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EXECUTIVE SUMMARY (COMPLETE THIS SECTION LAST)

Briefly summarize the topics that are addressed in this Service Unit Review, including areas of strengths and areas of concern.

Since the previous program review submission, significant changes have been made that have impacted the overall operations of the Student Records and Registrar’s Office. At the time of the last review, the Admissions and Registrar functions operated as a single unit under the oversight of the Registrar. However, in 2022, these functions were formally separated, resulting in independent program reviews for the Admissions and Registrar units for this 2025 submission.

This report provides an in-depth analysis and evaluation of current services while highlighting the significant changes that have occurred over the past five years. These changes include the implementation of a new student information system, the adoption of a new document management system, and shifts in state funding models that have directly impacted the unit's operations. Despite these transitions, student success remains a key focus as evidenced by the expansion of graduation participation and the awarding over 9,200 degrees and credentials.

Enrollment and program completion rates are increasing, reflecting both institutional growth and enhanced student support services. As more students progress through their programs, the demand for efficient transcript processing, degree auditing, and course registration services continues to rise. These increasing demands place additional pressure on the Student Records and Registrar’s Office to optimize workflows, reduce processing times, and ensure a seamless student experience.

While the Workday student system has been implemented and has been in operation for nearly a year, significant knowledge gaps remain regarding its functionality and the dissemination of this information across the student services division. Most registrar processes had to be redesigned to function within the new system. At the time of this program review, Workday has only completed one full registration and graduation cycle, meaning that students, staff, and faculty are all still in the process of adapting to its features and workflows. Unlike the

previous student information system (Banner), Workday releases updates more frequently, necessitating greater agility from team members as they navigate the new system changes.

I. UNIT AND ITS CONTEXT

A. Describe the unit, its relationship to the college, and the community it serves.

The Student Records and Registrar's Office is a central administrative unit responsible for essential functions that support student registration and academic completion. Its services include course enrollment, residency determination for tuition purposes, and transcript evaluation. The office also manages residency verification documentation and oversees the certified roster process.

Additionally, the Registrar's Office evaluates transfer credits, conducts degree audits, processes degree check-outs, and updates student name and address records. Other responsibilities include coordinating end-of-term grading, verifying enrollment through the National Student Clearinghouse, maintaining the district's Academic and Master calendars, overseeing document destruction, and ensuring compliance with the Family Educational Rights and Privacy Act (FERPA).

As the official custodian of student records, the Registrar's Office collaborates closely with the Institutional Research Office for state reporting, academic and workforce programs for curriculum development, and technology services to facilitate course registration and scheduling. It also works in partnership with faculty and administration to manage grading and transcript processing.

Above all, the Student Records and Registrar's Office is dedicated to serving students and supporting their academic journey.

B. Describe the following points as applicable:

1. Unit's purpose

As outlined in Board Policy FJ(LOCAL), the College President shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the College District program operation; and the Registrar is the custodian of all records for currently enrolled students and for all official academic records. Additionally, the Registrar or Manager of Records Systems will serve as and perform the duties of the College District's records management officer, as prescribed by Local Government Code 203.023, and will administer the

College District's records management program pertaining to local government records in compliance with the Local Government Records Act.

If unit has a purpose/mission statement, upload it in section I.B.1. of the Appendix.

2. Services and products unit provides

The Student Records and Registrar's Office is a district-wide department operating under the Student and Enrollment Services division. The core functions of Student Records and the Registrar serve to support student registration and completion. Some of these services include:

1. Records Management
 - a. Maintaining student academic records
 - b. Issuing official transcripts
 - c. Completing name and address changes
 - d. Establishing residency for tuition calculation purposes
2. Enrollment and Registration
 - a. Managing course registration and enrollment processes
 - b. Providing National Student Clearinghouse of enrollment verification
 - c. Evaluating transfer credit and degree audits
3. Academic Policies and Compliance
 - a. Awarding of credentials
 - b. Responsible for FERPA compliance
 - c. Monitoring of the attendance certification process
 - d. Managing final grading process
 - e. Issuing academic standing
4. Celebrating Student Success
 - a. Planning and execution of commencement ceremonies
 - b. Issuing diplomas

Additionally, the registrar is responsible for leading the calendar committee that creates and maintains the Academic and Master calendars for the district.

To ensure the academic quality of any credit or coursework recorded on the college's transcripts, Collin College has established processes and procedures for the various methods in which students can request or petition for awarded credit from another institution and/or prior learning to be applied to the Collin College Transcript. For example, to request awarded credit from a previous institution, upon admission to Collin College transfer students submit a request for transfer credit evaluation by emailing the Degree Plan evaluators. Upon completion of evaluations, eligible coursework is articulated and transcribed to the students' records allowing them to register for appropriate courses and track progression in their declared program of study.

In collaboration with Institutional Research, the department contributes to the accuracy of the state report confirming data that includes information pertaining to enrollment, completers (degrees, certificates, and Fields of Study), overloads, and class additions after census date. Accuracy of the state report is vital as the numbers submitted are used to determine student completion milestones from which Collin College receives state funding.

The department also coordinates with the Admissions Office to identify and merge duplicate records to ensure students do not have multiple records under their name inadvertently and to maintain the integrity of their educational and academic records.

The department is responsible for the maintenance and production of student transcripts for both credit and continuing education students. After each semester, the department reviews candidates for graduation and awards all eligible credentials to students. Awarded credentials are updated on students' transcripts and the department also mails diplomas to graduates.

The Records Office is a department under the Registrar and maintains the records retention system for the entire college district (including the Business Office, Human Resources, academic programs, the Collin College Foundation, etc.). The records are kept in accordance to the records retention policy established by the Texas State Library and Archive Commission. It is the responsibility of the Records System Manager to maintain the confidentiality of student records as well as establishing and developing policies and procedures for the records management program for the district.

3. Constituents unit serves

The Student Records and Registrar’s Office plays a vital role in supporting student success across the district’s seven physical campuses, three centers, and virtual campus, serving a diverse student population. In collaboration with Institutional Research, the department ensures the accuracy of state reporting, which includes data on enrollment, student completion (degrees, certificates, fields of study, and occupational skills awards), residency status, course adjustments before and after the census date, and student demographic information. The accuracy of this report is critical, as it determines student completion milestones that directly impact the college’s state funding.

As a division under the Registrar, the Records Office is primarily responsible for maintaining student records. These documents are stored digitally in OnBase and the Banner Document Management System (BDMS), both cloud-based platforms. With the college’s transition from Banner to Workday, BDMS—being a Banner product—is also being phased out. OnBase will serve as the primary document management system, and all records will be migrated accordingly. During this transition, the Records Office continues to collaborate with the Business Office, Human Resources, academic programs, the Collin College Foundation, and other functional areas to assess storage needs and configure the system for optimal document management. Additionally, the Records Office utilizes Iron Mountain for scanning any remaining physical documents and securely storing records that must be retained in physical form. As Collin College has fully transitioned to digital records, paper documents are no longer stored onsite in a Records Center.

The Student Records and Registrar’s Office also works closely with academic departments to process grade changes, incomplete contracts, course registration activity, course cancellations, course publication, student attendance updates, course substitutions, and academic progress reviews, among other course-related functions. Furthermore, the office collaborates with Student Enrollment Services to assist with course and registration overrides, prerequisite reviews, late course registration and withdrawals, and course audit requests. Additional support is provided to Student Financials, the Financial Aid Office, Academic Partnerships, and Human Resources for requests related to or impacting student records.

4. Regulatory standards unit must meet, if applicable

Institutionally, the Student Records and Registrar team members will complete mandatory training including: FERPA, Clery Act and Campus Security Authorities, and Cybersecurity.

The Student Records and Registrar’s Office also adheres to the following regulatory standards:

Texas Administrative Code

The Registrar is responsible for all student residency statuses and must follow Texas Administrative Code, Title 19, Part 1, Chapter 21, Subchapter B, Rule 21.24 when determining whether a student is classified as a Texas resident. The rules in determining Texas residency can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=21&rl=24](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=21&rl=24).

The Registrar's Office awards transfer credit following the General Provisions of Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.24.

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=24](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=24)

For all baccalaureate degrees and generally for the Associate of Arts, Associate of Science, and the Associate of Applied Teaching degrees, the state of Texas requires a general education core curriculum of at least forty-two semester credit hours. The Registrar's Office implements the criteria as outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 2, Subchapter

D. [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=2&sch=D&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=2&sch=D&rl=Y)

Institutional records are kept in accordance with the records retention policy established by the Texas State Library and Archives Commission. It is the responsibility of the Records System Manager to maintain the confidentiality of student records as well as establishing and developing policies and procedures for the records management program for the district as outlined in Collin College Board Policy CIA(LLEGAL), ensuring Collin College adheres to state and board policies as well as providing oversight for institutional procedures.

<https://www.tsl.texas.gov/slr/rrs>

Federal Guidelines

The department follows The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) law and trains other departments on what is and is not allowed to be disclosed under FERPA. FERPA is a federal law that protects the privacy of student records. Only directory information can be released to anyone who is not the student. Directory information includes student name, student address, telephone listing, major field(s) of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance/enrollment, most recent previous educational institution attended, degrees and awards received, photo/visual likeness, and official college-issues email address. Additional information about FERPA can be found at

<https://studentprivacy.ed.gov/ferpa> as well as Collin College Board policy FJ(LLEGAL) Section III: Directory Information.

Graduation Guidelines

The Graduation Office, a team within the Student Records and Registrar department, verifies completion of all courses prescribed under a program of study, as approved by the Curriculum Office, as well as additional graduation requirements as set in the catalog.

<https://catalog.collin.edu/content.php?catoid=4&navoid=117#graduation>

Graduation eligibility includes a requirement that students must complete 25 percent of the required coursework within a program of study in residence at Collin College, which is a requirement of accreditation under SACSCOC.

<https://sacscoc.org/app/uploads/2024/02/2024-POA-Resource-Manual.pdf>

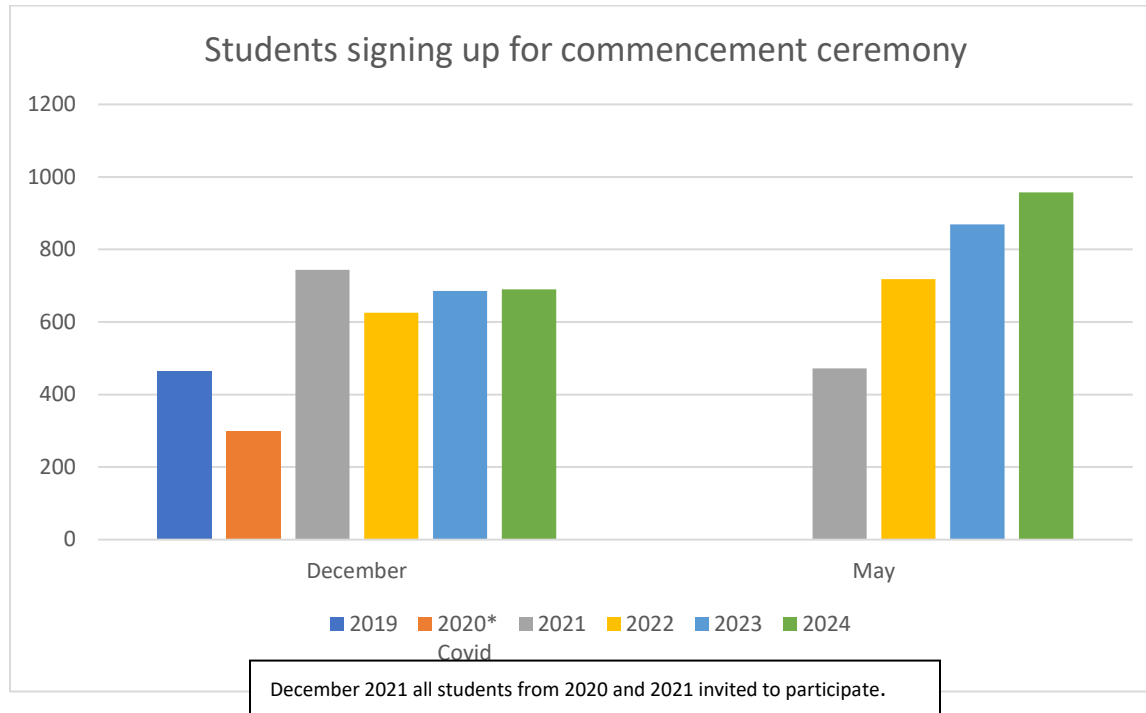
The Graduation Office coordinates with the Transcript Office and Degree Plan Coordinators for Reverse Transfer compliance, as indicated in Education Code chapter 61.833. Transcripts received from other institutions of higher education for reverse transfer purposes are reviewed, evaluated, and where eligible students are awarded credentials.

<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.61.htm>

II. UNIT RELATIONSHIP TO COLLEGE MISSION AND STRATEGIC PLAN

- A. Explain with unit-specific evidence how the unit supports the College’s mission statement: “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”**

One of the most significant student-centered events at Collin College is the commencement ceremony. The Student Records and Registrar’s Office manages every aspect of the graduation ceremony, from planning and setup to cleanup and final touches. Graduation is widely regarded as the most exciting and anticipated student event, bringing together students, families, staff, and faculty to celebrate this significant milestone.



As indicated by the chart above, Collin College continues to see an increase in students participating in the commencement ceremony each semester. The participation numbers necessitated the expansion from one ceremony each May to one ceremony in May and December to accommodate the growth, and beginning in 2025 there will be two ceremonies offered each May.

As student participation grows, so does the attendance rate of guests at the commencement ceremony, with the highest attendance rate in May 2023 with the Credit Union of Texas Event Center at maximum capacity. Due to the growing numbers the Event Center required all guests to be issued tickets in order to attend, which caused a drop in attendance rates. With the expansion to two ceremonies starting May 2025 we anticipate a rise in guest attendance once again.

Additionally, with the growth in the dual credit student population, we now host high school and ISD partners and constituents at the commencement ceremony so they may watch their students graduate as well.

The commencement ceremonies bring guests of all ages from not only our community in Collin County, but also many people from neighboring counties, states, and even internationally. This celebration is a showcase for the exceptional programs offered by Collin College and the high quality of education our graduates receive.

B. Explain with unit-specific evidence how the unit supports the College’s strategic plan (2020–2025 Strategic Plan).

As stated in the 2023-2030 Master Plan, Goal 5 *Streamline the college’s programs and systems by implementing efficient business processes that improve outcomes for students and employees*; the Student Records and Registrar’s Office updated many of its manual paper processes to automated online forms for students. Fall 2024 was the first term that students were able to apply for graduation online in Workday and 690 students completed the form.

The graduation team, part of the Student Records and Registrar’s Office, reviews all applications for graduation, identifies additional programs of study a student may be eligible for and updates the student’s record accordingly, awards all completed credentials, coordinates with Student and Enrollment Services (SES) advising staff to identify near completers for persistence and retention efforts, and reviews transcripts received as part of reverse transfer processes, awarding eligible students as permitted by law.

The table below shows the number of credentials awarded each semester/year from Fall 2019 to Summer 2024. As evidenced by the data, graduation rates mirror and often exceed enrollment rates, showing the efforts of the graduation and SES teams have an immense impact on completion rates.

Academic Year	Term	Awards
2019-2020	202010 - Credit Fall 2019	2286
2019-2020	202020 - Credit Wintermester&Spring2020	2044
2019-2020	202030 - Credit Summer & Maymester 2020	1803
2019-2020	202072 - Cont Ed Spring 2020 (Dec-May)	27
2019-2020	Total	6160
2020-2021	202110 - Credit Fall 2020	2290
2020-2021	202120 - Credit Wintermester&Spring2021	3003

2020-2021	202130 - Credit Summer & Maymester 2021	1244
2020-2021	202171 - Cont Ed Fall 2020 (Aug-Dec)	25
2020-2021	202172 - Cont Ed Spring 2021 (Dec-May)	18
2020-2021	Total	6580
	Increase from 2019-2020	6.82%
2021-2022	202210 - Credit Fall 2021	2726
2021-2022	202220 - Credit Wintermester&Spring2022	4102
2021-2022	202230 - Credit Summer & Maymester 2022	1402
2021-2022	202271 - Cont Ed Fall 2021 (Aug-Dec)	19
2021-2022	202272 - Cont Ed Spring 2022 (Dec-May)	19
2021-2022	Total	8268
	Increase from 2020-2021	25.65%
2022-2023	202310 - Credit Fall 2022	2866
2022-2023	202320 - Credit Wintermester&Spring2023	4226
2022-2023	202330 - Credit Summer & Maymester 2023	1696
2022-2023	202371 - Cont Ed Fall 2022 (Aug-Dec)	17
2022-2023	202372 - Cont Ed Spring 2023 (Dec-May)	24
2022-2023	Total	8829
	Increase from 2021-2022	6.79%
2023-2024	202410 - Credit Fall 2023	2556
2023-2024	202420 - Credit Wintermester&Spring2024	3771
2023-2024	202430 - Credit Summer & Maymester 2024	2891
2023-2024	202471 - Cont Ed Fall 2023 (Aug-Dec)	24
2023-2024	202473 - Cont Ed Summer 2024 (May-Aug)	24
2023-2024	Total	9266
	Increase from 2022-2023	4.95%

As part of THECB's 60x30TX program, which began in 2018 in an effort to reach the goal of 60% of Texans aged 25-34 with a college credential by 2030, Collin was charged with increasing our annual degree and academic certificate output by 241 additional students each year (cumulatively). Those goals were met each year and in fact the goal was so far exceeded that our total goal was met early. Although the 60x30TX program has been revamped to the Building a Talent Strong Texas program, the graduation team continues to collaborate with SES and academic partners to identify and award completers at an increasing rate each semester and year.

<https://www.collin.edu/aboutus/statistics/studentachievement>

Collin College is in the process of implementing a new document management system. This system stores all the digital records for the district. The Records Center manager is responsible for the verification of the student records. There were 1,539,819 records captured and are being migrated to the new system. [See Appendix II.B. Type of Volume of Student Records]

This new document management system makes it easier to find a single record when the college receives batches of data; an example is when a school district sends their entire high school senior class's transcripts, and we need to identify a specific student record. The interface and navigation features are more intuitive for those using the new system, which will save time when searching for records creating a more efficient business process.

III. NECESSITY OF UNIT'S PRIMARY FUNCTIONS OR SERVICES

A. Describe with evidence that the unit's primary functions or services are necessary as they are, should be modified, or should be eliminated.

Enrollment management and degree completion are not only primary functions for the service unit but also sources of revenue for the college. The State Appropriations for fiscal year 2024-25 are estimated at \$62.3 million from House Bill 8 funding. To receive this funding, the college must identify students who reach certain academic thresholds (i.e. completing 15 credit hours). The registrar's office is responsible for student records and accurately reporting this data. These services are absolutely essential to the college.

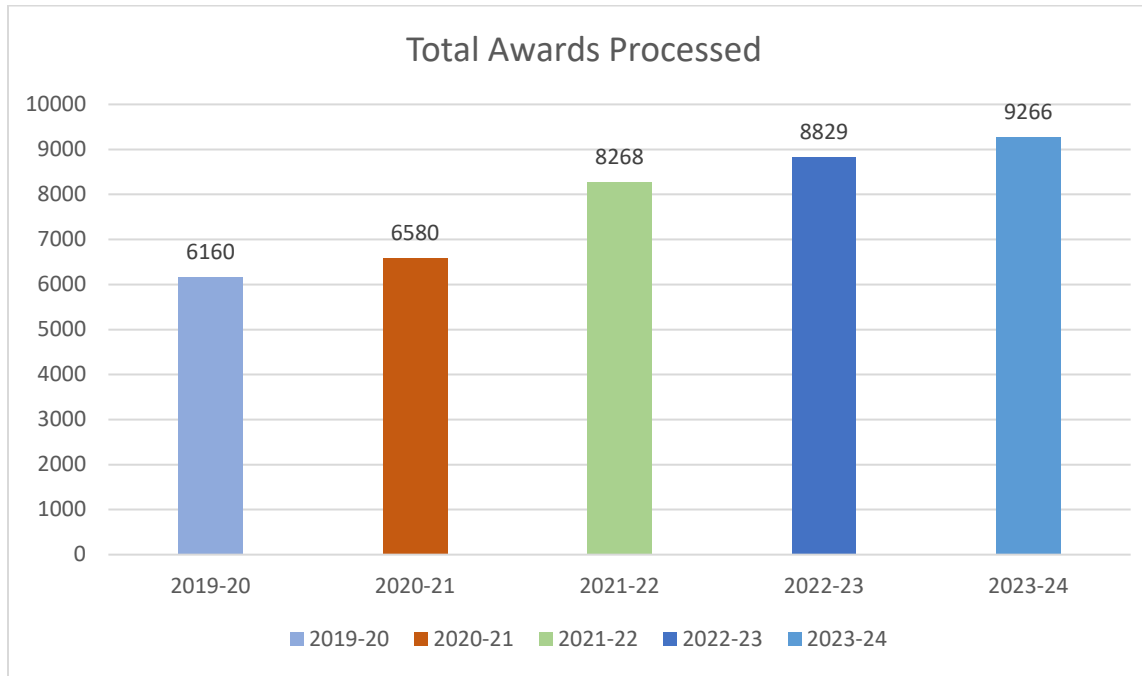
Much of the data submitted to the state must be done through specific reports so there is little opportunity for modification. Since most of the primary functions are regulated by state or federal guidelines, there is not much that can be done to change the essential operations of the department.

1. What are the purpose and reason for the services?

Funding for Collin College is now tied to measurable student-focused outcomes. These include:

- The number of credentials of value awarded, including badges, certificates, and degrees, that position graduates for well-paying jobs.
- Credentials of value awarded in high-demand fields where employers are looking for skilled employees.
- Successful student transfers from community colleges to four-year universities.
- Completion of a sequence of dual credit courses.

With these changes as a result of House Bill 8, completion rates have become ever more important to the continued operations of the college. The graduation team has increased completion numbers each semester/year and continues to seek opportunities to identify all possible candidates for completion.



Identifying completors not only aids Collin College in receiving state funding, it also provides students with advancement opportunities. The completion of a degree or credential can translate to an increased salary level with an employer or promotion within an organization.

2. How has the unit evolved during the 5-year cycle? How have the reasons for services changed over time?

Within the past five years, the most significant evolution of operations impacting the department was the transition of the student information system from Banner to Workday. The change also required a new digital records storage system from Banner Document Management System (BDMS) to OnBase.

The change to Workday has a significant impact on the operations of the Student Records and Registrar Office, as the functionality available within Workday is vastly different than what was available in Banner. In many cases, this difference necessitates the manual processing of

tasks that previously were automated. For example, notifications sent to faculty regarding important dates or student registration activity were all automated in Banner, whereas in Workday, it is manual. In some instances though, the process as set up in Workday is far more efficient than in Banner. For example, the graduation process – spanning from student applications to the confirmation and awarding of credentials – was previously manual and time-intensive. In the past, the graduation team could only grant credentials individually at the end of each semester. With Workday, this process can be completed en masse, enabling the team to utilize reports for mass reviews and quickly award credentials to eligible students in minutes or days, rather than the weeks or months it once required.

Another change during the past five years is related to enrollment increases, both in the general student and the ever increasing dual credit student population. The increase in enrollment means an increase in the workload for all Student Records and Registrar Office activities. There has been a significant increase in the quantity of transcripts received each semester from high schools and colleges. The staffing model has not increased at the same proportion as the workload. To offset the increased number of documents to be processed, the division has worked to improve processes and adjust timelines advertised to students. Making processes more efficient often requires involvement from Technology Services to implement third-party programs/services. Some transcripts are sent via SPEEDE/EDI and the data has to be mapped to load to Workday. All electronic processes that were established in Banner have to be redone with the implementation of Workday. This also includes issuing Collin College transcripts to our own students. That process had to be rebuilt connecting Workday to Parchment.

The essential reasons for the services offered through the Student Records and Registrar Office have remained the same, it is just the delivery and programmatic processing of them that has changed.

3. What would happen if the unit no longer provided the services and/or the services were outsourced?

Some of the back-end data processing could potentially be outsourced/automated. The production and printing of diplomas, production of enrollment verification requests, processing and evaluation of transcripts, and event planning for the commencement ceremony are major areas where outsourcing/automating is available as a potential option. Additionally, automation of Registrar Office tasks, like faculty grade changes, submission of incomplete grade contracts, administrative withdrawals, and more can be programmed and made available in Workday.

If any of these items were outsourced to third-party services or automated in Workday or other integrations, the resources of the Student Records and Registrar Office would be diverted to those work tasks that require manual processing in Workday or require more time due to the unavailability of automation in Workday. Additionally, resources would go toward supporting and assisting other Student and Enrollment Services staff or projects, reducing processing times for students, and improving the student experience.

Should the unit no longer provide its services, the institution would no longer be operational. While certain functions within the department could be automated, degree evaluation must still be reviewed for state reports and funding. Without the maintenance of student records and registration functionality in Workday, nor the conferring of awards, Collin College could not exist as an institution of higher education.

4. Which unit services require the most resources, including staff time? Which services add the biggest value to the college? If the services that require the most resources are different from the services that add the biggest value to the college, discuss the discrepancy.

The receipt, processing, evaluation, and articulation of high school and college transcripts for transfer credit is one of the most resource-intensive services, yet it also provides significant value to the college. Increasing enrollment, changes in financial aid eligibility rules, and evolving state and federal regulations have heightened the importance of obtaining and evaluating transcripts for transfer students. Additionally, the introduction of baccalaureate programs has expanded the scope of these processes, requiring evaluations earlier in the admissions cycle. Previously, transcript evaluations typically occurred after a new student registered for classes. However, with the growth of baccalaureate and selective admission programs, evaluations must now be completed before a student's first semester—even for applicants who may not ultimately be admitted.

Despite its importance, transcript processing and evaluation remain manual tasks. Due to increasing demand, additional Student Records and Registrar team members are required to assist during peak periods, particularly in the summer semester. Currently, one full-time staff member and one student assistant handle all incoming transcript processing. Additionally, four full-time staff members evaluate college transcripts, articulate transfer credits, and collaborate with academic divisions to assess syllabi and course descriptions when necessary. They also manage course substitutions, prior learning assessments, and credits earned by exam.

A dedicated team of five full-time and one part-time staff members serves not only all Collin College students but also prospective applicants. Their work directly impacts the college's completion rates, enrollment growth, and student retention, while also contributing to state funding through House Bill 8.

Historically, the number of transcripts received and evaluations performed has not been closely tracked, limiting available data. However, reports show that from September 2022 to August 2023, 6,194 transcript evaluation requests were received, compared to 4,107 requests from September 2023 to August 2024. The decrease in requests during the 2023-2024 academic year is largely due to the transition from Banner to Workday, as well as the online request form being unavailable or less widely used after March 2024.

Another resource-intensive yet high-value service is the identification and review of graduation candidates and the awarding of eligible credentials. This team, traditionally composed of three full-time and one part-time staff members, supports all Collin College students across academic and workforce programs, including continuing education. Their work has expanded not only due to increased enrollment but also through proactive outreach efforts to identify completers and additional credentials for which they qualify. Additionally, this team plays an essential role in planning and coordinating the college's commencement ceremonies each May and December.

Beyond financial benefits linked to House Bill 8, the team's efforts hold significant personal value for graduates, their families, and the broader community. Many graduates are first-generation college students, marking a milestone for their families. The commencement ceremony serves as a celebration of students' perseverance, the sacrifices made by them and their families, and the dedication of staff—including the graduation team—who help them reach this achievement.

5. Describe the unit's lines of communication with other units involved in or supporting each of these services. If any of these lines are not clear, explain why.

The Student Records and Registrar Office is housed within the Student and Enrollment Services division, with the Registrar reporting directly to the Vice President of Student and Enrollment Services. The reporting structure within the division is clearly defined, with lines of communication being very direct with team members within each department. In terms of operational communication, the division collaborates with numerous areas within the college.

The Student Records and Registrar Office has multiple email accounts students and staff can use depending on their needs and typically respond to emails within 1-2 business days during non-peak periods. Graduation related questions or concerns can be sent to graduation@collin.edu and the account is monitored by all the graduation team members. Similarly, transcripts@collin.edu and degreeplans@collin.edu are both monitored by the transcript team. We have been thoughtful about the creation and naming of the email accounts set up for this division so as to make it as easy and intuitive as possible for students, staff, and faculty to find their way to the correct team. However, when communication is directed to the wrong email or area, it is quickly forwarded to the appropriate area to ensure timely responses.

Previously, many notifications to faculty and students were created and sent automatically through Banner. Now that we have moved to Workday, many of those notifications are sent manually through Outlook, which prompts email responses and phone calls from those needing assistance. The transcript and graduation teams rely on Student Enrollment Services and other staff members working with students to explain the processes, guide them in their next steps, and connect them with the team members for assistance.

The Communications team has created engagements and notifications that are sent to students reminding them to register for classes and apply for graduation when ready. Student and Enrollment Services advising team members reach out to students when they hit certain milestones (i.e. completion of 15 credit hours) and are near certificate/program completion, and they inform students of the process. Staff members also submit requests on behalf of students where needed or desired.

Once a request is received, whether for transcript evaluation or a graduation application, staff notify the student when the request is processed, provide instructions or information if it cannot be processed, share updates throughout the semester if applicable, and send a final notification upon completion.

Email continues to serve as the primary means of communication for transcripts, graduation, and other departments. However, business processes within Workday are being developed to streamline information for students and faculty.

6. Describe the alternate ways in which the unit or college provides any of these services.

Third party vendors can be utilized to improve and automate transcript processing and evaluation. Currently we are working with the Technology Services department to build integrations between Workday and SPEEDE to load batches of transcripts sent electronically (EDI) and automatically evaluate them for transfer credits. Additionally, we are working with Hyland Brainware to develop the process to automate the receipt and evaluation of transcripts sent via non-EDI routes. These processes will still require human intervention and will necessitate second checks by staff, but should improve the efficiency of the team and reduce processing times.

Graduation processes have very few alternative options available for completing their services. A staff member will always need to review students for graduation eligibility and to award completed credentials, so the goal of this team is improved efficiency by creating streamlined processes, removing unnecessary steps, building reports that allow for mass reviews, and utilizing inherent Workday functionality to process and batch award graduates.

7. Does the unit offer or conduct the services as efficiently as possible? If not, explain why.

When Collin College went live with Workday in March 2024, many services were being performed in two student information systems. Spring and Summer semesters were still live in Banner and Fall was running through Workday. This primarily impacted the transcript team as transcripts needed to be received, processed, and evaluated in both systems in order for students to be able to register for their desired courses in each semester. This inefficiency was an unfortunate necessity and caused many backlogs.

Further, the workflows and online forms that were previously available for students to submit for transcript evaluation requests were phased out and moved to a manual, email-based process due to limited capabilities in Workday. Workday's functionality related to transfer credit articulation also requires more steps than were previously needed in Banner. So while there are some inefficiencies in the process that still need to be addressed by working with Technology Services, there are some aspects of the processes in Workday that are inherently less efficient than in Banner.

On the other hand, Workday offers the potential for graduation processes to be much more efficient than those that were available in Banner. These processes are still very new and some components are still being built, but the overall processes to identify candidates for graduation, apply for graduation, and award credentials is currently as efficient as possible.

B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.

Tarrant County College District (TCCD) and Dallas College (DC) were contacted as peer institutions to inquire about their transcript and graduation processes. Their student population and scope of programs of study offered is mostly comparable to, albeit slightly larger than, Collin College. Both colleges offer a strong basis for comparison; however, a response was not received from Dallas College.

Dallas College’s website indicates an enrollment of 103,241 credit students from Fall 2023 to Summer 2024. DC offers two baccalaureate degrees and 4 types of associate degrees including the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science. The Associate of Applied Science has 70 program options. They also offer 157 certificates, 53 occupational skills awards, and 6 skills achievement awards.

TCCD’s Fall 2023 credit, unduplicated enrollment was 44,970 students and for Spring 2024 was 43,223. They offer 4 types of associate degrees including the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science. The Associate of Applied Science has 67 program options. They also offer 126 certificates and 14 occupational skills awards.

In comparison, Collin’s Fall 2023 credit, unduplicated enrollment was 37,984 and Spring 2024 was 36,507. Collin offers 4 baccalaureate degrees and 4 types of associate degrees including the Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science. The Associate of Applied Science has 68 program options. We also offer 117 certificates and 17 occupational skills awards.

For benchmarking purposes, TCCD is close in student enrollment size and program offerings. Based on data available on Dallas College’s website it is unclear how they calculate their student enrollment so without further feedback from DC, their enrollment numbers could not

be used as a benchmark for comparison. However, they offer many more certificates and occupational skills awards than either Collin or TCCD while remaining comparable in their degree offerings.

Tarrant County College District Transcript Receipt/Evaluation Process

All transcripts sent to TCCD are recorded to the student’s record on the day the transcript is received or uploaded from a third-party system. However, TCCD does not track the number of transcripts received via SPEEDE or paper.

TCCD does not require their students to request an evaluation of their transcripts. Instead, once an official transcript has been received for a student from all previously attended institutions, the transcripts are automatically moved into a processing queue in their document management system. Staff members on the transcript team manage the queue and perform evaluations in the order of receipt. Evaluations are completed within two weeks of the receipt of the student’s last transcript.

TCCD has 8 full-time staff on their transcript evaluation team. Four of the transcript analysts perform evaluations and grant transfer credit from institutions with an already established articulation table. They also evaluate and grant credits from Joint Services Transcripts for students who served in the military. Two of the transcript analysts are dedicated to researching course descriptions and syllabi when course equivalencies are not already articulated. The remaining two are dedicated to evaluating international transcripts.

The number of transcripts the TCCD analysts evaluated for transfer credit over the previous two academic years is shown below. Note this is the number of transcripts evaluated, not the number of students who received evaluations and transfer credit.

<u>Academic Year</u>	<u>Semester</u>	<u>Semester Totals</u>	<u>Reverse Evals</u>	<u>Semester Total w/Reverse Evals</u>
<u>2022-2023</u>	Fall	3,298	32	3,330
08/01/22 -	Wintermester	603	2	605
07/31/23	Spring	4,173	210	4,383
	Summer	4,431	71	4,502

	<i>Total</i>	12,505	315	12,820
<u>2023-2024</u>	Fall	2,307	110	2,417
08/01/23 -	Wintermester	825	27	852
07/31/24	Spring	4,243	135	4,378
	Summer	5,274	144	5,418
	<i>Total</i>	12,649	416	13,065

Comparing TCCD’s staffing model to Collin and accounting for the performance of similar work (Collin does not evaluate international transcripts), TCCD has 2 more full-time staff members than Collin. TCCD has 6 full-time staff members performing similar work duties to 4 full-time staff members at Collin. Their enrollment is about 7,000 more students. A one-to-one comparison cannot be made for the number of transcripts evaluated as TCCD tracks the number of transcripts evaluated while Collin tracks the number of requests made (a request is per student but a student may have multiple transcripts needing evaluation). Since we are unable to compare staffing to transcript evaluations, instead when reviewing the staff compared to student enrollment, we can see a discrepancy. TCCD has one full-time transcript evaluator for approximately every 7500 students whereas Collin has one full-time transcript evaluator for approximately every 9500 students.

To be at a comparable level, Collin would need to add one full-time transcript evaluator. Alternatively, Collin is building integrations that would allow for some automation of evaluations, which should offset the smaller staffing. Once Hyland Brainware and the SPEEDE/EDI integrations are fully in place, we will begin benchmarking our production to track from year to year any changes and identify any potential staffing needs.

TCCD’s automated transcript evaluation process is a departmental goal. If automation provides sufficient efficiency in the transcript receipt and evaluation process, removing the requirement for a student-initiated request would expand the number of students receiving an evaluation, and could potentially add transfer credits earlier in their educational journey.

Tarrant County College District Graduation Process

TCCD has 3 full-time staff on the graduation team. One staff member is dedicated to reviewing self-identified candidates for graduation (students who apply to graduate), one staff member is dedicated to finding candidates for graduation (students who do not apply but are

ready to graduate), and one staff member is dedicated to reverse transfer efforts (applying course credit after a student has started attending another institution/university).

Students can self-identify as candidates for graduation by submitting an online Graduation Interest Form in their student portal. Submission of this form is not required in order for students to be awarded eligible credentials. However, it is the only way a student may be certain they will be reviewed for completion otherwise, they are relying on a staff member to identify them and add them to the graduation queue.

Below are the numbers of degrees and certificates awarded each semester by TCCD. In the last column is the total number of degrees and certificates awarded by Collin for that same semester.

TCCD Awards by Semester						Collin Awards
Semester	Associate of Arts	Associate of Applied Science	Associate of Science	Certificate	Total	
2022 Summer	831	175	41	302	1349	1402
2022 Fall	1188	439	62	689	2378	2866
2023 Spring	1963	697	117	765	3542	4226
2023 Summer	909	105	74	232	1320	1696
2023 Fall	1232	445	75	607	2359	2556
2024 Spring	1948	738	145	728	3559	3771

In comparing the same timeframes we can see that Collin surpasses TCCD in number of credentials awarded each semester. Although Collin has 3 full-time staff members like TCCD, we also have one part-time staff member dedicated to reverse transfer. Our process is similar to that of TCCDs in that students are not required to apply to graduate, though they are encouraged to do so.

With the focus on funding through House Bill 8, the graduation team was approved to expand to 4 full-time staff members, 1 part-time, and 1 full-time advisor dedicated to reverse transfer. Graduation processes have been adjusted due to the switch from Banner to Workday

which we anticipate will improve efficiency. With the addition of team members, once hired and fully trained, we anticipate we will see increased completion numbers, particularly with reverse transfer.

Although we appear to be ahead of TCCD in graduation processes, they have created a transcript evaluation process that would be an area for us to pursue.

IV. UNIT'S IMPACT ON STUDENT OUTCOMES

A. If the unit influences the student experience, environment, and/or safety, describe how.

The Student Records and Registrar Office has limited direct in-person contact with students, though our work significantly impacts them in ways they may never see. When direct interaction does occur, it primarily involves residency classifications, transcript evaluations, enrollment verification requests, and graduation. In each of these instances, our objective is to facilitate a positive experience and effectively assist students with their inquiries.

When we are unable to fulfill a student's request, our priority is to provide alternative options, guidance on next steps, or, at the very least, ensure that students feel acknowledged and supported. For instance, in cases involving residency reclassification, many requests are denied due to insufficient supporting documentation. When issuing denials, we not only explain the decision by outlining the relevant state regulations and requirements for establishing Texas residency but also offer recommendations on steps students can take to collect the necessary documentation for future reconsideration.

Most of our student interactions are transactional in nature, with the exception of graduation processes, which afford us the opportunity to deliver positive news—informing students of their eligibility to graduate or extending invitations to the commencement ceremony.

In all interactions, our division is committed to maintaining professionalism and serving as subject matter experts. Recognizing that students often have no prior experience navigating these processes, we take care to translate complex laws and regulations into clear, accessible language, ensuring a high standard of service and support.

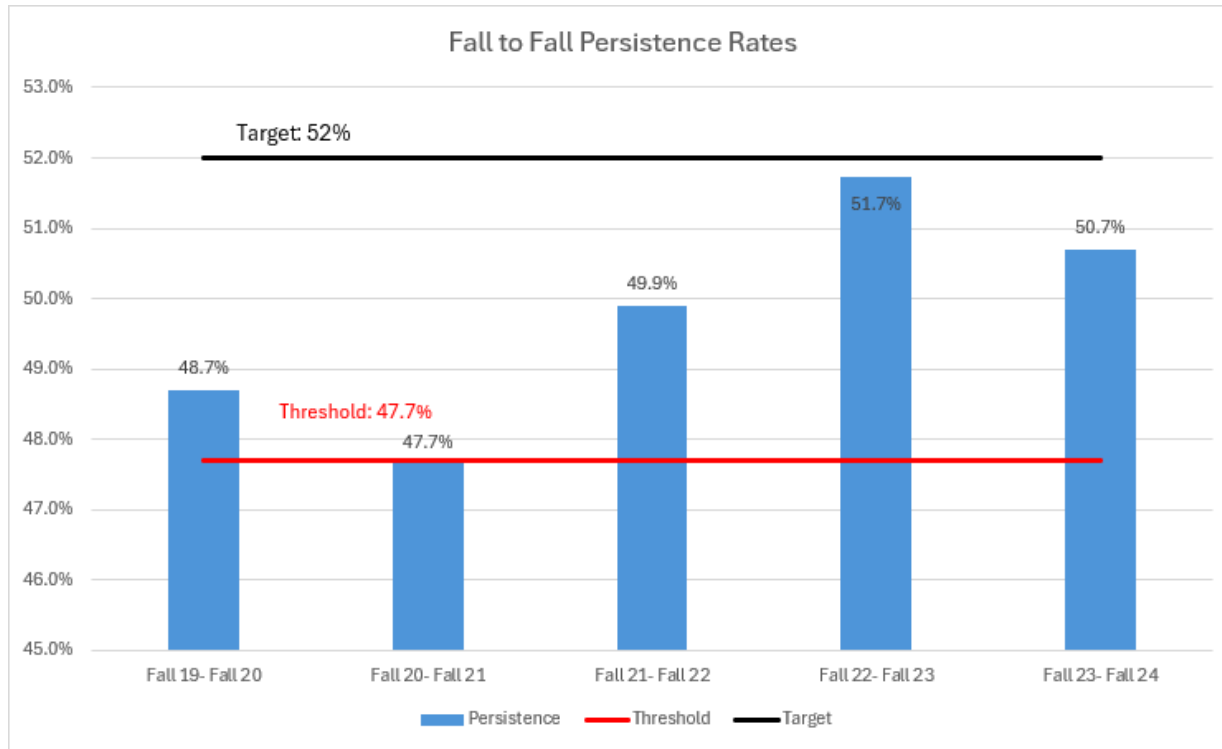
B. If the unit impacts funding for student activities, describe how.

The primary service of the Student Records and Registrar Office that has an impact on funding for student activities is the commencement ceremony. As costs rise, contracts are updated, and vendors change, the commencement budget must adjust accordingly in order to continue to provide a meaningful graduation experience for students and their families. There is no fee for students and their families to attend the ceremony. By offering multiple ceremonies, students are no longer limited to the number of guests they can bring. The department also covers the cost of faculty regalia rental. Collin College is on a multi-year contract with the Credit Union of Texas Event Center, so major impacts to the budget typically only occur when a new contract is entered into.

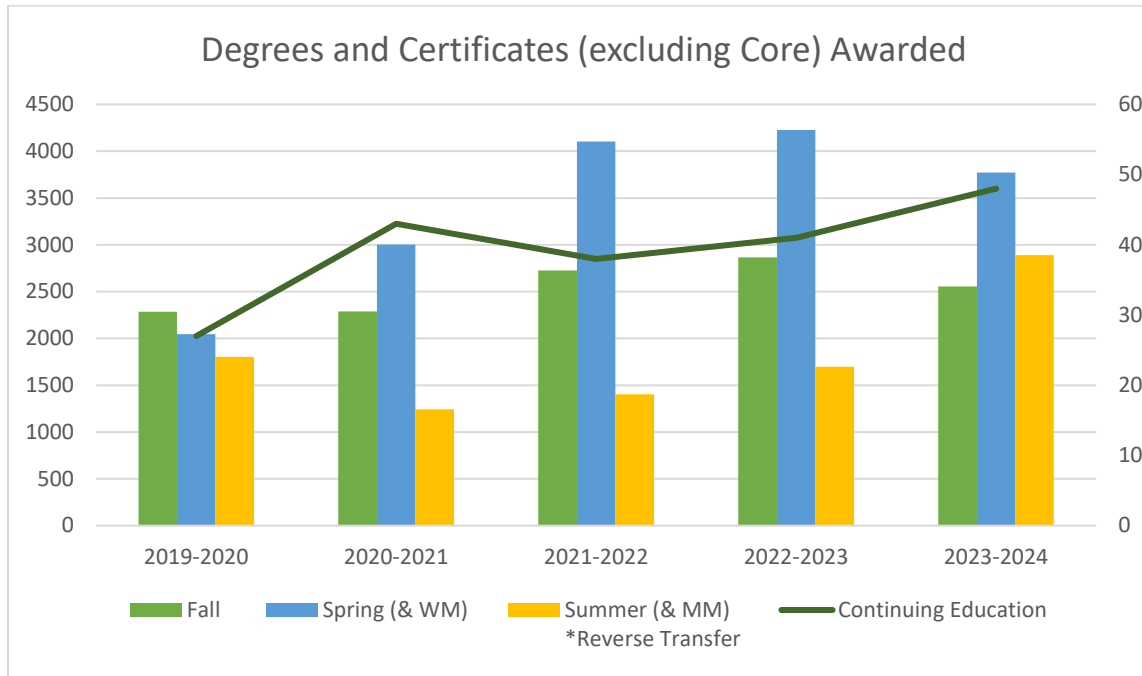
C. If the unit influences student enrollment, retention, persistence, and/or completion, describe how.

The Student Records and Registrar Office plays an indirect yet significant role in enrollment, retention, and persistence by facilitating key processes such as transcript evaluation, residency status reviews, and records management. These functions directly influence students' experiences and their ability to register smoothly each semester. For instance, if an instructor fails to submit a final grade on time, a student inadvertently drops a course, or an advisor requires a transcript to verify prerequisites, it falls upon the Student Records and Registrar Office to ensure timely grade submissions, assist students with course reinstatements, and process transcript requests efficiently.

Through the efforts of the Student Records and Registrar Office, student persistence is supported. While there is an institutional target of 52% of students returning from one fall to the next, the influence of this department can only be lightly correlated to student activity.



Additionally, the transcript and graduation teams have a direct impact on student completion rates. Accurate transcript evaluations and the awarding of transfer credits are critical to student retention, as they clarify the courses required for program completion. The graduation team is responsible for identifying eligible candidates, reviewing graduation applications, and ensuring students are awarded all credentials for which they qualify, thereby supporting their successful transition to degree completion.



D. If the unit provides services for a diverse student population, describe how.

The Student Records and Registrar Office serves the entire Collin College student population.

E. Analyze the evidence you provide. What does it show about the unit?

Although the Student Records and Registrar Office primarily operates behind the scenes, its functions are essential to the institution’s operations and are often critical for regulatory compliance. The team is responsible for maintaining the accuracy of student records and managing official documentation, ensuring data integrity across various institutional and external reporting systems. Our work directly supports the Institutional Research Office in submitting precise state reports and enables the accurate reporting of enrollment data to the

National Student Clearinghouse and the National Student Loan Data System. While the volume of work may fluctuate, the responsibilities of the Student Records and Registrar Office remain constant, serving as an integral component of the college’s ongoing operations.

V. EFFECTIVENESS OF UNIT COMMUNICATIONS

A. Describe with evidence how the unit literature and electronic sites are current, including accurately representing the unit and supporting the college’s recruitment plan, retention plan, and completion plan.

Since the last program review, several paper forms have either been converted to electronic documents or streamlined to a business process in Workday. Previously, students were mailed paper graduation participation forms in which they were asked to indicate not only their participation in the ceremony but also any Honor societies and Veteran status. This paper form was returned to the Registrar’s office and manually entered by the graduation team. Now, students complete the form online and their information populates a spreadsheet. For the December 2024 commencement ceremony, 690 students completed the online form. The paper Master Record Change Form was replaced with a business process in Workday, which allows students to submit name, address, Social Security Number, and date of birth change requests that are routed to Registrar staff members for review and approval.

One essential document for student completion is the catalog. In collaboration with the Curriculum department, the Registrar reviews the content annually and that information is being applied consistently by the degree program coordinators and graduation specialists to ensure program completion requirements are met. For the 2022-2023 catalog year, the college launched a new fully digitized catalog using a Modern Campus product: Acalog. This information is the foundation for awarding degrees and certificates.

	2019-2020	2020-21	2021-22	2022-23	2023-24
Total Awards (student completion)	6,160	6,580	8,268	8,829	9,266

While the catalog is updated annually, students have the opportunity to complete their program within 5 years. Additionally, many policies (i.e. FERPA) have remained unchanged for several years and while those materials may not have been updated recently, their content remains accurate.

One item that is not traditionally considered as a piece of literature but a document this is of the utmost significance is a student's diploma. This function has recently been brought back to the department after a significant contract increase from the third-party vendor. All diplomas are now printed by the graduation team at Collin College [see Appendix V.B. Optional for diploma sample]. Along with this, the department also issues student transcripts. The content on a transcript is highly regulated and only updated when changes to grading schemas, campus locations, or the signator changes [see Appendix V.B. Optional for transcript sample].

1. Describe how the unit solicits student feedback regarding its website and literature and how the unit incorporates that feedback to make improvements.

Much of the literature produced by the Student Records and Registrar Office is intake forms or documents with content regulated by policy. There is limited opportunity for student feedback. With the implementation of Workday, the department is continually seeking to replace forms with online business processes, streamlining and consolidating services for students.

The Communications department has established a Web Communications team that manages the website content, look, and feel. Since most websites for the Student Records and Registrar Office have been established, any changes would be negligible at this point.

The Academic and Master calendars are created with input from the Calendar Committee. While no students serve on this committee, there is representation from throughout the district to identify key dates impacting the student experience. Dates within the Academic calendar follow guidelines established by the Texas Administrative Code Chapter 4, Section 4.5. Once the term dates are established, then the Master calendar is created to include registration dates, payment deadlines, signature campus events, and more [see Appendix V.B. Academic and Master calendar (sample)].

2. Describe how the unit ensures that students are informed/aware of unit literature. Is unit literature made accessible to all students (i.e., can they obtain the information they need)?

The Collin College website is the primary location for most information. All available forms have been centralized on the <https://www.collin.edu/admissions/forms> website. Additionally, students are able to access other online forms through their Workday

dashboard. In collaboration with the Internal Communications team, email campaigns will be sent out to students notifying them of specific opportunities (i.e. signing up to participate in the graduation ceremony).

- 3. Identify who is responsible for monitoring and maintaining the unit’s website, and describe the processes in place to ensure that information is current, accurate, relevant, and available. If the unit has no website, describe plans for creation of a website or explain the absence.**

The Communications Department has a new Director of Web Communications whose team continually monitors websites to ensure the established institutional standard is being met and content is current. The Student Records and Registrar’s office maintains the following sites:

- Meningitis vaccination information: <https://www.collin.edu/meningitis/>. Provides information on the meningitis vaccine, exemptions, and exceptions. Updates contingent upon state guideline changes. The last published date was December 15, 2024
- Additional registration information: <https://www.collin.edu/register/registration>. Includes various information on registration, schedule changes, waitlists, and a list of important dates. This page is updated regularly, last publish date was January 31, 2025
- Course delivery options: https://www.collin.edu/register/course_options. Defines the various course delivery options with on an off-campus requirements. The last published date was October 25, 2024
- Important registration dates: https://www.collin.edu/register/online_registration. Includes academic term dates, registration schedule, limits on student enrollment, and information on schedule changes. This page is updated regularly, last publish date was January 6, 2025
- FERPA: <https://www.collin.edu/register/ferpa>. Includes information on the Family Educational Rights and Privacy Act (FERPA). The last published date was December 15, 2024
- Forms: <https://www.collin.edu/admissions/forms>. Centralized site that contains all student forms. The last published date was December 5, 2024
- Graduation/Commencement: <https://www.collin.edu/academics/graduation>. Provides details about the commencement ceremony. This page is updated regularly, last publish date was January 21, 2025

- B. In the Unit Literature Review Table, document that the unit verified the information communicated to stakeholders for currency, accuracy, and relevance and made it readily available to target audiences.**

Upload the completed Unit Literature Review Table in section V.B. of the Appendix.

VI. EFFECTIVENESS OF UNIT STAKEHOLDER RESOURCES AND PARTNERSHIPS

In the Unit Stakeholder Resources and Partnerships Table, list any business, industry, government, college, university, community, and/or consultant partnerships, including clinical or professional sites and internal Collin departments, to advance unit outcomes.

Upload the completed Unit Stakeholder Resources and Partnerships Table in section VI. of the Appendix.

VII. PROFESSIONAL DEVELOPMENT

In the Employee Resources Table, provide a list of professional development activities of unit staff since the last Service Unit Review.

Upload the completed Employee Resources Table in section VII. of the Appendix.

VIII. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

NOTE: Respond to section VIII only if the unit is requesting improved resources.

- A. Provide evidence regarding current deficiencies or potential deficiencies related to infrastructure (e.g., technology), facilities, equipment, maintenance, replacement, plans, or budgets that pose important barriers to the unit or student success.**

The Student Records and Registrar Office is not requesting additional resources at this time.

- B. If any current or potential deficiencies exist, complete the resource tables below to support your narrative.**

1. Facilities Resources Table

Upload the completed Facilities Resources Table in section VIII.B.1. of the Appendix.

2. Equipment/Technology Table (\$5,000 or More)

Upload the completed Equipment/Technology Table (\$5,000 or More) in section VIII.B.2. of the Appendix.

3. Financial Resources Table

Upload the completed Financial Resources Table in section VIII.B.3. of the Appendix.

IX. CONTINUOUS IMPROVEMENT PLAN (CIP)

A. Upload the unit's previous CIP tables in section IX.A. of the Appendix.

In addition, e-mail the unit's previous CIP tables to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. Describe how the unit used its last Continuous Improvement Plan (CIP) to make the following improvements to the unit over the past 4 years:

1. Student support

The Student Records and Registrar's Office was previously merged with the Admissions Office. The Continuous Improvement Plan focused on three student support service areas: admissions year-round phone bank, in-house admissions application, and implementation of the College Source degree auditing system. Now that the departments have split, this review will be of the degree auditing system.

During the conversion to Workday, the data tracking of student use of the College Source degree auditing system was lost. Additionally, use of the that product is being discontinued since Workday has that baseline functionality.

2. Overall improvements to the unit

The implementation of Workday necessitated the conversion of paper and pdf fillable documents to online forms with built-in processes. The original goal of the CIP was to increase efficiency, effectiveness, and customer satisfaction. The degree audit feature within Workday increased the efficiency and effectiveness, but not necessarily customer satisfaction. With the new degree audits, students who are using

financial aid to pay for their classes are restricted to enrolling only in classes that are listed on their degree program. Many students in Fall 2024 expressed dissatisfaction by not receiving funding for elective courses outside of their program of study.

These registration parameters within Workday are an improvement to the department in terms of efficiency and will ultimately aid in student completion, but it may come at the cost of student satisfaction – at least initially until the restrictions are realized and well known.

X. EVALUATION OF CIP SUCCESS

Based on the information, analysis, and discussion that have been presented in sections I–IX of this unit review, summarize the strengths and weaknesses of the unit. Describe specific actions the unit intends to take to capitalize on the strengths, mitigate the weaknesses, and improve unit outcomes and competencies. Provide the rationale for the expected outcomes chosen for the CIP(s).

The implementation of Workday has enabled the department to thoroughly assess and refine its operational processes. Notable achievements include the development of a digitized response form for students wishing to participate in the graduation ceremony and the substantial reduction of paper records.

However, a critical challenge that has emerged is the increased processing time for transcripts received by Collin College. Currently, each transcript requires manual entry of eight data fields, which directly impacts both course registration and degree completion timelines. To address this inefficiency, the Continuous Improvement Plan will explore solutions such as automating data population and integrating digital transcript content directly into Workday.

Given that institutional funding is now linked to student degree and credential completion (House Bill 8), it is imperative to minimize the time required to confer degrees. Since this marks the first full semester utilizing Workday, many system functions remain inactive. Priority is given to reviewing and processing degrees for students participating in the graduation ceremony. Beyond this, the current timeframe for awarding degrees can extend up to eight weeks. To mitigate this issue, a comprehensive audit of the curriculum infrastructure within Workday is necessary, along with the implementation of business processes.

Enhancing these two areas will improve student services by expediting the integration of transcript information into Collin College records and accelerating the degree conferral process. These improvements align with our district “students first” philosophy and provides them with quality services.

XI. NEW CIP TABLES

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, including at least one unit outcome or competency, and focus on these priorities to formulate the unit's new CIP. The unit may also add short-term administrative, technological, assessment, resource, or professional development outcomes as needed.

- A. Complete the CIP Outcomes, Measures & Targets Table. Choose 1 to 2 outcomes from the table to focus on over the next two years.**

Upload the completed CIP Outcomes, Measures & Targets Table in section XI.A. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

- B. Complete boxes A, B, C, and D of the CIP Outcomes 1 & 2 Table.**

Upload the completed CIP Outcomes 1 & 2 Table in section XI.B. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.