I am pleased to share with you the Office of the Registrar 2014-2015 Annual Report. The pages that follow provide a vast overview of the office, our visions and values, and the core functions of the University for which we are responsible. The strategic initiatives highlighted throughout align with our 2014-2017 Strategic Plan (http://registrar.utexas.edu/docs/about/reg-strategic-plan-14-17.pdf) which guides and informs where we place our focus and attention. 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.

UT Austin saw lots of changes this past academic year, as well as welcomed several new initiatives. These changes and new opportunities are represented in our efforts described in this report. Our commitment to serving the campus community is reflected in our contributions to the University’s efforts to increase four-year graduation rates and student success, and to improve the effectiveness and efficiency of our services and operations. We continue to invest in our information technology not only to ensure our current systems and operations support institutional needs, but also to prepare us for our next-generation information systems as part of the University’s Administrative Systems Modernization Program. This year we continued enhancing our customer service through strong partnerships with the academic community, most notably our work with the Dell Medical School.

Most importantly, none of this would be possible without our continued commitment to staff excellence and our efforts to develop and retain skilled professionals in the office. The staff in the Office of the Registrar is to be recognized for their attention to and concentration on our day-to-day efforts maintaining exceptional quality in our records and processes, and collectively coordinating the functions of the office. As you read through the report I hope you get a sense as to how our staff balances attention to the ongoing operations of our core functions, applies creativity and ingenuity to improving our services, provides assistance and support to others on campus as they work, and play a crucial role in advancing key initiatives for the University.

I appreciate the strong relationships that the Office of the Registrar has developed with our campus partners in serving the University of Texas at Austin. 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.

All the best,

V. Shelby Stanfield
Vice Provost and University Registrar
Our Mission
The mission of the Office of the Registrar is to create, maintain, certify, and protect University records of courses, degrees, and students.

Our Vision
The Office of the Registrar at the University of Texas at Austin strives to
• Recognize the importance of each person we serve.
• Hold the trust and confidence of students, faculty, and staff for our quality of work, collaborative solutions, and administrative foresight.
• 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.

Our Values
The Office of the Registrar emphasizes
• Accuracy, to maintain exceptional quality in our records and processes.
• Integrity, to demand responsibility, confidentiality, and honesty in our work.
• Customer Service, to help people in a timely and caring way.
• Communication, to share expertise and listen to our clients and each other.
• Teamwork, to foster a collaborative work environment in order to coordinate the intricacies of our collective mission.

Our Core Functions
The core functions of the Office of the Registrar include
• Catalog Production
• Certification of Athletic Eligibility
• Course Inventory Administration
• Course Scheduling
• Degree Audit
• Diploma Services
• Document Management
• Enrollment Certification
• Final Exams
• Research and Assessment
• Registration
• Room Scheduling
• Student Academic Records
• Transcript Services
• University Academic Calendar
• Veteran Certification

The Provost’s Mission
The primary mission of the provost’s office is to secure the vitality of the University’s academic life, to foster the intellectual well-being of students, staff and faculty, and to marshal and allocate resources in support of academic excellence, and in doing so, to serve as an educational asset for the benefit of the state and the nation.

The University of Texas at Austin Core Purpose
To transform lives for the benefit of society.
Our 2014-2015 Strategic Initiatives

1.A.1 Develop and support advising tools in collaboration with the academic community that aid students and advisers
1.A.2 Support tools to assess and respond to early warning and student success factors
1.A.3 Improve usability of online Course Schedule
2.A.3 Provide assignments and opportunities that develop staff members’ knowledge, experience, and skills
2.A.4 Inform employees of relevant classes, workshops, and conferences
3.A.2 Identify the needs of and tools to manage the increased volume of veteran students and dependents
3.A.3 Automate previously-identified paper forms and processes into online services
3.A.4 Identify integration points between sections connecting the fourteen core functions that the Office of the Registrar supports
4.A.2 Enhance knowledge of current systems
4.A.4 Identify ERP core vs. non-core systems
4.B.2 Evaluate, plan, and implement Campus Integration Solutions
5.A.1 Promote an Office of the Registrar “voice” by training all employees to engage in a consistent style of communication that demonstrates a helpful attitude during every customer service interaction
5.A.2 Cultivate campus-wide relationships through specialized training sessions hosted by various University community partners
5.B.1 Evaluate the Office of the Registrar Web site and recommend improvements to its usability, relevance, and accuracy
5.B.3 Maximize the effectiveness of visual communication and social media tools
6.A.2 Investigate alternative options for funding core services and operations
6.B.2 Identify opportunities to create partnerships to assist in the funding and support of core services and operations
Special Requests

The Office of the Registrar filled special requests received from the following:

Assistant Deans Council
Continuing and Innovative Education
Cockrell School of Engineering
College of Education
College of Fine Arts
College of Liberal Arts
College of Natural Sciences
Dean of Students – New Student Services
Dell Medical School
Graduate Coordinators Network
Graduate School
International Office
School of Nursing
School of Undergraduate Studies
Services for Students with Disabilities
Student Government/Senate of College Councils
Student Success Initiatives

Committee Participation

Academic Calendar Committee
Academic Counselors Association
Administrative IT Leaders Group
Administrative Business Leaders
Admissions and Registration Committee of Faculty Council
ASMP 2.0 Steering Committee
ASMP 2.0 Customer Steering Committee
ASMP 2.0 Student Module Liaison
ASMP 2.0 Integrations SME and IT group
Association of Student Affairs Professionals
Business Services Committee
Campus Safety and Security Committee
Canvas LMS Steering Committee
Committee on Undergraduate Degree Program Review
Compliance Officers Group
Council on Academic Support Programs
Curriculum Management Committee
Data Governance Committee
Degree Audit Users Group, chair
Educational Policy Committee
Enrollment Management Policy Implementation Group, chair
Identify and Access Management Committee
ITS Analyst Training Program Education Team
ITS Education Program Advisory Group
ITS Software Developer/Analyst Apprentice Committee
Legislative Review Committee
Minors Work Group, chair
MyUT Portal Group
Policy Office Advisory Group
Proposal Tracking Committee
Provost’s Office Communication Group
Python Infrastructure Advisory Group
SIS Selection Advisory Group
Staff Council
Student Dean’s Committee
Technology Classroom Committee
Undergraduate Management Council
Veterans Services Committee
Workday Design Partner Group
Goal 1: Four-Year Graduation Rate and Student Success
Support institutional efforts in ensuring time to graduation

1.A.1 Develop and support advising tools in collaboration with the academic community that aid students and advisers

Senior Countdown

As part of our efforts tied to Student Success and the Four-Year Graduation initiatives, the Office of the Registrar developed and implemented the new Senior Countdown. Senior Countdown begins in the second semester of the junior year when students meet with their advisers to determine what courses are needed to complete their degree requirements. Thus, students enter their senior year and the countdown to graduation begins. If the student can meet all of his or her degree requirements to graduate in the upcoming academic year, the adviser will update the Senior Countdown indicator to reflect the year and semester the student intends to graduate. This grants students access to benefits that include access to the Four-Year Help Desk, Texas Exes Alumni networking series, career search boot camp, and ‘Class of 20XX’ graduation recognition keepsakes. For more information about the Senior Countdown, go to https://www.provost.utexas.edu/student-success/programs/senior-countdown/.

Minors

New legislation was passed by the Educational Policy Committee to allow minors to be a new stand-alone academic credential and to be displayed on a student's transcript. (For more information, go to http://www.utexas.edu/faculty/council/2012-2013/legislation/transcriptable_minors.html). The Office of the Registrar has been working with college representatives to implement new processes and technology that will accommodate all the necessary tasks needed to provide students the ability to seek and receive an official minor. New services will include a place for students to search for minors, apply to pursue minors, incorporate minors into degree audits, and reflect the additional requirements for the student’s minor in his or her progress towards degree. Students will work closely with their college advisers to select and add minors to their major degree plans. This new process is slated to be released in the 2016-2018 Undergraduate Catalog.

“The Educational Policy Committee (EPC), a body tasked with making recommendations to Faculty Council on the education life of the University, benefited enormously this past year. As in past years, we had the active involvement of the Registrar’s Office who participates on the Committee; in addition, for a second year, the Registrar’s Office chairs the Policy Implementation Group, which submitted policy proposals to EPC. The Policy Implementation Group worked closely with our Committee to identify areas that would benefit from more clarity in policy and to craft successful legislation for Faculty Council to consider. This year, we deliberated on three different proposals, and EPC sent two to Faculty Council, which overwhelmingly passed.”

Mary Rose, Educational Policy Committee, chair
Associate Professor
Department of Sociology
College of Liberal Arts
1.A.2 Support tools to assess and respond to early warning and student success factors

Time to Degree Indicator

Each semester degree audits are run to calculate each student’s progress towards degree and to indicate if a student is on track to reach his or her goal to graduate within four years. These degree audits are available to every school and college and indicate which students will be able to graduate within four years and those students who are not on pace. Advisers are able to use these degree audits to determine if a student is advancing as expected, meet with individual students to determine why they may not be on track, and help the student focus on what needs to be done to get him or her back on pace. This may require the student to take additional classes in the summer or work with the departments to help the student get into the needed classes to assist in his or her four year graduation rate goals.

“I just wanted to let you all know how much I've enjoyed working with the new course schedule online. The format is so clean and easy to use... thanks for all of your work on this!”

KatieLea Conwell
Senior Administrative Associate
School of Architecture

1.A.3 Improve usability of online Course Schedule

Enhancements to the Online Course Schedule

The Office of the Registrar rewrote the online Course Schedule to make it easier for students to query, expanding search capabilities to meet the needs of our students in a mobile-friendly format, without losing any of the current functionality or response time. These improvements were made based upon feedback received from Student Government, Senate of College Councils, Graduate Student Assembly, Academic Counselors Association, and the Graduate Coordinator Network. We expanded the keyword search and made it more robust so students can search for classes via attributes such as Study Abroad, location, or specific program. We further refined initial search results, allowing students to filter multiple options such as seats available or instruction type rather than just searching single parameters. To promote graduating in four years, we enabled students to search for courses that fulfill a degree requirement, utilizing cross-listings, specifically highlighting “same-as” relationships. We redesigned the site so it is functional on mobile devices and tablets, which allows us to help students in a meaningful and useful way. Finally, the online Course Schedule now uses an up-to-date web design, enabling ease of future development and increasing future design possibilities.
Goal 2: Staff Excellence
Recruit, develop, retain, and reward a dynamic workforce

2.A.3 Provide assignments and opportunities that develop staff members’ knowledge, experience, and skills

Stretch Assignments, Cross-training, and Staff Rotation

The Office of the Registrar is fortunate to have many outstanding staff members who work tirelessly day-in-and-day-out to ensure that our fourteen core functions run efficiently and that our commitments to the institution are met. The management of the office places a good deal of emphasis on providing the opportunity for employees to “stretch” and increase their knowledge, skills, and abilities by developing training materials that allow for cross-training between various sections of the office. Some examples of “stretch” assignments include staff members preparing documentation for the development of an RFP, presentations at professional conferences, participation on various institutional and professional committees, learning new skills and more complex tasks, and assisting with the office assessment plan. The office’s assessment plan, which incorporates a methodical approach to a staff rotation plan, allows staff members to enhance their own professional understanding and goals while better ensuring business continuity in times of staff outages or vacancies.

2.A.4 Inform employees of relevant classes, workshops, and conferences

CONNECT Sessions

A key aspect of our office’s commitment to staff excellence is a focus on expanding opportunities to assist employees in achieving their professional goals. One of the ways we do this is through our monthly CONNECT sessions. This year over twenty-five registrar staff volunteered to participate by leading general topic sessions available to all staff. Conducted on the first Tuesday of every month, CONNECT sessions provide an opportunity for staff to learn from one another, hone their public speaking skills, share takeaways from professional meetings and conferences, and expand our awareness and understanding of topics outside our immediate area of responsibility. This past year CONNECT Sessions were offered on the following topics:

- Difficult Conversations
- Dealing with Difficult People/Conflict
- Self-Leadership
- Customer Service
- TACRAO Takeaways
- Writing Policies and Procedures: The difference between the two and step by step guide on how to develop and write them effectively.
- SACRAO (Southern Association of Collegiate Registrars and Admissions Officers) Feedback
- Professional Development Day Feedback
- Crucial Communication Strategies: An examination of different communication strategies and communication profiles.
- Building Trust in Times of Change
- The Power of Positive Thinking
- The 7 Habits of Highly Effective People

Topics are chosen based on staff interest and timeliness related to key initiatives of the University. While attending CONNECT sessions is completely voluntary, these sessions have become one of the cornerstones of our office’s staff development program.
Goal 3: Productivity and Efficiency
Improve the effectiveness and efficiency of our services and operations

3.A.2 Identify the needs of and tools to manage the increased volume of veteran students and dependents

Veterans Portal

We developed a veteran certification portal that houses all student veteran data in one place needed to certify student veterans and veteran dependents to receive their GI Bill education benefits. This includes information related to admissions, tuition and fees, class-meet dates, class schedule, school major, degree audit, VA Once (system managed by the Department of Veteran Affairs), and other information that is required to support certifying students under a degree program. With this system, we are now able to store the degree audit run date in the veterans portal and run reports out of this system after the census date. Rather than reviewing schedule-major changes for all students who were certified prior to the census date, we can review only those students who have actually made a change to their schedule or major after they were certified to the Department of Veteran Affairs. This improvement significantly reduces the time and manual overhead previously required every semester as part of the VA certification process.

Other departments on campus that need veteran-related information will soon be able to access such information when the improvements to the portal are completed.

3.A.3 Automate previously-identified paper forms and processes into online services

Athletics Satisfactory Academic Progress (SAP)

The Office of the Registrar was designated by the President several years ago to serve as the certifying official to the NCAA and the Big XII Conference to verify and certify each student athlete’s eligibility for competition. This responsibility includes tracking and monitoring each student athlete’s satisfactory progress toward degree as specified by various benchmarks established by the NCAA. Traditionally a labor-intensive manual process, over the course of this past year we converted this practice from a paper-based process into a new online service.

The new online Satisfactory Academic Progress to Degree Form for student-athlete eligibility certification will take the place of a process that currently includes the passing of paper forms for each student athlete between Athletics Student Services, the College Dean’s Offices, and the Registrar’s Office. The Satisfactory Progress to Degree form includes a student-athlete’s coursework, whether it applies to his or her degree plan, and his or her total number of applicable credit hours to determine whether or not he or she is eligible to compete as a student athlete. The form also contains other identifying information like the student’s major and in which sport he or she competes. In the new system, all of this information will be preloaded from the central Student Information System (SIS), therefore reducing errors that might be made by staff manually completing the forms. This online system will replace the paper form and manual processes currently in place. And, in preparation for the SIS replacement, the new system and data is currently...

“I want to begin with praise for the Registrar’s office. They were responsive, informative, and willing to make sure that all that was within their control was being done to assist with this issue...they worked through specific examples I had provided them, they educated me on how to address these issues internally...and they have offered to serve as consultants as we do this. Thanks to you...and all of those in the Registrar’s office that provided friendly, timely, and detailed solutions.”

Rob Poyner
Coordinator
College of Natural Sciences
3.A.4 Identify integration points between sections connecting the fourteen core functions that the Office of the Registrar supports

Curriculum Guidelines

The curriculum structure of a university is the framework that determines which courses, classes, and degree requirements may be established, offered, taken, and how they may relate and interact with each other. The curriculum structure at UT Austin has grown increasingly intricate and complicated over the years, and as such, our complex curriculum structure has adverse impacts on many areas of university operations. Training personnel and planning for succession is challenging; the course inventory and course schedule operations require long lead times to create and update; future changes to technology are hampered by existing byzantine systems; and possibilities for data analysis and forecasting are limited. Over the course of the past year, we spent significant time and energy deeply studying these issues and outlining a set of guidelines designed to clarify and where possible, simplify our administration without compromising our educational offerings. After reviewing industry practices at peer institutions, we have drafted a set of guidelines that outline our curriculum structure while lowering the administrative burden across multiple sectors; increasing the navigability of the curriculum for students, instructors, advisers, and administrators; and allowing more agile operations. We believe these new guidelines, once put into practice, will only allow University operations to be more streamlined, efficient, and effective, will reduce manual overhead and risk of data integrity and errors, and better position the University for a smooth SIS replacement as part of ASMP 2.0.

The benefits of the new online form system include being able to pass information electronically among all campus units involved with the athletic certification process, speedier transit times, a reduction in the number of errors, and the need for follow-up emails and phone calls. Moving the Satisfactory Progress to Degree Form online will streamline business processes in Athletics Student Services, the College Dean’s Offices, and the Registrar’s Office. Each of these areas will benefit greatly from reduced processing times for athletics eligibility certification.

In addition, the new forms system will allow the Registrar’s Office to generate eligibility reports created before each team’s initial competition each semester. The new online form system will aid in the eligibility report generation for each team and allow for electronic approval of that report.

developed in the Oracle platform. Slated for full production in September 2015, the paper form and related manual processes will be discontinued in favor of the online system.
Goal 4: Strategic Information Technology Infrastructure Investments

Foster a development culture and architecture that ensures robust, flexible, secure, and agile technical solutions

4.A.2 Enhance knowledge of current systems

Business Process Maps

Over the course of this past year, several members of the Office of the Registrar methodically documented the processes of the fourteen core functions and every identifiable sub-process of these functions via graphical process maps. Examples of processes thereby documented include Course Schedule Production, National Student Clearinghouse Enrollment and Degree Submission, and Monitoring Full-Time Status of Student Athletes. In all, over sixty processes were mapped. Each process map includes a timeline on the x-axis and the entities involved in the process on the y-axis. For example, for the monitoring of student athletes, the timeline extends from the fifth class day to the day after final exams, and the entities include coaches, Athletic Student Services, Athletic Compliance, and the Office of Registrar. The system used to create the process maps ensured that all details and entities of the process were accounted for, and the review of the maps by all senior staff enhanced knowledge and coverage of those areas. Of particular benefit is the increased understanding of how data flows from one process to the next, e.g. from the inventory to course scheduling to degree audit. Producing these process maps is also a critical step toward the conversion to the SIS as part of ASMP 2.0.

4.A.4 Identify ERP core vs. non-core systems

New Room Scheduling Software

As enrollment demands increase, and classroom resources do not, there is an institutional priority to maximize four-year graduation rates. Allocating academic space should have the end goal of supporting degree completion and affordability. Scheduling of institutional space has a significant impact on affordability, as a large portion of the core operating costs at a typical institution relates to this issue. The most direct way to improve time to completion of a degree is to ensure students can get seats in the courses they need. To help us accomplish this goal, we have begun the process of purchasing room scheduling software that will help us optimize space using a variety of algorithms and provide analytics in regard to the scheduling of general purpose classrooms.

4.B.2 Evaluate, plan, and implement Campus Integration Solutions

Courseleaf Improvements

This year we completed a conversion from a non-standard format to a standardized format for receiving electronically transmitted data from CourseLeaf, the vendor that hosts our online course inventory management system. We also took over some of the business processes that had been anomalies for the vendor to maintain. These changes should reduce data errors and simplify maintenance in the short run, and they are a significant step toward positioning our inventory for a conversion to a new SIS in the next few years. Our inventory currently contains over 9,000 active courses. Goal 1.B (Four-year Graduation Rate: Assess and modify University catalog and degree plans to increase usability) stipulates that a major goal is “to implement solutions that will allow processes to be more flexible, responsive, and agile to meet the changing needs of the campus.” The ability to receive inventory data in a format standard to most other universities reduces the time spent reconciling our inventory with the vendor's database. Controlling business processes such as updating CIP codes in the Registrar’s Office also reduces confusion and maintenance delays, thereby allowing us to finish processing of new inventory with accuracy and timeliness.
Goal 5: Customer Service
Enhance customer service through strong partnership with the academic community

5.A.1 Promote an Office of the Registrar “voice” by training all employees to engage in a consistent tone and style of communication that demonstrates a helpful attitude during every customer service interaction

Graduate Students Register Earlier in the Summer

The Office of the Registrar places a great deal of emphasis on improving the service that we provide to our campus constituents and also in the partnerships that we have with the University community. Over the past year, the Registrar's Office was able to work with the Graduate Coordinator Network to change the time period when new graduate students are allowed to register for fall classes. Historically, new graduate students were allowed to register only a few days before classes began in the fall. The change, which allows new graduate students to begin registering for fall classes in June, allows the new graduate students more time to take the necessary steps to have their graduate appointments, any financial aid, and other tasks, in place and ready for the first day of class. This partnership and change was well received by the Graduate Coordinator Network and by incoming students.

5.A.2 Cultivate campus-wide relationships through specialized training sessions hosted by various University community partners

Classes That Do Not Conform to the Academic Calendar

Academic units increasingly request to schedule classes in a way that does not conform to the academic calendar, as delivery of curriculum evolves and is being redefined across the University. Because of this, we’ve published a new document that outlines the many considerations, downstream impacts, and responsibilities that come with scheduling classes that do not conform to the academic calendar (as processes and technological systems stand today). While scheduling in this way still requires review and exception handling (none of that has changed), we’d like to demystify the process for a better understanding across the University. We hope this will be a useful and educational resource as classes and programs are planned.

Dell Medical School

We spent quite a bit of time this year putting together plans to assist with onboarding the Dell Medical School (DMS). The registrar’s office participated on the selection committees for both the DMS Associate Dean for Student Affairs and for the DMS Director of Admissions and Records positions. In addition, we participated in the LCME visit for accreditation. Over the course of the year, we studied proven practices and industry norms regarding medical students and curriculum administration at other public flagship institutions with a medical school. Based on these benchmark reviews, we worked closely with the Dell Medical School’s Dean’s Office to outline needs and approaches for the inaugural class beginning June 2016. Realizing medical schools have specific requirements related to admissions operations, curriculum, catalogs, academic calendars and terms, class scheduling, registration, grading, transcripts, enrollment reporting and certification, as well as withdrawal and refund periods, we anticipate focused attention to developing several new processes and systems over the next few years.

DMS plans to purchase software to support their specific needs with respect to admissions and student and curriculum tracking operations. In addition to assessing how best to integrate these software packages with our central SIS, we spent time during 2015 outlining the medical school curriculum taxonomy and course plans, initiating the creation of the DMS catalog, outlining the timeline from admission to the census date for year one of the new program, as well as working on other considerations needed to extend registrar services in support of our new medical school.

“Every member of the Registrar’s office has been extremely helpful as we plan for Dell Medical School. The integration of the student records and registration needs of a medical school with a university is always complex, but even more so as The University systems are preparing for transition. The members of the Registrar’s office have listened well to our needs and responded quickly with flexibility, creativity, collegiality and professionalism.”

Stephen R. Smith, PhD
Associate Dean for Student Affairs
Dell Medical School
5.B.1 Evaluate the Office of the Registrar Web site and recommend improvements to its usability, relevance, and accuracy

Standardized Catalogs and Degree Plans

While the catalog content is created independently by the individual colleges and schools, the University is working toward the standardization of information published in catalogs. This effort began during the 2013-2014 academic year with the creation of The Legislative Review Committee (LRC) who was able to improve the language in the proposals. The Registrar's Office contributed to this effort by implementing a suggested arrangement of courses, streamlining existing language to the new standardized language for foreign language requirements, and working with colleges and schools on updating their minors. The suggested arrangement of courses will provide students with a semester-by-semester guide for a suggested sequence for their coursework. Standardizing the foreign language requirements across programs will clarify for students what level of proficiency is required for each degree program. Finally, the Registrar's Office is spearheading the campaign across campus to formalize minors. This past year has involved significant planning by the office to incorporate these technologically and into the catalogs.

5.B.3 Maximize the effectiveness of visual communication and social media tools

Twitter

Over the past year, the Registrar’s Office doubled our Twitter followers and reached over 37,000 students a month with our tweets. Twitter has enabled the Registrar's Office to reach out to students in a more accessible medium and help them with their questions about registration, exam schedules, and the academic calendar. The office interacts with other Twitter accounts to disseminate information about services provided by the Office of the Registrar including veteran services, registration, degree audits, and more.
Goal 6: Revenue to Enhance Operations
Identity funding and partnership opportunities to support operating costs

6.A.2 Investigate alternative options for funding core services and operations

PDF Transcripts

The Office of the Registrar generates over 100,000 official transcripts a year for all students, current and former. While we have been the pioneers in the development and transmission of electronic transcripts via SPEEDE (Standardization of Postsecondary Electronic Education Data Exchange), the majority of our transcripts are still printed in hardcopy form on security paper. While SPEEDE (http://speedeserver.org/) is highly efficient and the preferred method for sending academic records to other institutions for purposes of admission, a high number of our transcripts are sent to individuals, employers, insurance companies, and students themselves for whom SPEEDE is not the best means for delivery. The intended use of PDF transcripts is single use by an individual or employer, sent from a student. The benefits of secured PDF delivery include increased speed to the recipient, reduced staff involvement, and considerable savings in postage and supplies.

This year the Registrar’s Office investigated options for secured PDF transcripts. In order to deliver PDF transcripts, we must be able to create the PDF form using the most up-to-date official student academic information, securely transmit the PDF file to the intended recipient, ensure integrity and security of the document during transmission, verify the identity of the recipient upon accessing the PDF document, and control the disposition of the document afterwards.

There are a number of service providers with whom we can partner to provide this service. However, there are costs involved in these arrangements which would have to be managed. To defray these added costs, most institutions add a surcharge if the student requests their transcript to be delivered via PDF. Rather than go this route initially, we began to research the use of the Docusign software platform already licensed by the University to determine if all of our requirements could be met. It’s too early to tell if Docusign will be a viable solution for transcripts, yet initial results look promising. This project will carry forward into the 2015-2016 academic year.

6.B.2 Identify opportunities to create partnerships to assist in the funding and support of core services and operations

A National Approach to Reverse Transfer

The first phase of the three-phase reverse transfer project went live with a national announcement of general availability in July 2015. Reverse transfer of credits occurs when a four-year institution transfers student credits back to any two-year institution from which a student has transferred. This project is the first national service to retroactively award the degrees to students after they transfer to a four-year university.

The registrar’s office led this collaborative reverse transfer initiative with other top universities and the National Student Clearinghouse (NSC). Research shows that students who have received an associate degree are more likely to complete their undergraduate education. Earning a degree also improves employment opportunities for those who attended a four-year university, but did not finish. This project also contributes to the Texas Higher Education Coordinating Board’s 60x30TX plan which guides the state toward having at least 550,000 students each year earn a certificate, associate, bachelor’s, or master’s degree by 2030. Research by the NSC shows almost 270,000 Texans could be eligible to receive associate degrees for coursework they have completed through Reverse Transfer. Of these, 38,000 students started their higher education in community colleges in Texas before transferring to colleges or universities in other states; and 28,000 students transferred into Texas colleges and universities after starting school in other states. This interstate mobility speaks to the value of taking a national approach to reverse transfer and the Registrar’s Office is proud of the role we were able to play launching this ground-breaking new service.
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| **Mailing Address**   | The University of Texas at Austin  
Office of the Registrar  
PO Box 7216  
Austin, TX 78713-7216 |
| **Campus Location**   | Main Building, Room 1  
Campus Mail: Registrar, M5507 |
| **Phone Number**      | 512-475-7575 |
| **Fax Numbers**       | Administrative  512-475-7515  
Certification  512-475-7520  
Transcripts  512-475-7681 |
| **Office Hours**      | Monday through Friday  
8am to 5pm |
| **University Academic Calendar** | registrar.utexas.edu/calendars |
| **Administration**    | 512-475-7510 |
| **Catalog Production and Course Inventory Administration** | 512-475-7607  
offpubs@austin.utexas.edu |
| **Certification of Athletic Eligibility** | 512-475-7634  
athcert@austin.utexas.edu |
| **Course Scheduling** | 512-475-7604  
course.schedule@austin.utexas.edu |
| **Degree Audit**      | 512-475-7618  
degreeaudit@austin.utexas.edu |
| **Diploma Services**  | 512-475-7619  
diplomas@austin.utexas.edu |
| **Document Imaging**  | david.cole@austin.utexas.edu |
| **Registration**      | 512-475-7656  
registration@austin.utexas.edu |
| **Room Scheduling and Final Exams** | 512-475-7600  
scheduling@austin.utexas.edu |
| **Student Academic Records and Enrollment Certification** | 512-475-7644  
studentacademicrecords@austin.utexas.edu |
| **Technology**        | 512-475-7301  
shan.evans@austin.utexas.edu |
| **Transcript Services** | 512-475-7689  
transcripts@austin.utexas.edu |
| **Veteran Certification** | 512-475-7540  
certification@austin.utexas.edu |