Office of the Registrar
2012-13 Annual Report
I am very pleased to share our 2012-2013 Annual Report, which highlights a few of our collaborative efforts and accomplishments. As a service organization for the University, the Office of the Registrar has the fortunate opportunity to be involved in many facets of University life. I hope you will find this Annual Report informative, and, as always, I invite you to be in touch with me if you have questions or comments.

This past year, our attentions fell within three primary domains: streamlining and addressing the continuity of the University functions for which the office is responsible; preparing for the information systems replacement effort underway on campus; and contributing to the University’s efforts to increase four-year graduation rates. These domains are included in our 2011-2014 Strategic Plan. More information about our Strategic Plan, who we are, and general information about the Office of the Registrar is available on our Web site at http://registrar.utexas.edu/about/.

Much attention this past year was paid not only to the services we provide, but also to how we provide those services, as well as the professional development of the staff that comprise the office. It is as a result of the considerable commitment and dedication of the staff in the Office of the Registrar that our services and operations meet the needs of our community. Ensuring continuity of these services requires fostering an office environment that is collaborative, stimulating, and engaging for the entire office, which in turn promotes opportunity for staff professional growth. Our staff deserves the true credit for ensuring continuity of our day-to-day functions and, in a larger sense, for the accomplishments noted in the pages that follow.

Our attention now turns to the 2013-2014 academic year. During the upcoming year, we will build upon that noted in this report, and expand and enhance many of our initiatives. We will continue to develop the Interactive Degree Audit (IDA 2.0) system so as to further aid student degree planning with respect to degree requirements; look at ways to further streamline the course inventory, catalog, and course scheduling operations; be engaged with and help lead campus activities as we prepare for implementing our forthcoming new information systems; and continue to focus on opportunities to support University initiatives in order to promote timely student graduation.

I appreciate the strong relationships 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 for 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 at the University of Texas is to create, maintain, certify, and protect University records of courses, degrees, and students.

**Our Vision**

The Office of the Registrar 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
- Registration
- Room Scheduling
- Student Academic Records
- Training
- 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.
Committee Participation

- Academic Calendar Committee
- Academic Counselors Association
- Administrative IT Leaders Group
- Admissions and Registration Committee of Faculty Council
- Administrative Systems Master Planning Workgroups
- Association of Student Affairs Professionals
- Business Services Committee
- Campus Safety and Security Committee
- Canvas LMS Implementation Team
- Canvas LMS Steering Committee
- Central Authentication System Assessment and Implementation Group
- Classroom Technology Committee
- Committee on Undergraduate Degree Program Review
- Compliance Officers Group
- Council on Academic Support Programs
- Data Governance Committee
- Degree Audit Users Group, chair
- Educational Policy Committee
- Enrollment Management Policy Implementation Group, chair
- Enrollment Management Time to Degree Committee, chair
- ERP Staffing and Resource Subcommittee, chair
- ERP Steering Committee
- ITS Analyst Training Program Education Team
- ITS Software Developer/Analyst Apprentice Committee
- Learning Management System Advisory Group
- Policy Office Advisory Group
- Provost’s Advising Technology Workgroup, chair
- Provost’s Office Communication Group
- Provost Strategic Planning Committee
- Python Infrastructure Advisory Group
- Space Utilization Efficiencies Working Group (UT System)
- Staff Council
- Student Dean’s Committee
- Veterans Services Committee

Our 2012-2013 Strategic Initiatives

1.A Lead technological implementation that will assist students, faculty, and staff in facilitating students’ pace toward graduation

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

1.A.2 Develop a progress-toward-degree methodology to aid students’ progression to degree attainment

1.B.3 Make the course inventory and catalog production processes more flexible, responsive, and agile

2.A.1 Develop a structured office cross-training program and staff rotation plan

3.A.1 Assess and evaluate current space utilization in general-purpose classrooms

3.A.2 Evaluate scheduling policies that impact when and where classes are offered

3.A.3 Determine opportunities to improve the scheduling process through procedural and technological solutions

3.A.4 Implement technologies and policies that allow the scheduling process to be more flexible, responsive, and agile

3.B.1 Study student enrollment, course demand, and options to gauge capacity to meet demand

3.B.3 Make recommendations to academic units regarding bottleneck courses and anticipated number of sections needed to meet student demand

3.C.1 Study and assess waitlist policies to determine whether changes to the policies could improve understanding of course demand and availability without negatively impacting academic departments

3.C.3 Study the substantive impacts on course availability of cancelling student registrations due to non-payment

4.A.2 Identify the needs of and tools to manage the increased volume of Veteran students and dependents

5.C.1 Assess and improve the accessibility and usability of our services

6.A.2 Investigate alternative options for funding core services and operations
Reverse transfer has become a critical topic within higher education. As a result, several initiatives are underway at the institutional level and in various states at the state level. Given the focus on reverse transfer, the Office of the Registrar lead several discussions among the AAU Registrar group—both via email and at our annual meetings—regarding approach, implementation considerations and specifications, proven practices and challenges, and outcomes. As a result, the Office of the Registrar lead a working group comprised of interested parties from the AAU Registrar membership to take a holistic and standardized look at reverse transfer. This working group crafted and submitted a proposal to the National Student Clearinghouse (NSC) that provides a foundation for a standardized, national approach to reverse transfer, which will be a more efficient and effective method than the individual solutions developed at the state or institutional level. This proposal has been very well received by the NSC, who has included this proposal in their strategic roadmap for upcoming service delivery. In association with the Office of the Executive Vice President and Provost, the Office of the Registrar is working with several foundations to seek grant funding to aid with the development costs associated with the proposal.

Online advising tools influence a multitude of UT Austin administrative and academic services utilized by a cross section of University constituents; as such, careful coordination and communication among the University community is required when developing and supporting advising tools. These tools both complement and work in tandem with existing and planned University operations comprising advising, enrollment, degree planning, and registration services. As the University moves forward with its administrative systems master plan, services implemented by the colleges and schools and the Office of the Registrar, as well as those used by third-party providers, must provide clear and accurate information.

To aid campus advising, the Office of the Registrar chaired the Provost Advising Technology Workgroup, which was charged with the following:

- Identify existing and desired online advising services for campus
- Aid in the communication, planning, and coordination of the use of existing online advising services
- Set priorities for desired new online advising services
- Identify and propose uniform policies and features related to online advising services, as needed
- Act as a representative body, serving campus needs and interests related to online advising services
- Coordinate with the Provost’s Council on Academic Advising to prioritize and develop centralized e-advising tools to better serve the interests of students across campus

In 2012-2013, the Office of the Registrar hired a project manager (PM) to help facilitate this effort. The PM met with representatives from all the colleges and identified both existing automated advising services as well as duplications of tools across colleges. This survey of advising tools will prove beneficial when the University moves to replace its mainframe, as it will facilitate requirements-gathering and the incorporation of all variations of the existing services into the new replacement product.

Additionally, with the launch of IDA 2.0, students have access to a new, more streamlined degree audit system which incorporates the 2010-2012 and 2012-2014 catalogs for all degree plans offered by the University. The upgraded IDA Student Planner, which allows students to incorporate planned coursework into their audits, will be available in fall 2013 with a new interface that matches the IDA 2.0 interface.
1.A.2 Develop a progress-toward-degree methodology to aid students’ progression to degree attainment

IDA 2.0, the University’s new degree audit system, includes a time-towards-degree (TTD) graphic in support of the University’s four-year graduation rate goals. The TTD calculates the student’s completion percentage for the degree plan and includes a graphical indicator to show whether or not a student is on pace to graduate in four years.

In the examples provided below, if a student sees a green bar with a green check mark in their audit results, they are on pace to graduate in four years; a yellow bar with an exclamation point indicates they are not on pace to graduate in four years. Student can click on the exclamation point for information on ways to improve pace, and they are directed to see their adviser for further options.

1.B.3 Make the course inventory and catalog production processes more flexible, responsive, and agile

In 2012-2013, the Office of the Registrar made significant progress with our implementation of a vendor product called CourseLeaf to manage and maintain the University’s course inventory and the catalog production processes. CourseLeaf has improved the administration of the course inventory and the editing process for Undergraduate Catalog, Graduate Catalog, Law School Catalog, and General Information, as it integrates the academic content with the University’s course inventory. Both the fall and spring inventory cycles were managed via the new system as were the University catalogs. The Office of the Registrar received much positive feedback regarding our new operations. Lucy Neighbors, coordinator for academic programs in the LBJ School of Public Affairs wrote, “I am so glad you decided to go with the new software. The workflow system works so much better than old one and really gives those trying to create new courses a real-world method to use. The associate dean and the GSC chair were able to see in real time how text read; and, with our ability to collectively work with that online text, the end result was much better.”

Goal 2: Staff Excellence

2.A.1 Develop a structured office cross-training program and staff rotation plan

The administrative and IT staff in the Office of the Registrar work hand-in-hand to support the University services provided by the office. The relationships between the administrators and technical staff are critical in sustaining both the continuity and the accuracy of our operations and processes. The Office of the Registrar maintains two “3-Deep Charts” for every critical area within the office: one for the administrative staff and one for the technical staff. The 3-Deep Charts identify the head of an area and the primary, secondary, and tertiary team members who are responsible for supporting and maintaining that area. The primary member is usually the main contact, but it is the responsibility of the other two team members to learn the area and be able to step in as needed.

In order to better cross train our office, primary membership is routinely rotated among staff, as well as the secondary and tertiary roles, to ensure breadth of coverage. Maintaining this principle of “3-deep coverage” is a significant aspect of professional development for our staff, and plays an important role in our customer service and business continuity plans.

“Thanks for all the hard work on the enhancements to the Class Manager system. I am very pleased with all the changes and I’m looking forward to using the system for spring 2014.”

Kin Hau Abelon
School of Undergraduate Studies

“...thanks to all of the staff in the Registrar’s office...I’ve always found the front desk staff to be well-informed and helpful when I have come by, and I appreciate all that is done for our faculty and graduate/undergraduate students by your office.”

Victoria Vlach
Department of Asian Studies

“...your staff was helpful and supportive and were able to manage our requests appropriately. We truly do appreciate you and the working relationship we have. You do a lot for the students registered with SSD as well as all students on campus. Thank you again.”

Jennifer Maedgen
Division of Diversity & Community Engagement
3.A.1 Assess and evaluate current space utilization in general-purpose classrooms

Classrooms at the University fall into two categories: departmental or general purpose. Departmental classrooms are controlled by individual academic departments; each department is responsible for scheduling classes and other meetings in its own rooms. General-purpose classrooms (GPCs) are scheduled by the Office of the Registrar on behalf of departments and other organizations across campus. Each department is allocated a certain number of GPCs for their classes, roughly proportionate to the number of classes they offer. Approximately two-thirds of all classrooms at the University are GPCs. For a variety of reasons, demand for GPCs is often high; in fact, for some days and times there are frequently so many requests for GPCs that they cannot all be accommodated.

This past year, the office examined GPC usage during a single semester. Specifically, we looked at how often classrooms were in use during each hour of the day and across every day of the week; how we define a “full” room by looking at the number of students enrolled in a class compared to the capacity of the room; and how these measures vary across rooms of different sizes. Generally speaking, our results demonstrated that the University makes effective use of its classrooms. These results will be used to improve future room usage to better accommodate the pedagogical and scheduling needs of students and professors, as well as help the office to determine if enhanced use of classroom space can ease the pressure of bottleneck courses.

3.A.2 Evaluate scheduling policies that impact when and where classes are offered

In producing course and room schedules, the Office of the Registrar strives to balance the needs of many departments and centers. Currently, our scheduling policies include rules to prioritize a department’s previous schedules and to provide roughly proportionate access to GPCs across departments. In the next few years, the Office of the Registrar anticipates implementation of new software to enhance our room scheduling operations. At that time we will review current room scheduling policies and look for opportunities to make better use of our classroom space. By focusing on optimizing the use of classroom space across the University, we can increase capacity in key courses needed for graduation and maximize the use of classrooms that are in high demand because of their configuration or available technology.

As we work toward achieving the institutional priority of four-year graduation rates, we have identified and acted upon opportunities for improvement in regard to scheduling GPCs. As enrollment continues to increase while classroom resources do not, we have documented, published, and more actively communicated how classroom assignments are made. As part
of our outreach efforts, we documented changes to room assignments with explanations in an online, searchable system log that users can access anytime. As we work in concert with departments to best serve the greatest number of students possible, we have also provided user access to additional data through our new Class Manager (CM) 2.0 system, which provides real-time individual and aggregate enrollment data. This allows the scheduling process to become more responsive and agile, as it enables our users to better gauge demand and make adjustments to room usage in a real-time and proactive manner.

3.A.3 Determine opportunities to improve the scheduling process through procedural and technological solutions

Over the past year, we have made strides in identifying and acting upon opportunities to improve the scheduling process for both our internal and external users. We have made many improvements both procedurally and technologically in our communication, training, data access, and coordination with users. Improved, open dialogue with departmental users has allowed us to facilitate understanding of exceptions to policies and what the potential downstream ramifications can be for our students, staff, and/or the University. Clarifying processes and procedures with our users and encouraging them to proactively seek guidance for non-standard requests helps mitigate unforeseen and unintended consequences; it also helps us move towards standardization and a more streamlined method of operating that better positions the scheduling process for future University system replacement.

We made significant progress in providing the campus community direct access to scheduling data. This past year, we published scheduling methodologies, general-purpose classroom prioritization rules, training, and allocation documents that had never before been made available to the community in such an open and accessible way. We documented our actions via online searchable logs and notes, as well as provided access to all course scheduling data through our enhanced Class Manager (CM) 2.0 system and All Sections download. We led hands-on testing and training sessions for over eighty users, ultimately resulting in a streamlined and usable system. Our technological enhancements over the past year have proven to be valuable tools in improving coordination and communication not only with internal and departmental users, but also with related external users, such as the School of Undergraduate Studies flag coordinators and study abroad staff, without the need to develop additional tools. Enhanced technological checks and balances in the CM 2.0 system, as well as productive dialogue between registrar staff and end users, have enabled users to draw connections between their course scheduling activities and course inventory policies and procedures.

3.A.4 Implement technologies and policies that allow the scheduling process to be more flexible, responsive, and agile

New course relations system technology implemented early last year has transformed the way we manage cross-listed courses, and put the management of course relations into the users’ hands. Related downstream technology in our office, such as the IDA 2.0 system, can consume this new information with no additional manual maintenance required. Room conflicts appear as potential relationships when a timeline is changed for a section in real time and online, and changes automatically ripple to related sections when appropriate without additional user intervention. As we create the framework for future semesters, the course relationships are kept intact from the prior terms, thereby further reducing the need for manual intervention.
In April of 2013, an enhanced version of Class Manager (CM) 2.0 and related All Sections download rolled out to users. The improved technology includes a flexible system with increased access to real-time data, allowing the scheduling process to become more responsive and agile. This in turn enables our users to better gauge demand and make adjustments in a real-time and proactive manner. Multi-level system messaging that utilizes warning and informational messages, in addition to error and success messages, allows us to alert users to potential issues as they work in real time. As users plan their course schedule, they are also able to see potential cross-listings when a class is scheduled in the same room with another section; thus, users can also see the total demand for the room in real time.

CM 2.0 also includes a searchable system history log; scheduling staff no longer need to rely on a variety of paper documentation and handwritten notes to track changes. Users are able to enter notes directly in the system as well as search for and view a history of changes to a section, such as all changes by a particular user or even by a particular field, for instance. As a result, communication between users and registrar staff has been streamlined, and the time needed to troubleshoot issues has been greatly reduced.

3.B.1 Study student enrollment, course demand, and options to gauge capacity to meet demand

This year, the Office of the Registrar continued the multi-year study of patterns in student course-taking behavior. Previously, we conducted a series of studies to determine how robust our existing data were for purposes of studying student enrollment and course demand. Two categories of data usage and demand emerged from these studies.

The first category encompasses our planning phase to improve the robustness of our data. The Office of the Registrar is not alone in its efforts to understand enrollment patterns and course demand. Many departments and units across campus are focusing on these issues in support of the University-wide goal to increase four-year graduation rates. The Office of the Registrar plays a central role in this objective, as our office is the steward of the data that many other departments depend upon to undertake their analyses. Implementing changes to help fill gaps in the data will further aid these efforts across campus.

The second category encompasses the varying components of student enrollment and course demand. One area studied was the timing of students’ enrollment in courses that fulfill the core curriculum requirements. The results indicated that students’ ability to graduate on time can be improved by taking courses at the appropriate time. Small, focused studies, such as this one, are providing insights into specific areas where policy changes can have big impacts graduation rates and student success.

“The Office of the Registrar implemented sweeping advancements to the certification process that substantially and positively changed the experience of the individual student utilizing veteran and military benefits at UT Austin.”

Ben Armstrong
Student Veteran Services
3.B.3 Make recommendations to academic units regarding bottleneck courses and anticipated number of sections needed to meet student demand

As the University works to increase its four-year graduation rate, departments and units across campus are focusing on removing the barriers that are impeding student success. Bottleneck courses—those courses that students need to graduate but that do not provide enough seats to meet demand—are one of those barriers. While the concept of a bottleneck course is relatively straightforward, identifying those courses that actually slow down student progress towards graduation due to the lack of available seats is more challenging. The Office of the Registrar collaborates with administrators from different colleges to find solutions for defining and measuring bottleneck courses. Although different methodologies are used, colleges and departments attempt to monitor their course offerings for potential bottlenecks to a large extent. The Office of the Registrar has been able to assist in efforts to identify potential bottlenecks from a University-wide perspective. The office will continue to work with academic units on this issue in the future as part of the joint effort to increase four-year graduation rates.

3.C.1 Study and assess waitlist policies to determine whether changes to the policies could improve understanding of course demand and availability without negatively impacting academic departments

As part of the registration system maintained by the Office of the Registrar, academic departments can create waitlists for their classes. Departments determine which, if any, courses have waitlists and how many spaces are available on each waitlist. Classes are not required to have waitlists and there are no University-wide policies governing the size of waitlists.

The variations in the use of waitlists and the relative size of waitlists often make it difficult to gauge how useful they are in improving students’ ability to enroll in high-demand courses. The Office of the Registrar analyzed the waitlists from multiple semesters to answer questions about the usage frequency of waitlists by departments and students and the impact of waitlists on student enrollment. Approximately 40 percent of all undergraduate classes have waitlists that are at least partially populated at some point during registration. There are additional classes with waitlists created; however, approximately one-fourth of all waitlists are never populated. Currently, most waitlists seem to have an adequate number of spaces to satisfy student demand. Of the classes with waitlists that are at least partially populated, only one in six has a waitlist that is completely full at any point.
Future research may focus on examining waitlist use for high-demand or bottleneck courses, or on reasons why some waitlists are not used by students. As the Office of the Registrar implements a new student information system in the coming few years, this research will help shape waitlists in the new system.

3.C.3 Study the substantive impacts on course availability of cancelling student registrations due to non-payment

Previously, the Office of the Registrar studied the impact of the policy on cancelling student registrations due to non-payment. As described in the 2011-12 Annual Report, the Office examined the number of students who had their registration cancelled, the number of seats made available in all courses and high-demand courses because of the cancellations, and the percentage of students who re-enroll after a cancellation. Those studies revealed that the majority of students who have their registration cancelled are able to register again, which results in added administrative work for the advising community and registration staff, as well as student frustration. Given this, the Office of the Registrar revised its procedures related to non-payment.

Beginning with payment deadlines for fall 2013, students who missed a payment deadline had their schedules inactivated for a week. They received notification of this inactivation and had five days to reactivate their schedule by paying their tuition bill. Only those students who missed the reactivation period had their registration cancelled outright. Forty-five percent of those students who had their schedules inactivated took advantage of the new service by paying their bill to reactivate their schedules.

Additionally, the Office of the Registrar developed a process for students who knew they were not going to take classes in the coming semester to cancel their registration if they had not already paid their fee bills. Previously, there was no mechanism for students to cancel their registration, and many students intentionally missed the payment deadline, as this was the easiest way to cancel their registration. Although these new policies have been in place only a short time, they have already proven successful. In fall 2013, hundreds of students either proactively cancelled their schedule—thus freeing up those seats earlier—or reactivated their schedules after inactivation, saving them the frustration of re-registering for classes.

“\[\text{I can only imagine how busy you and your staff are, so to get such personalized professional service is quite impressive.}\]

Patty Coffman
Dept of Kinesiology and Health Education

Goal 4: Productivity and Efficiency

4.A.2 Identify the needs of and tools to manage the increased volume of Veteran students and dependents

While there has been a steady increase in the number of students claiming GI education benefits and Hazlewood tuition exemptions over the past five years, there was an additional 55 percent increase in the number of students requesting tuition exemptions under the Hazlewood Legacy Act. In an effort to better serve the increasing volume of veteran students and their dependents, the Office of the Registrar redistributed the workload and revised multiple processes in order to continue to process requests in a timely manner. A new file organizational structure, changes to the certifying process, improved communication with the students, updated and easy-to-navigate Web pages, and a newly-developed veteran portal have not only assisted students in understanding and accessing their education benefits more easily, but have also enabled them to receive their benefits faster. Ben Armstrong, director of Student Veteran Services in the Office of the Dean of Students, wrote, “Over the 2012-2013 academic year Student Veteran Services collaborated with the Office of the Registrar to improve the veteran benefit certification process. Resulting from this collaboration the Office of the Registrar implemented sweeping advancements to the certification process that substantially and positively changed the experience of the individual student utilizing veteran and military benefits at UT Austin. Through this experience I learned that the dutiful staff in the Office of the Registrar truly care about our student veterans and their family members, and that the staff embodies the UT Austin core values of discovery, responsibility, and leadership.”
**Goal 5: Strategic IT Infrastructure Investments**

5.C.1 Assess and improve the accessibility and usability of our services

In the development efforts for Class Manager (CM) 2.0, the Office of the Registrar opened system testing to the entire scheduling community, which ultimately resulted in a streamlined and usable system that benefits the entire campus community. The feedback gathered during the testing and training sessions proved invaluable, as it lent a departmental perspective that greatly improved the user experience. With the new system, users have an enhanced experience via improved access to data and refined system usability that requires minimal clicks and “screen space” to convey large amounts of information. Without additional verbiage and clicks, the user is able to see more information “at a glance,” thus allowing them to work more efficiently. This testing led to usability improvements that were simple to implement yet provided major upgrades, such as the display of instructor name in the course schedule listing; an enhanced All Sections download; and the use of color and icons to convey meaning quickly on the screen.

**Goal 6: Revenue to Enhance Operations**

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

The Office of the Registrar has supported and hosted the UT SPEEDE Server since 1996. The UT SPEEDE Server provides a secure way to send educational documents in electronic form (known as SPEEDE/ExPRESS) via the Internet for North American schools and universities. Because more than 200 institutions use the Server each month, the Office of the Registrar spent considerable time developing a long-term strategy for the continued use of the service.

The Office of the Registrar spends approximately $100,000 annually in personnel, hardware, and software costs related to maintaining the Server. Given advances in Internet technologies and server hardware and software, a reinvestment strategy was needed to ensure continuity and reliability of this critical service. This past year, in concert with the AACRAO SPEEDE Committee, the Office reached an agreement to transfer the management and support of the UT SPEEDE Server to the National Student Clearinghouse (NSC). Ongoing conversations with the NSC made it apparent that they could provide more effective and thorough support/maintenance and growth for the Server. Their not-for-profit status and current national presence and affiliations with higher education made this partnership an outstanding opportunity for all involved. Once transferred to the NSC, the Office of the Registrar will be able to redirect those resources previously spent on the Server to other core functions of the University.

The transition is scheduled to take place in mid-October of 2013.
## By The Numbers

### 2012-2013 Academic Year

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The University of Texas at Austin
What Starts Here Changes the World