Enrollment Initiative

Partnering with Emory leadership to provide a coherent and integrated undergraduate student experience, the University Registrar serves as co-chair for the Academic Accessibility Working Group (AAWG). AAWG is charged with providing strategies and tactics to improve academic accessibility for undergraduate students while being mindful of the impact of recommendations on the graduate student population and other constituencies. This past summer, AAWG began the work of reviewing ideas, tactics, and data related to academic capacity, course planning, registration technology, and other areas aimed at improving academic accessibility. In August 2016, recommendations were presented to the Undergraduate Enrollment Governance Committee for approval.

Data Warehouse

Emory Business Intelligence Steering Committee

Serving as a Business Intelligence Steering Committee member, the University Registrar has worked with our key stakeholders across the enterprise to review and validate student data for the warehouse as well as establish guiding principles on data access and use.

2016–2017 GOALS AND INITIATIVES

THE ACADEMIC CALENDAR

Standard/Nonstandard/Nonterm Courses and Programs

The academic calendar set-up in OPUS drives the processes for Admission, the Registrar, Financial Aid, and Student Financial Services. The University Calendar Committee approves “standard” terms. All central offices rely on a “Begin of Term” and “End of Term” date to remain compliant with the Department of Education regulatory requirements.

A recent review revealed that more than half of the courses offered in Emory’s nine schools have start/end dates that don’t align with the University calendar. Partnering with Financial Aid, we will examine the institutional risks associated with standard/nonstandard courses.

PREFERRED NAME POLICY FOR STUDENTS

As the landscape of our student body changes, so should our approach to providing alternatives for students. This academic year, we will introduce a University Preferred Name Policy for Students. Beginning fall, 2016, the Registrar’s office will engage with students to review the policy and places where preferred may/may not be used.

VISION FOR STUDENT ENROLLMENT

Under the leadership of President Sterk, the Division of Enrollment Services will work to establish a vision for undergraduate enrollment to provide a coherent and integrated student experience defined by multiple, seamless pathways to educational and career success as well as the support to navigate them. We will be examining the course and degree planning functions within the undergraduate schools.

DATA QUALITY MANAGEMENT

The Emory community’s appetite for useful student records data presents a significant opportunity for the Registrar’s Office to partner more effectively with our clients throughout the community as we assess critical data needs and, in turn, develop value-added solutions. This year, we will continue our focus on data quality management in the following ways:

- Introduce more robust data reporting deliverables via the new Data Ware and Oracle Data Visualization.
- Develop and document improved internal best practices related to data validation

Engage our client community via updated communications and trainings regarding data access and institutional best practices.

OFFICE ORGANIZATION AND CORE SERVICES

Administration

JoAnn McKenzie, University Registrar
Mary Williams, Administrative Assistant
Wendy Morrell, Operations Manager

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
Yvette Moore, Business Operations Specialist/Course Management

Student Support Services

Emily Tallant, Associate 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
Brittney Simmons, Secretary

Data Management Services

Sherman Roberts, Data Manager
Demian Cummings, Data Analyst
Veronica Morgan, Business Analyst
Dawn Fisher, Business Operations Specialist/Academic Scheduling

Student Information Support

Carrie Niles, Business Analyst
Kurt Haas, Business Analyst

registrar.emory.edu

Recognize the importance of each person we serve.

Hold 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.

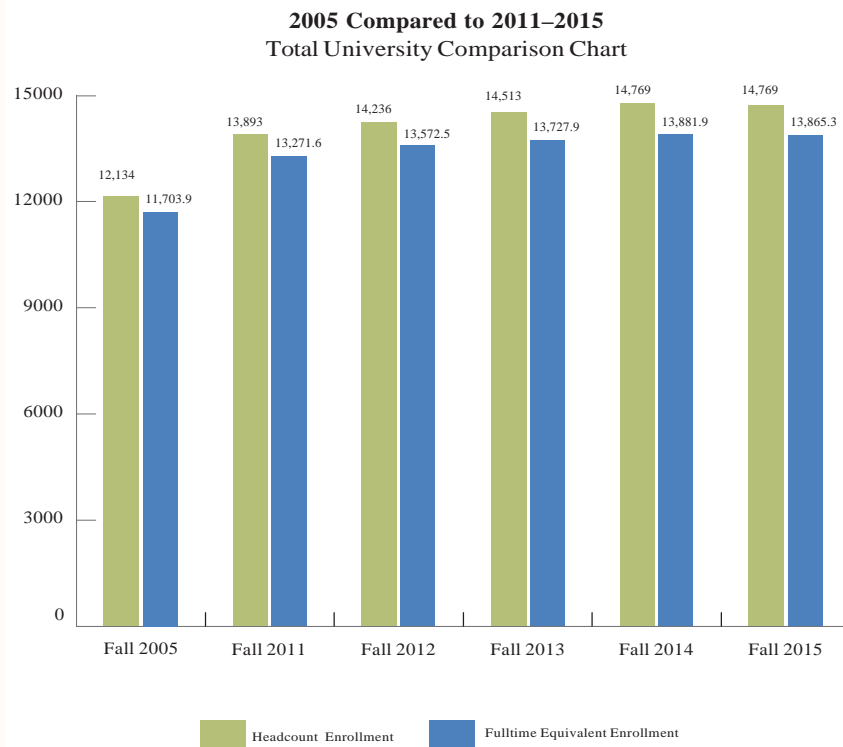
BY THE NUMBERS – THREE-YEAR VIEW

By The Numbers

	2013-14		2014-15		2015-16	
	Value	Value	Change	Value	Change	Overall
Data Requests	552	311	-44%	397	28%	-28%
Verifications Issued	17349	20022	15%	24791	24%	43%
Transcripts Issued	34430	32636	-5%	31664	-3%	-8%
Transient Students	60	92	53%	90	-2%	50%
Grades Processed	133428	148309	11%	153232	3%	15%
Room Reservations	3889	4174	7%	4187	0%	8%
One-Time-Event Schedule	2854	3521	23%	3577	2%	25%
Classes Scheduled	7248	7834	8%	8207	5%	13%
Degrees Awarded	4410	4569	4%	4626	1%	5%
PeopleSoft Users	8330	8371	0%	8579	2%	3%
Testing and Evaluation Exams				1124	NA	NA
Cross Registration: Incoming	139	130	-6%	142	9%	2%
Cross Registration: Outgoing	109	72	-34%	95	32%	-13%

OPENING FALL ENROLLMENT COMPARISON

Much of Emory's institutional data reporting is done using enrollment data verified as of the University's official fall Date of Record. The following enrollment summaries capture total enrollment headcount, broken down by various categories, for the period fall 2011 through fall 2016.



ENROLLMENT COMPARISON DETAIL

Opening Fall Full-time Equivalent Comparison by Full-time Equivalent 2005 compared with 2011 - 2015

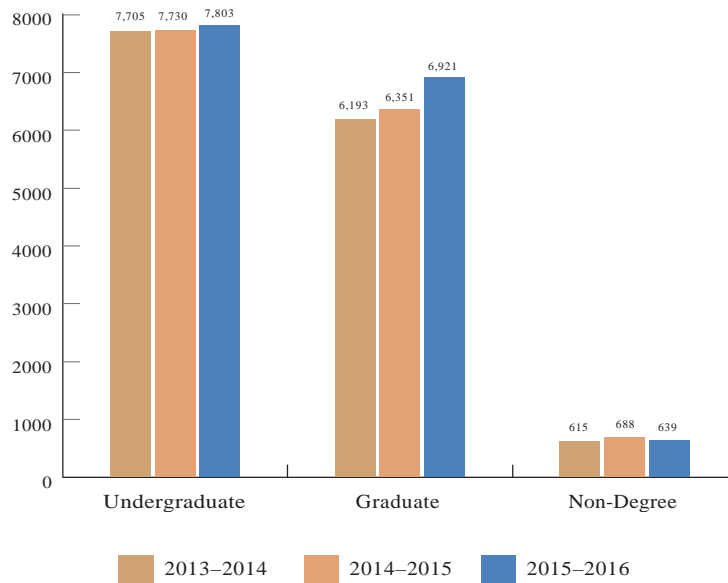
	Fall 2005	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Overall
	FTE	FTE	Change	FTE	Change	FTE	Change	FTE	Change	FTE	Change	
Allied Health	354.3	483.8	37%	509.7	5%	513.9	1%	517.8	1%	527.4	2%	49%
Business	1177	1343.5	14%	1426.3	6%	1452.7	2%	1525.3	5%	1594.2	5%	35%
College	4983.2	5472	10%	5667	4%	5711.83	1%	5662.8	-1%	5587.5	-1%	12%
Graduate	1725.7	1820.6	5%	1807.3	-1%	1726.33	-4%	1678.6	-3%	1643.4	-2%	-5%
Law	732.9	857.8	17%	881.4	3%	921.94	5%	956.4	4%	989.1	3%	35%
Medical	480	531	11%	564	6%	570.58	1%	591.5	4%	588.2	-1%	23%
Public Health	734	916.2	25%	909.6	-1%	997.22	10%	1091.8	9%	1068.3	-2%	46%
Nursing	352.4	446.1	27%	441.5	-1%	461.75	5%	492.8	7%	504.1	2%	43%
Theology	482.8	464.6	-4%	457.7	-1%	425.48	-7%	416.1	-2%	428.3	3%	-11%
Oxford	681.6	936	37%	908	-3%	946.17	4%	948.9	0%	934.8	-1%	37%
TOTAL	11703.9	13271.6	13%	13572.6	2%	13727.9	1%	13881.9	1%	13865.3	0%	18%

Opening Fall Enrollment Comparison by Headcount 2005 compared with 2011 - 2015

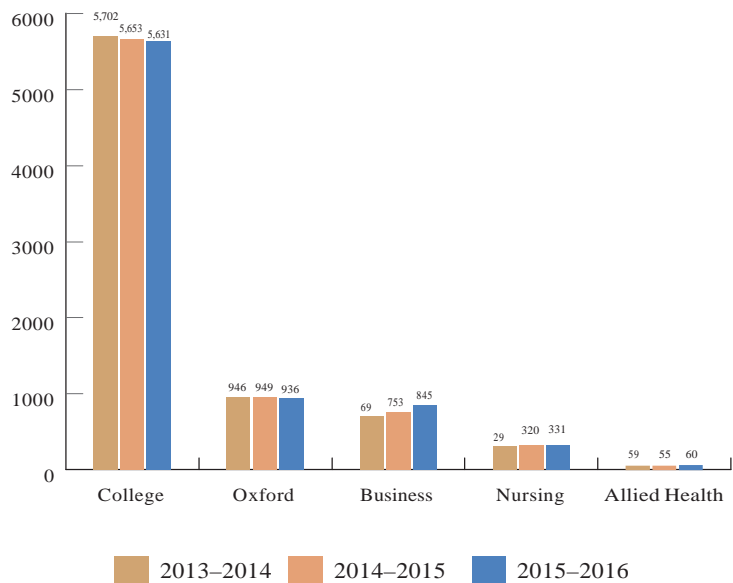
	Fall 2005	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Overall
	HC	HC	Change	HC	Change	HC	Change	HC	Change	HC	Change	
Allied Health	364	489	34%	518	6%	521	1%	557	7%	592	6%	63%
Business	1237	1445	17%	1512	5%	1544	2%	1608	4%	1666	4%	35%
College	5012	5500	10%	5700	4%	5780	1%	5703	-1%	5631	-1%	12%
Graduate	1871	1980	6%	2003	1%	1928	-4%	1879	-3%	1839	-2%	-2%
Law	737	861	17%	889	3%	944	6%	987	5%	1016	3%	38%
Medical	480	715	49%	750	5%	787	5%	917	17%	857	-7%	79%
Public Health	849	1012	19%	1018	1%	1129	11%	1217	8%	1188	-2%	40%
Nursing	384	460	20%	454	-1%	473	4%	501	6%	526	5%	37%
Theology	517	495	-4%	483	-2%	460	-5%	451	-2%	473	5%	-9%
Oxford	683	936	37%	909	-3%	947	4%	949	0%	936	-1%	37%
TOTAL	12134	13893	14%	14236	2%	14513	2%	14769	2%	14724	0%	21%

FALL ENROLLMENT COMPARISON

Total Enrollment by Level

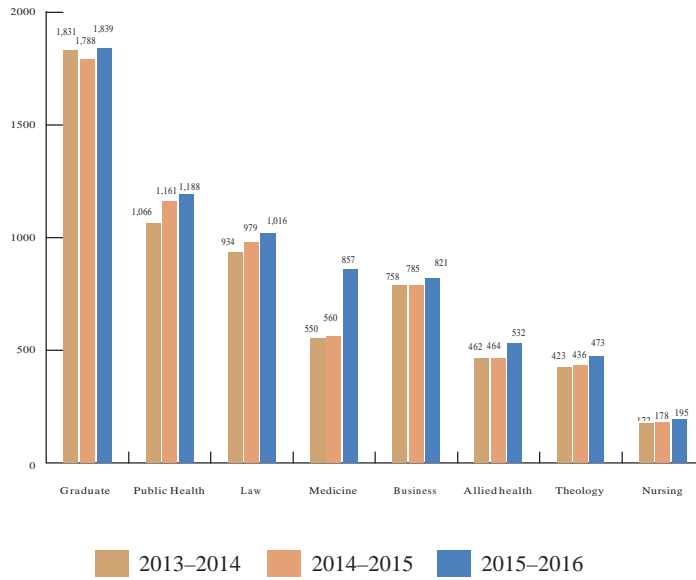


Total Undergraduate Enrollment by School

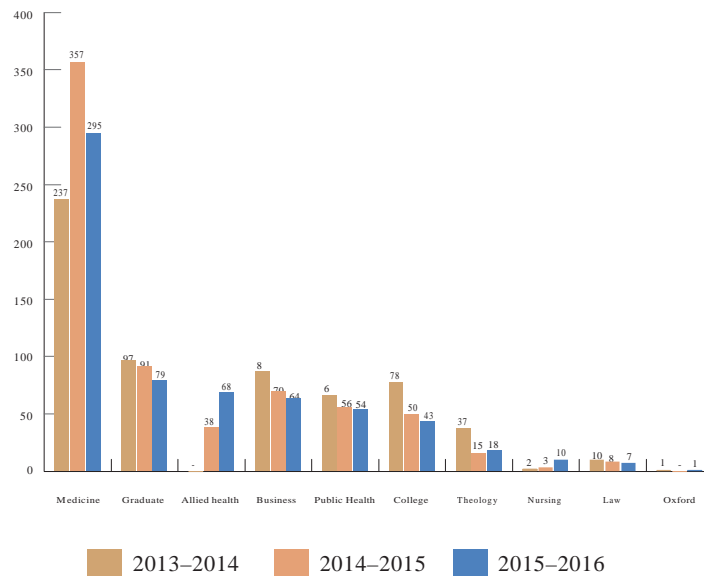


FALL ENROLLMENT COMPARISON

Total Graduate Enrollment by School

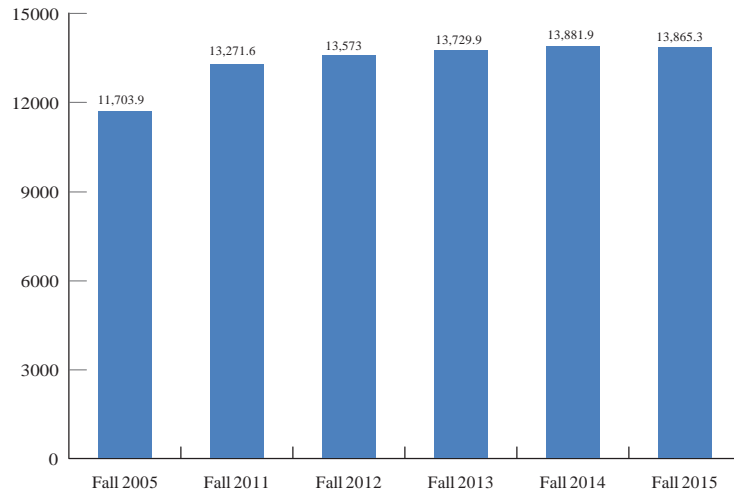


Total Nondegree Enrollment by School

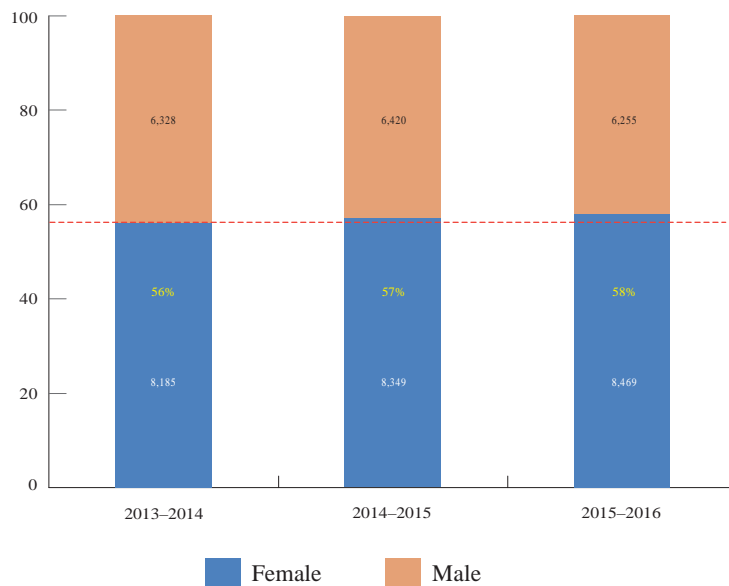


FALL ENROLLMENT BREAKDOWN

Total Enrollment

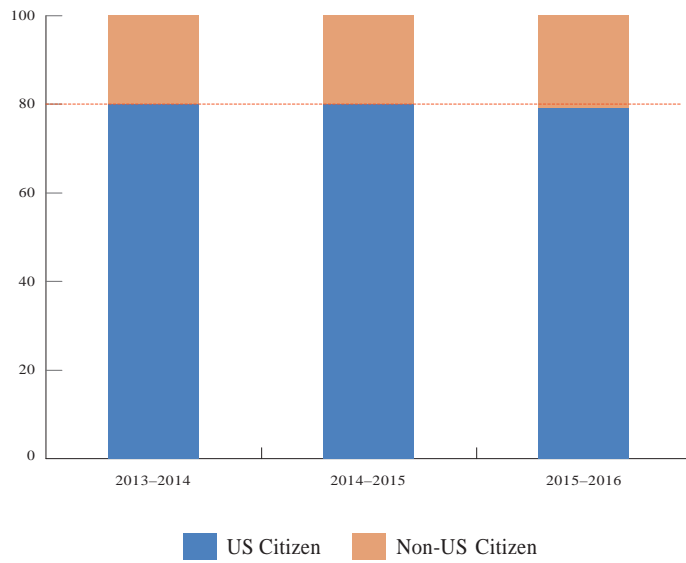


Fall Enrollment by Gender

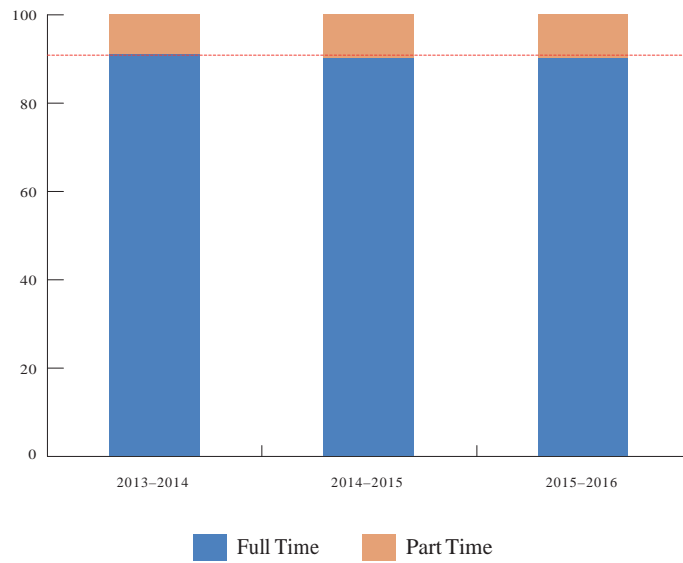


FALL ENROLLMENT BREAKDOWN

Fall Enrollment by Citizenship

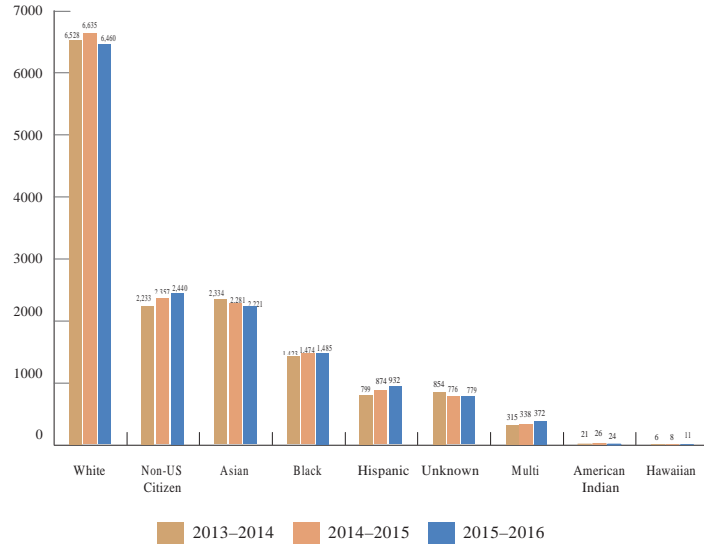


Fall Enrollment by Load

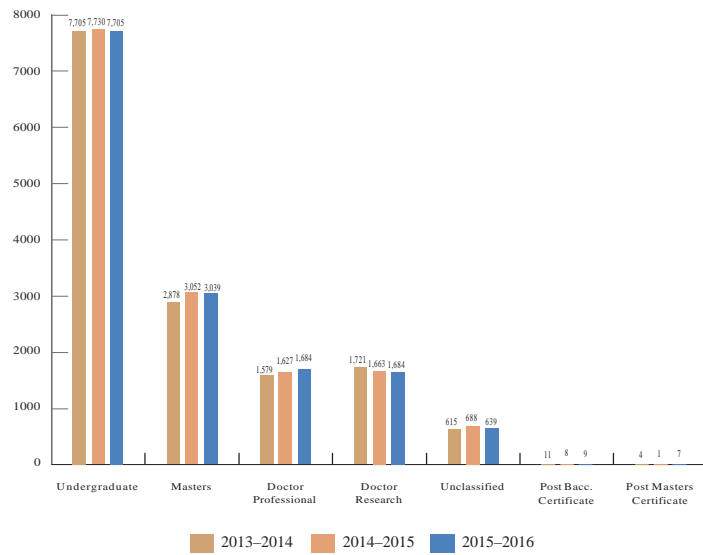


FALL ENROLLMENT BREAKDOWN

Fall Enrollment by Ethnicity



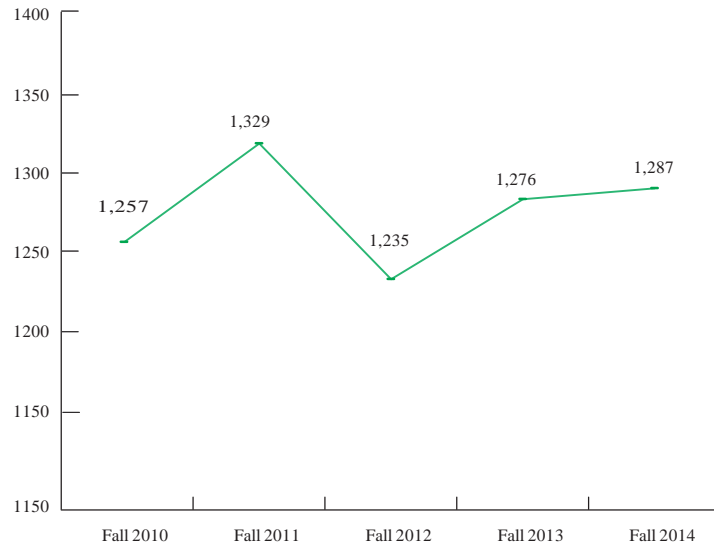
Fall Enrollment by IPEDS Degree Category



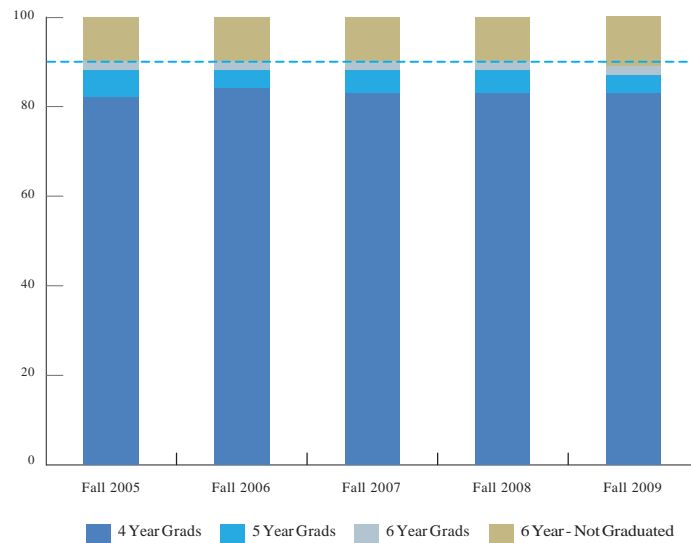
GRADUATION AND RETENTION RATES

The following graduation and retention rate summaries are shown as reported to IPEDS for Emory College only. These represent the fall 2005–2010 (graduation) and fall 2010–2014 (retention) cohorts.

Graduation Rates—Emory College Only
Cohort: Full-time, First-time, Bachelor Degree Seeking

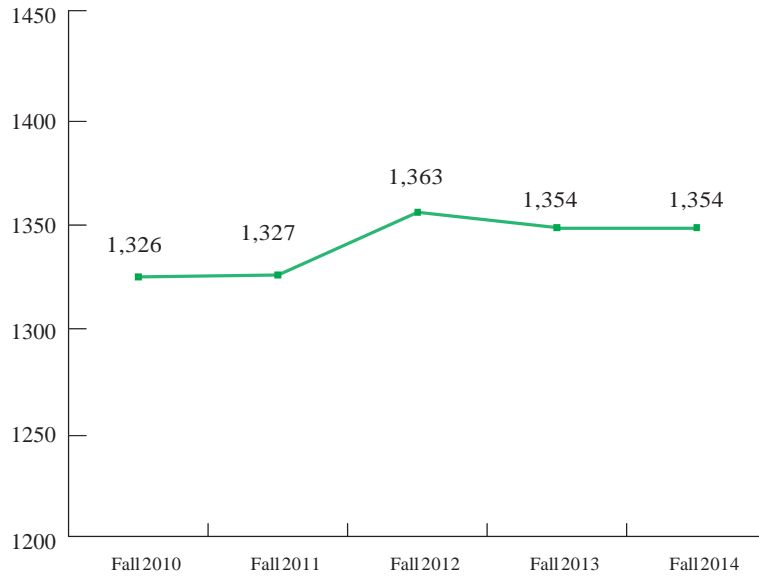


Graduation Rates—Emory College Only

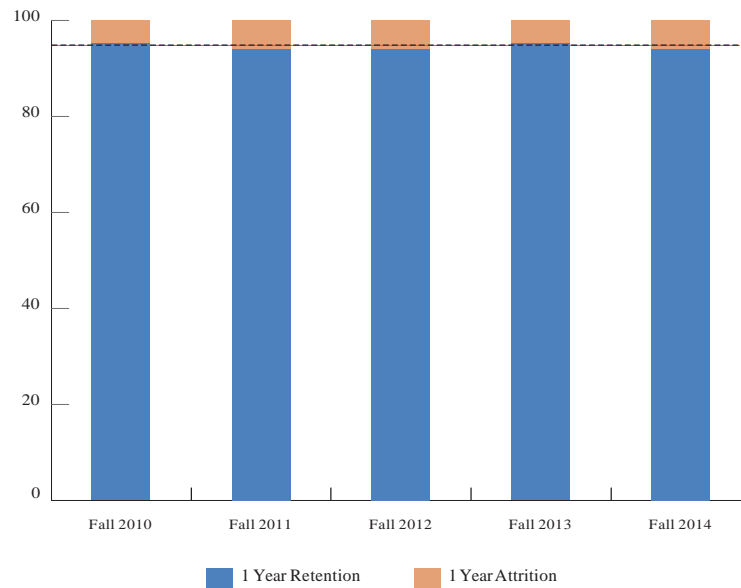


GRADUATION AND RETENTION RATES

Retention Rates—Emory College Only
Cohort: Full-time, First-time, Bachelor Degree Seeking



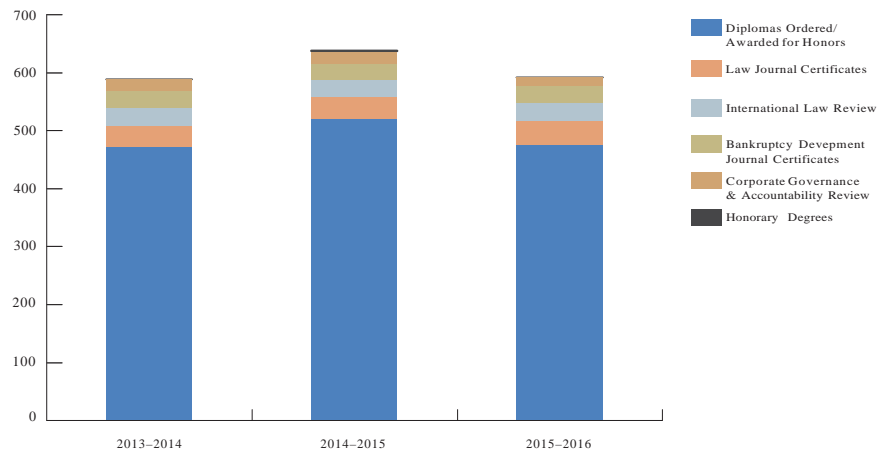
Retention Rates—Emory College Only



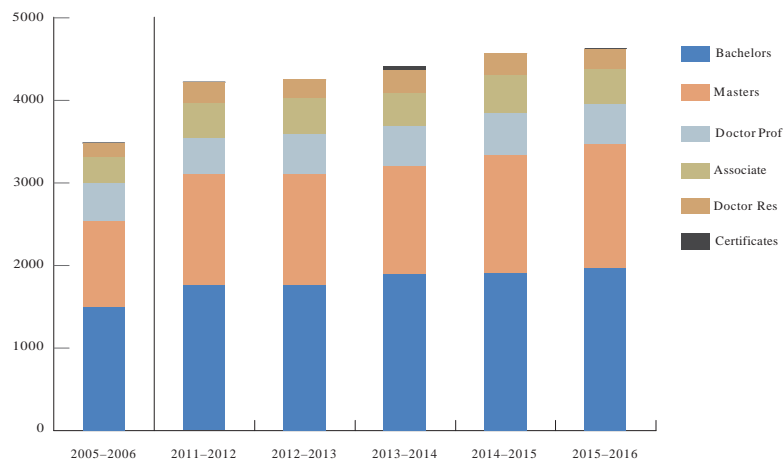
DIPLOMA / CERTIFICATION STATISTICS

The following summaries of degree and certificate completions is based on verified completion outcomes, as reports for IPEDS and other reporting, both external and internal.

Diploma and Certificate Activity

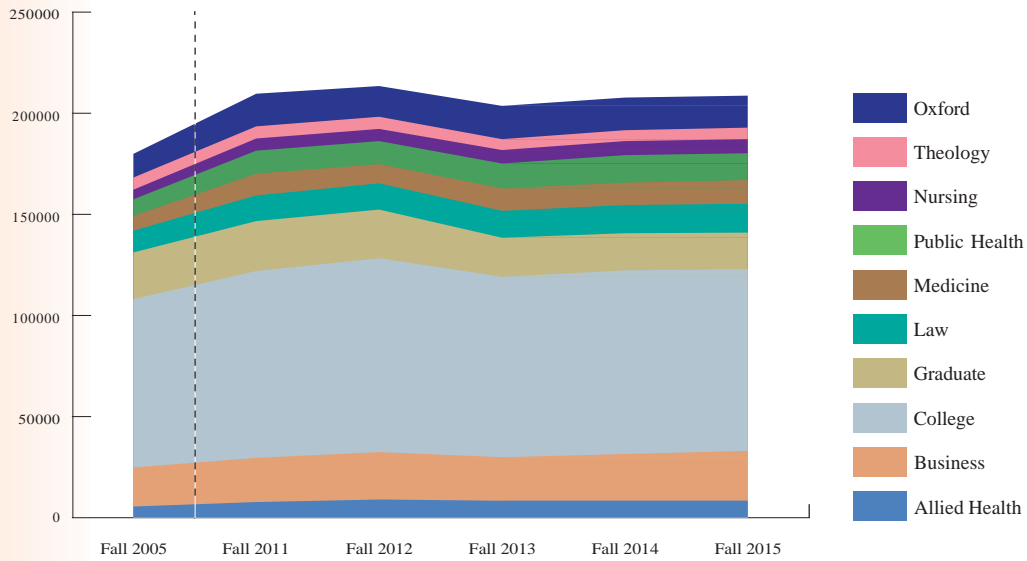


Degrees / Certificates Granted



CREDIT HOURS TAUGHT

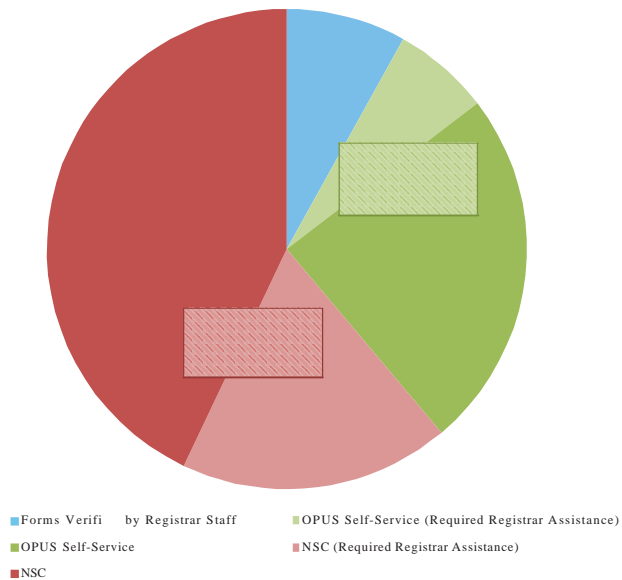
Total Credit Hours Taught by Career



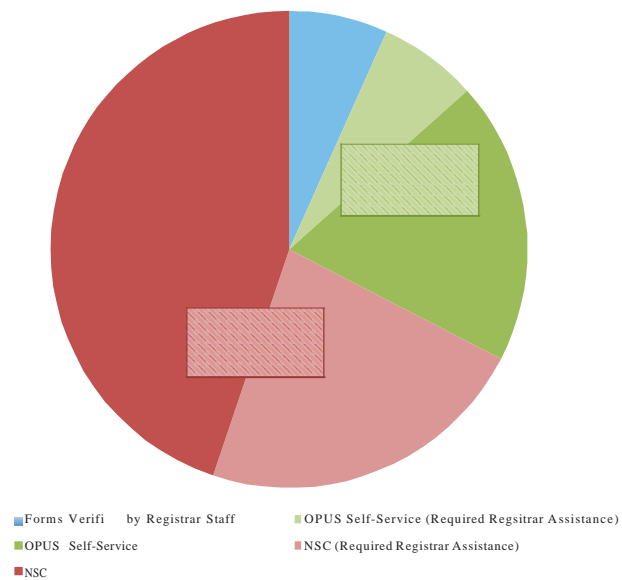
	Fall 2005	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College	83,350	92,508	95,978	89,461	90,684	90,039
Allied Health	5,443	7,530	8,864	8,142	8,303	8,333
Business	19,165	21,770	23,361	21,583	23,264	24,547
Graduate	23,219	24,737	24,197	19,247	18,418	17,890
Law	10,700	12,567	12,735	13,147	13,794	14,400
Medicine	7,234	10,826	9,649	10,958	11,155	11,456
Public Health	8,063	11,356	11,259	12,539	13,450	13,272
Nursing	4,793	6,100	6,158	6,495	7,008	7,057
Theology	6,260	6,086	5,845	5,625	5,364	5,663
Oxford	11,500	15,916	15,386	16,118	16,254	16,041

VERIFICATION STATISTICS

Enrollment / Degree Verifications 2014–2015



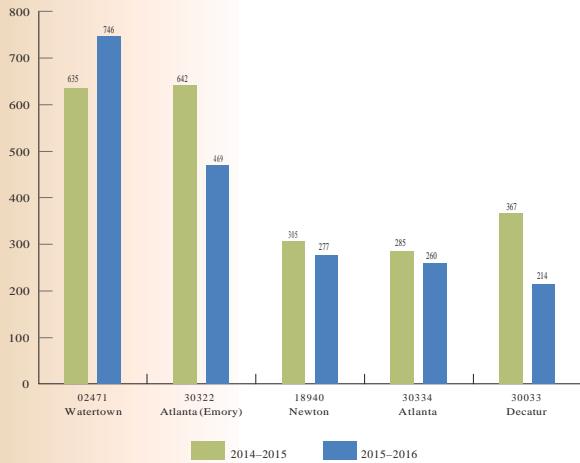
Enrollment / Degree Verifications 2015–2016



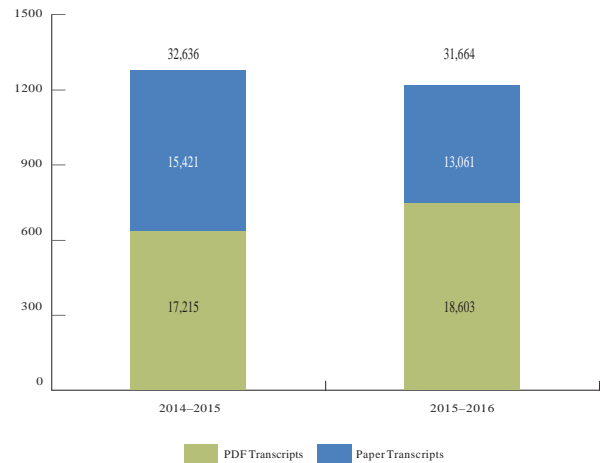
TRANSCRIPT STATISTICS

The transcript paper destinations shown below reflect only the top five destinations for printed transcript requests, which represents approximately 15 percent of all printed transcript requests for each year shown.

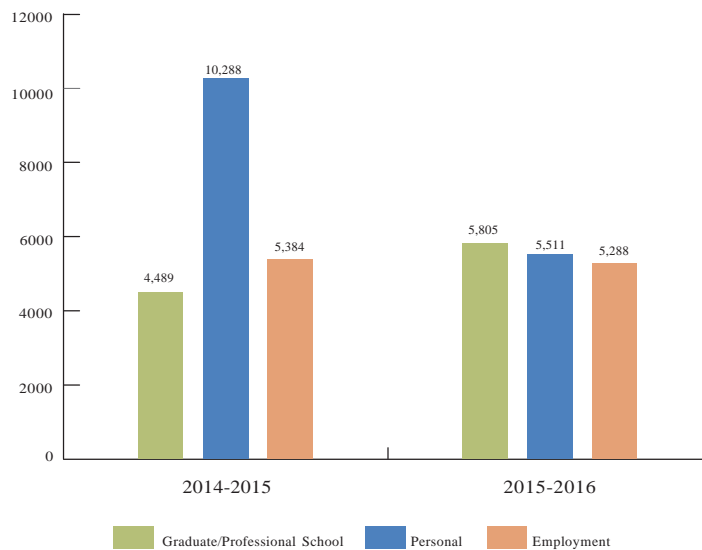
Transcript Paper Destinations



Transcript Type

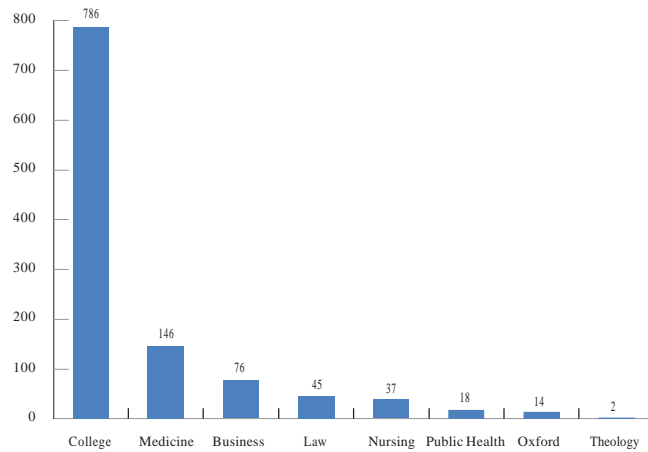


Transcript Usage

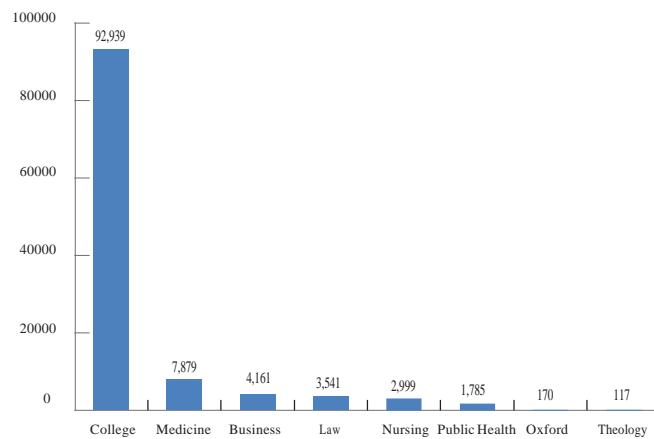


TESTING AND EVALUATION STATISTICS

Unique Exams Scored by Division (2015–2016)



Total Exams Scored by Division (2015–2016)



NUMBER OF STUDENTS RECEIVING VA BENEFITS

Number of Student Receiving VA Benefits:

