As part of the Curriculum and Enrollment Management portfolio of the Provost’s Office, this year the Office of the Registrar has been actively involved in many areas across the campus community. I am very pleased to share our 2013-2014 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 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.

Our time and attention this past year was guided by the third-year goals, objectives, and tactics outlined in our 2011-2014 Strategic Plan. These goals focus on our commitment to undergraduate student access and success, staff excellence, research, productivity and efficiency, strategic information technology infrastructure investments, revenue to enhance operations, and customer service. These are fundamental to consistently carrying out the responsibilities of our core functions in a proactive and conscientious manner. More information about our Strategic Plan, who we are, and general information about the Office of the Registrar is available on our Web site (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 the services. 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. It is a result of the considerable commitment and dedication from the staff in the Office of the Registrar that ensure our services and operations meet the needs of our community and serve them well. Ensuring 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. While I have the privilege of leading this office and addressing you directly in this letter, the Office of the Registrar staff deserve the true credit for ensuring continuity of our day-to-day functions and the noteworthy accomplishments highlighted in the pages that follow.

Our attention now turns to the 2014-2015 academic year. As noted in this report, the upcoming year will build upon our accomplishments from 2013-2014 and expand and enhance many of our initiatives in new directions. While the breadth of our 2014-2015 objectives may seem broad, each demonstrates our continued adherence to our core values: accuracy, integrity, customer service, communication, and teamwork.

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 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
• Research and Assessment
• 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.
Committee Participation

- Academic Calendar Committee
- Academic Counselors Association
- Administrative IT Leaders Group
- Admissions and Registration Committee of Faculty Council
- ASMP 2.0 Staffing and Resource Subcommittee, chair
- ASMP 2.0 Steering Committee
- ASMP 2.0 Customer Steering Committee
- ASMP 2.0 Technology Architecture Design and Specification
  - Integration SME Group
  - Document Management
  - Environment Management and Mapping
  - Application Development and Testing
  - University Portal SME 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 Software Developer/Analyst Apprentice Committee
- Legislative Review Committee
- Policy Office Advisory Group
- Provost’s Office Communication Group
- Python Infrastructure Advisory Group
- Staff Council
- Student Dean’s Committee
- Student Online Experience Portal Selection Committee
- Undergraduate Management Council
- Veterans Services Committee

Our 2013-2014 Strategic Initiatives

1.A.2 Develop a progress-toward-degree methodology to aid students’ progression to degree attainment
1.B.1 Streamline degree plan information in collaboration with the academic community
1.B.2 Standardize the content and presentation of information in the University catalogs

2.A.2 Develop a mentor program for new staff members
2.B Actively support and engage staff within the office and across the University

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.C Respond to internal initiatives regarding policy, process, and procedure

4.B.1 Modify University operations to be compliant with House Bill 3025

5.A.2 Engage with the UT community in system and technology modernization to develop applications that keep pace with modern capabilities

7.A.1 Establish a communications committee to coordinate external communications strategy
7.A.3 Evaluate and formalize partnerships and participation with student organizations, University committees, and college and departmental forums
In 2013, the Office of the Registrar created a time to degree progress bar in the Interactive Degree Audit system (IDA 2.0) in order to support the University’s four-year graduation rate goal. This feature allows students and their advisers to quickly determine if a student is on track to graduate on time.

In addition to the time to degree progress bar, the Registrar modified summer and fall 2014 registration to be based on students being on track to graduate in a four year time period. The time to degree calculation determines when students can access registration. The closer the student is to graduating (based on a higher percentage of degree completion), the earlier the student can register for classes.

To assist the colleges and schools, a report of seniors who have obtained 105 hours or more in course work is now provided to all the colleges in order to help with course planning and support services for students nearing graduation. The report includes which requirements have been fulfilled in IDA 2.0 according to each student’s degree plan, how many requirements are still needed in order for the student to graduate, and specifically what classes are needed to fulfill those missing requirements.

To promote awareness of IDA 2.0 and the time to degree progress bar to incoming students during orientation, a degree audit is automatically created during registration in a student’s first semester. In addition, an email with information about the student’s degree audit as well as a link to the degree audit results is sent to each new student attending orientation.

Goal 1: Undergraduate Student Access and Success

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

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1.B.1. Streamline degree plan information in collaboration with the academic community

Many of the degree plans at the University are complex, and the format describing the degrees and the types of requirements can vary by college/school. This variation creates difficulties in many ways: planning future coursework may be challenging for students; it can be hard for students and advisers to be aware in advance of the implications of changing majors or adding additional credentials such as a certificate; and it may be difficult to code the requirements in the degree audit system to precisely match the language in the catalog.

At the beginning of the 2013-2014 academic year, a new committee—the Curriculum Management Committee—was created to assess issues related to curriculum and degree plans in a more systematic way. Composed of staff from the Registrar’s Office and academic deans from several of the largest colleges on campus, the Curriculum Management Committee is tasked with several roles such as reviewing the correlation between academic policies and numerous University processes. This committee’s work is particularly pertinent to the Office of the Registrar as plans are being made to implement minors as an officially-recognized academic credential in forthcoming catalogs.

Additionally, the Office of the Registrar recently developed curriculum guidelines, marking the first time that a comprehensive document outlining the rules governing the elements of the curriculum and the relationships between them existed at the University. These guidelines will have wide-reaching benefits for the administration of degree plans and course schedules, including the streamlining of degree plan information. The Registrar’s Office in concert with the academic community will be implementing these new guidelines in the coming year.

1.B.2. Standardize the content and presentation of information in the University catalogs

The catalog content related to degree plans is written by individual colleges/schools, leading to the use of different formats and terms across the catalog. Many members of the University community, including the Registrar’s Office, have suggested that more standardized information in the catalog would benefit students and advisers. At the beginning of the 2013-2014 academic year, a new committee was created to help provide a more thorough review of proposed catalog language. The Legislative Review Committee (LRC), comprising members of the Registrar’s Office and colleges/schools, works closely with the Office of the General Faculty on proposals for the Undergraduate Catalog. Because of the timeline related to production of the Undergraduate Catalog, during its first year, the LRC was able to help improve language in proposals that had already been submitted for approval. Moving forward, in preparation for the production of the next catalog, the LRC will expand its work and is working to develop standard definitions and suggested formats for catalog content.

“Thank you again for all of your hard work in making the inventory updates happen as smoothly as possible this fall. Y’all did a great job!”

Aubrey Hooser
Department of Religious Studies
2.A.2. Develop a mentor program for new staff members

In accordance with our 2011-2014 Strategic Plan, the Registrar Information Technology staff has begun implementing mentoring relationships. Newer technical staff is paired with more experienced technical staff to impart knowledge and cross-training, to ensure a supportive learning environment for mentees, and to give mentors experience in guiding junior programmers. To date, nine of the newer software developers have been provided with mentors who assumed responsibility for assigning and monitoring their programming tasks, for teaching them about the business areas to which they have been assigned, for introducing them to others with whom they work most closely, and for instilling the ethos of the Registrar's Office. Mentors have likewise benefited by gaining experience in guiding junior programmers, reexamining code and files in the process of training, and increasing the technical coverage of the business systems for which they are responsible.

2.B Actively support and engage staff within the office and across the University

The Office of the Registrar's 2011-2014 strategic plan includes the following goals related to Staff Excellence: develop a communication plan to inform employees of professional pathways, opportunities, and benefits within the University; and provide training sessions on customer service and diversity-related issues once per quarter. A primary way the Registrar's Office addresses these aforementioned goals is via monthly CONNECT Sessions. On the first Tuesday of every month, general topic sessions are offered as an option to all registrar staff. Frequently, CONNECT Sessions are conducted by registrar staff and offer an additional opportunity for professional development by providing team members an opportunity to engage in a public speaking forum.

This past year CONNECT Sessions were offered on the following topics:

- An Introduction to the UT Staff Toastmasters Club
- Curriculum Management Efforts
- Communication Issues
- Great Expectations: Who, When, Why, and How to Set Them
- Customer Service Series: Knowing Your Audience
- Taking Care of Yourself While Taking Care of Others
- Designing Solutions
- Difficult Conversations
- Dealing with Difficult People/Conflicts
- Self-Leadership
- IDA 2.0

Topics are chosen based on staff interest and timeliness related to key initiatives of the University. Feedbacks from these sessions are routinely positive and staff report learning techniques from these sessions that help with their day-to-day responsibilities.

"I want to thank you for your help, and I'd like to commend your department as a whole on the thorough, prompt, and courteous assistance that was provided to me in the course of my inquiry. I am impressed by and grateful for the excellent service."

Molly C. Bittrick
Former Student
3.A.3 Determine opportunities to improve the scheduling process through procedural and technological solutions

As the University begins its transition away from the mainframe and other existing technology toolsets, and in accordance with the Administrative Systems Modernization Program (ASMP 2.0), the Office of Registrar has developed a systems replacement roadmap outlining potential technology solutions for supporting the core functions of the Office including Course Schedule Production. Each long semester, the Office of the Registrar schedules approximately 12,000 individual class sections in over 270 general purpose classrooms and 160 departmental classrooms, making room scheduling a significant and critical component of the Course Schedule Production.

The ASMP 2.0 requires the Office of the Registrar to capitalize on technological advancements, which includes replacing the technology currently used for room scheduling. As such, this past year the Course Schedule Production team held regular meetings with ASMP 2.0 leadership to identify the best practices and features that could be captured by new technology. Together, the two groups identified over 120 key features that are considered critical to a new software solution. Additionally, the room scheduling solutions supported by major ERP vendors were evaluated, including those currently in use at peer institutions, as well as room scheduling policies and practices with other institutions to learn more about the software solutions and tools currently available.

Now that the initial research has concluded, the Office of Registrar will begin preparing a written Request for Proposal (RFP) for a new solution with a goal of beginning implementation in the spring of 2015.

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

One of the more complicated aspects of managing the University’s curriculum is cross-listings. A cross-listing can be defined as the relation between sections of two or more courses taught at the same time in the same place with the same or similar content. Cross-listings may exist in the course inventory as a permanent relationship between courses that persist over time, or can be created during the course schedule production process and exist as a temporary, semester-specific relationship. In some instances cross-listed sections may satisfy the same degree requirements while in others they may not. Additional complicating factors include: maintaining the accuracy of this information in the Course Inventory, how the Office of the Registrar represents these courses in degree plans in the University Catalogs, notes cross-listings in the Course Schedule so students know which courses to register for, and how cross-listings are coded in the Degree Audit system so that degree audit provides accurate results for advisers and students. Over the past few years the Office of the Registrar, working closely with those who manage curriculum in the schools and colleges, has made great strides in defining and streamlining the administration of cross-listings. This has paid huge dividends in the our ability to automate aspects of the Course Inventory, Course Schedule Production systems, and the Degree Audit system to more effectively identify and handle cross-listings. The Registrar’s Office continued this work over the past year by adding a number of enhancements to Class Manager, one of the main systems used in the Course Schedule Production area. Benefits from these efforts include the further detection and identification of the course enrollment patterns of students, as well as improved planning for the future needs of new information systems as part of the Administrative Systems Modernization Program.

“...any time I call Scheduling...I know that I will find a professional, detailed person with a friendly voice on the other end of the phone line, happy to handle my request. You are all a joy to work with.”

Christine R. Scherwin
Department of Management
Goal 4: Productivity and Efficiency

4.B.1 Modify University operations to be compliant with House Bill 3025

UT Austin strives to improve higher education access, educational delivery, and student success so that more students earn high-quality postsecondary degrees and enter the workforce prepared to succeed individually and as an active, global, citizen. To aid this goal, Office of the Registrar has been keenly interested in and has been actively involved with Reverse Transfer initiatives.

There is vast literature regarding the benefits that Reverse Transfer programs bring to students pursuing higher education. The literature notes that Reverse Transfer programs include providing a means to award associate degrees to early-transfer students in a low-cost, scalable, and sustainable manner; confirmation that students who receive an associate degree are several times more likely to attain their bachelor degree; recognize that students who fall short of a bachelor degree often walk away empty-handed when they have earned enough credits for an associate degree; suggests one benefit to earning an associate degree is the potential for higher wages; helps pull stop-out students back into the educational pipeline; improves the transition for community college students coming to four-year institutions and complete on pace according to their degrees plan; and identifies motivated and academically prepared community college students who help meet four-year institutional goals in the areas of undergraduate admissions, diversity, accessibility, excellence, and tuition funding.

In 2011, the Texas State legislature further defined the State agenda in HB 3025, a bill that prioritizes reverse transfer practices mandating the award of associate degrees to students who transfer from, or who were previously enrolled in, two-year institutions and who meet defined credit hour requirements. While this legislation forwards the state's degree completion agenda, student requested degree auditing and awarding impedes consistent and streamlined implementation. Supporting the state's completion agenda and carrying out intentions of HB 3025, we continued to seek opportunities to streamline reverse transfer practices and to generate a sustainable and scalable model of operation.

In the fall of 2013 we implemented a pilot program with Austin Community College (ACC) that simplified and streamlined the reverse transfer processes between our two institutions. In the first year alone we saw a significant increase in the number of eligible students for whom academic records were transferred from UT back to ACC. While the ACC pilot proves to be a big step forward, absent of an existing, broadly coordinated model it’s understandable that the requirements for our various institutional or state arrangements would vary significantly. Therefore, working closely with the Association of American Universities Registrar group, we developed and
The Registrar's Office is actively involved with the Administrative System Modernization Program (ASMP 2.0). As stated on the ASMP 2.0 Web site, the Administrative System Modernization Program is made up of multiple projects that aim to modernize the University's administrative systems, business processes, data management, and technical architecture. This year the University selected Workday as the modern, cloud-based system to replace existing human resource, payroll, and financial systems. The Registrar's Office has an active role in assisting the implementation of human resource, payroll, and financial systems as these operations intersect with various student operations. Additionally, the Office of the Registrar is principally involved with the Workday Student Design Partner program. Along with the Office of Admissions, Office of Student Financial Services, Office of Accounting, and the Enterprise Resource Planning (ERP) Leadership and Project Teams, the Registrar's Office attended two onsite Workday Partner Meetings and currently continues to participate in routine conference calls. The Registrar's Office's responsibility on the Design Team is to participate in the Advising and Academic Records workgroup. To date the discussions with Workday include assessments of needs and definitions of concepts such as academic time periods, curricular divisions, grading scales, certification of enrollment, academic credentials, curriculum management including course inventory operations and course schedule production systems, and course eligibility requirements. This is a valuable and worthwhile opportunity to reevaluate the current business processes and procedures and help shape the future of Workday's new Student Information System.

The NSC proposal provides a consistent, flexible and national approach and solution as opposed to each institution or state developing local solutions. The NSC proposal provides benefits for community college students that attend four-year institutions in different states which is expected to rise as we see increase in student mobility; allows for future expansion as new higher education credentials become more common such as certificates and badges; and provides a much more cost effective approach from a trusted, not-for-profit partner that has committed to incorporate maintenance and operation of this service going forward at no cost to either the two-year or four-year institutions.

In the summer of 2014 we received word that the NSC will begin developing this model.

**Goal 5: Strategic IT Infrastructure Investments**

5.A.2. Engage with the UT community in system and technology modernization to develop applications that keep pace with modern capabilities

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“Thanks...I appreciate your patience and your going out of your way to help us.”

Sacha Kopp
College of Natural Sciences
In an effort to provide excellent customer service, the Office of the Registrar has established a communication committee that meets regularly to improve communication with the University of Texas community. The committee works towards improving the office’s communication strategies by adopting proven communication methods and tools. By engaging in the latest trends in communication and technology, the Office of the Registrar hopes to interact more effectively with the University community as a whole. To this end, the communication committee established a Twitter account in 2013 using the handle @UTRegistrar. Through the account, information such as registration times, payment deadlines, veteran affairs announcements, student profiles, transcript orders, etc. can be relayed quickly and efficiently. Additionally, twitter allows students to interact with the Registrar’s Office by following the account to find more information, using the Web site through links provided, and even being able to directly respond to the account’s tweets. The Registrar’s Twitter account is an important step to connecting the Office of the Registrar and the students of the University.

The Office of the Registrar collaborates with our various stakeholders to receive suggestions for process improvement. Focus groups were conducted with representatives of the Student Government Association and Senate of College Councils to discuss the services provided by the Office of the Registrar. The sessions centered on the services provided during registration and the intersect between the online course schedule, degree audit, and course scheduling. Based upon the feedback received in the focus groups, enhancements were made to the online course schedule including an “Add Section” button for students to click when attempting to register for a section. This allows students to register more efficiently and not have to cut-and-paste unique numbers from the online course schedule into the registration system. Additional projects are underway to enhance the online course schedule for increased search-ability, filtering, and functionality based on the feedback received from these student groups.
By The Numbers
2013-2014 Academic Year

27,356 Event reservations
28,084 Classes scheduled
10,405 Course Schedule changes
9,946 CSU requests processed
2,304 Course inventory changes
105,411 Documents imaged
29,069 Registration documents processed
2,251 Hazelwood exemptions processed
14,292 Certifications issued
1,922 GI Bill requests processed
13,857 Diplomas issued
101,500 Transcripts issued
458,441 Grades processed
13,250 Grade changes
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<td><strong>Phone Number</strong></td>
<td>(512) 475-7575</td>
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<td><a href="mailto:certification@austin.utexas.edu">certification@austin.utexas.edu</a></td>
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