36th UCSRA ANNUAL CONVENTION

BEYOND TRANSCRIPTS:
Unlocking Institutional Potential with Strategic Registrar Data Analytics

Ma. Xenia Z. Bitera, RN, MAN, Ph.D.

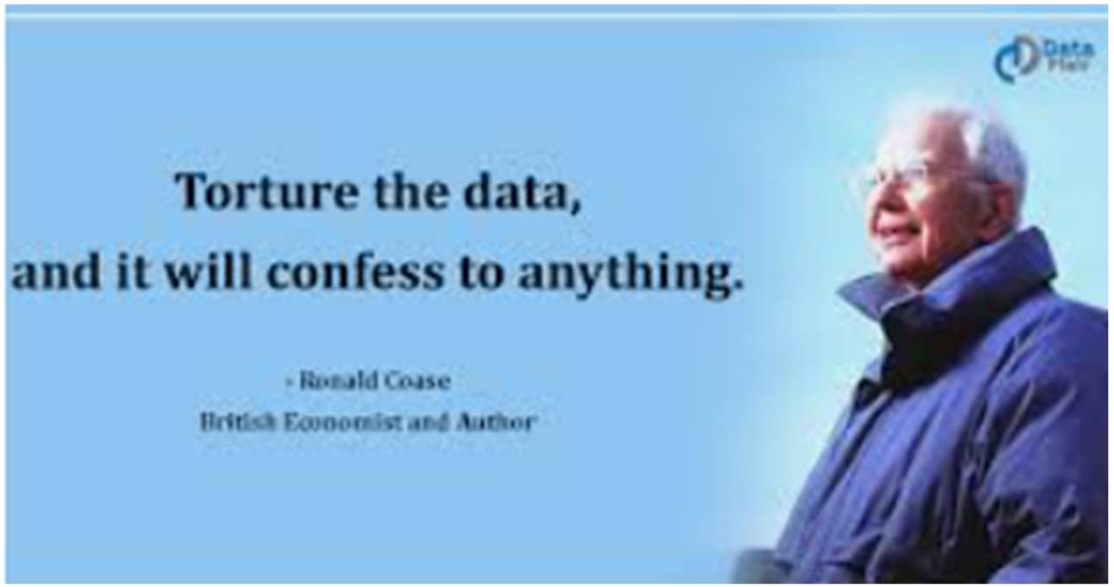
Senior Director, Research, Quality Management and Planning Department
Colegio de San Juan de Letran Calamba

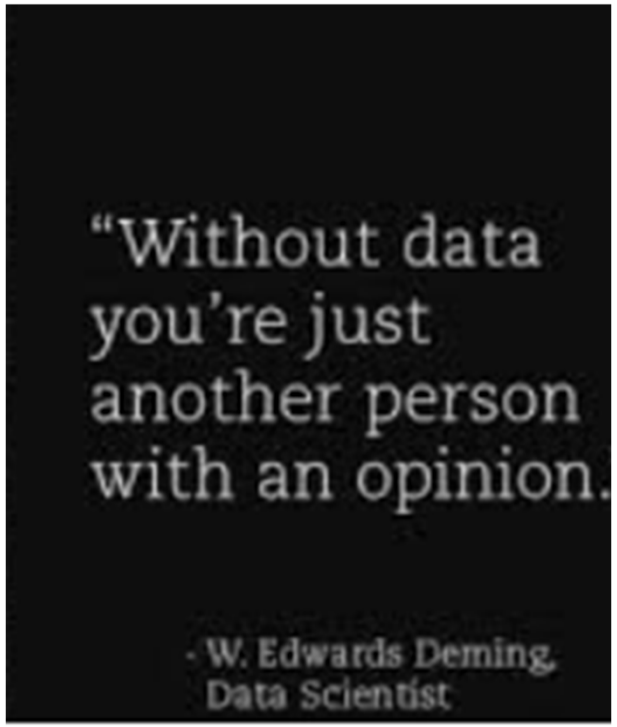
October 8-10, 2025
Hotel Casiana, Tagaytay City

Presentation Outline

I. The Registrar's Data Treasure Trove
II. Data Sources and the Student Journey Map
III. Core Analytical Techniques for Registrars
IV. Translating Data into Policy and Improvement
V. Ethics and Tools
VI. Data Analysis

Anecdote


Torture the data,
and it will confess to anything.
- Ronald Coase
British Economist and Author

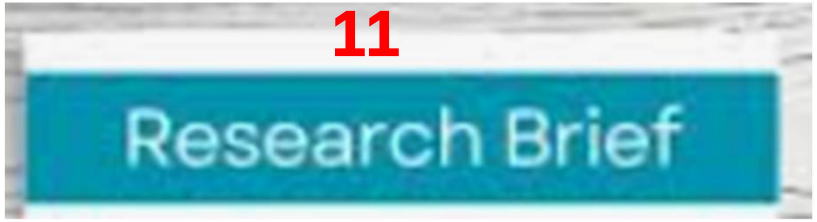

"Without data
you're just
another person
with an opinion.
- W. Edwards Deming,
Data Scientist

The Power of Data

- ✓ According to the **McKinsey Global Institute**, organizations that **leverage data** are **significantly more effective**: they are 23 **times more likely to acquire customers**, six times more likely to **retain them**, and 19 times more likely to be **profitable**.
- ✓ HENCE, **Data is an invaluable asset**, **revolutionizing the way strategic decisions are made.**

26

11



I. The Registrar's Data Treasure Trove

A. University Registrar's Data Challenges

- **The University Registrar's Office**: A central hub for student lifecycle data.
- More than just record-keeping – it's a critical source of insights into student journeys and administrative efficiency.
- **Challenge**: Managing high-volume transactions (enrollment, graduation, records, verifications).
- **Opportunity**: Leveraging this data to move from reactive responses to proactive strategic planning.

I. The Registrar's Data Treasure Trove

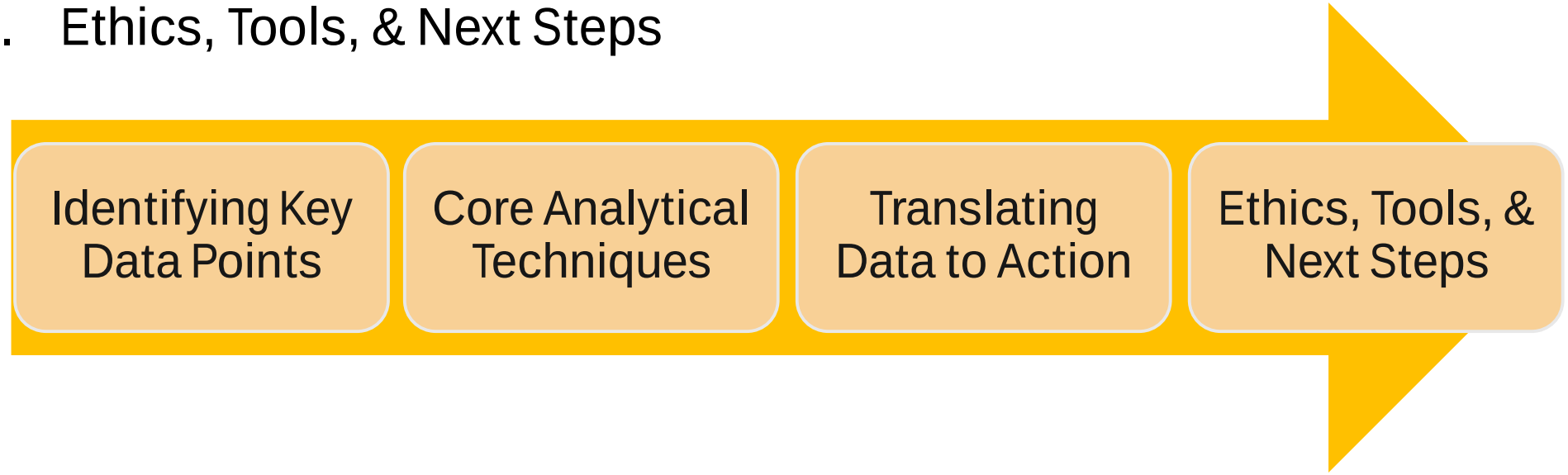
B. Our Goal: From Reactive to Proactive

- **Shift Focus**: Move beyond basic reporting to deep data analysis.
- **Objective**: Empower Registrars to use their existing data for:
  - Continuous Improvement of office processes.
  - Informed Decision-Making on operational strategies.
  - Strategic Policy Making to enhance student success and institutional efficiency.

I. The Registrar's Data Treasure Trove

C. Roadmap

1. Identifying Key Data Points
2. Core Analytical Techniques
3. Translating Data to Action
4. Ethics, Tools, & Next Steps



II. Data Sources and the Student Journey Map

A. Identifying Key Data Points: The “What”

What specific data does the Registrar's office collect at various stages?

II. Data Sources and the Student Journey Map

A. Identifying Key Data Points: The "What"

Admission/Onboarding Stage:

- Document Submission Dates (first, last, revised)
- Incompleteness Rates of applications/documents
- Pre-registration queries

Mid-Enrollment Stage:

- Course Registration Volume & Waitlist trends
- Transfer Credit evaluation times & rejection reasons
- Grade change requests & processing times

II. Data Sources and the Student Journey Map

A. Identifying Key Data Points: The "What"

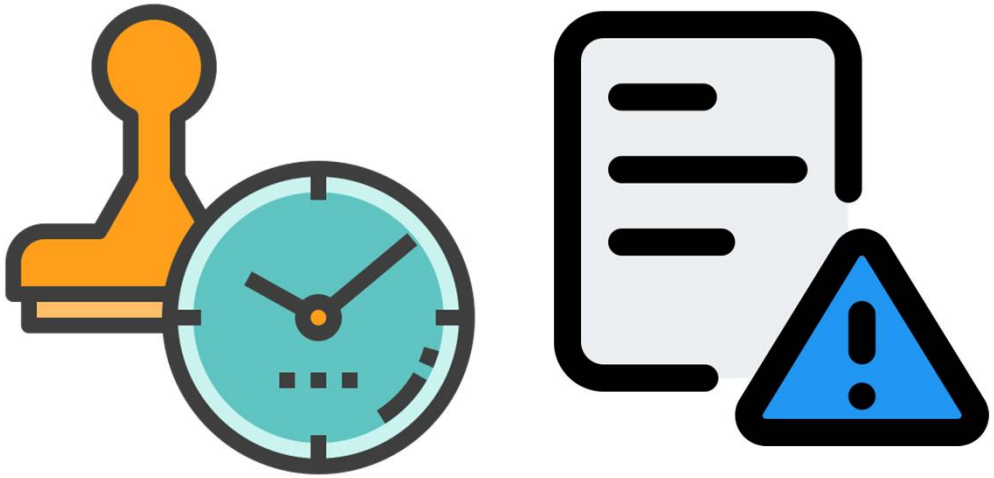
Graduation Stage:

- Application for Graduation dates
- Deficiency clearance timelines
- Diploma printing & distribution times

II. Data Sources and the Student Journey Map

B. Mapping Data to the Student Journey (The "Why")

Beyond transactional data: Focus on *process data* to understand student experience.



Process Data Examples:

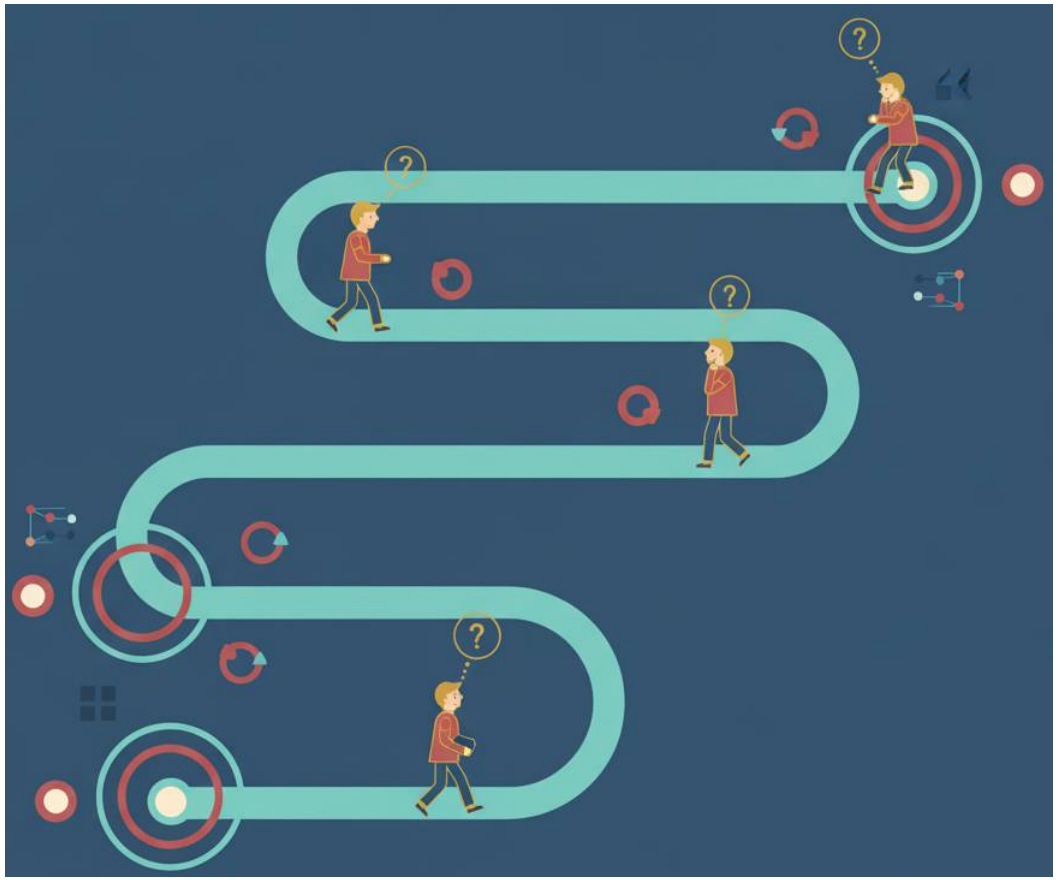
Time-stamps: When was a form submitted? When was it processed? When was a decision made?
Error Logs: What are the common reasons for document rejection or requests for resubmission?
Queue Lengths: How many items are awaiting processing at each stage?

II. Data Sources and the Student Journey Map

B. Mapping Data to the Student Journey (The "Why")

Benefit: Pinpoint student pain points and administrative bottleneck.

Concept:
Visualize the actual path and time a student's requirement takes through your office.
Analyze the time a requirement spends in each processing step.



1. Enrollment and Biographical Data

This data is typically collected during the admissions or initial registration phase and forms the student's permanent foundational record.

Data Category	Specific Data Points	Registrar's Primary Function
Personal Identifiers	Full legal name, **Student ID number**, **Unique/Preferred Name and Pronouns**, date of birth, gender, Social Security Number (for reporting/financials).	Record Creation and Compliance (Data Privacy).
Contact Information	Current and permanent address, phone numbers, personal and school email addresses, **emergency contact information**.	Official Communication and Safety.
Demographics	Ethnicity, citizenship status, first-generation status, veteran status, prior educational institutions.	Institutional Research and Government Reporting (e.g., IPEDS).
Pre-College History	High school transcripts, **transfer credits** (evaluated and articulated), standardized test scores (SAT/ACT/AP).	Determining academic placement and transfer credit application.

2. Academic Progress and Coursework Data

This is the core body of data generated throughout the student's enrollment period.

Data Category	Specific Data Points	Registrar's Primary Function
Course Registration	**Courses attempted**, **add/drop/withdrawal dates** (Census Date tracking), section numbers, instructional method (online/in-person), **Waitlist status**.	Enrollment management, course certification, and billing accuracy.
Performance	**Final grades** (per course), GPA (term and cumulative), **Academic Standing** (e.g., Good Standing, Probation, Suspension).	Maintaining the official transcript and monitoring academic policy adherence.
Curriculum Tracking	**Declared Major/Minor/Concentration**, Catalog year, **Academic Holds** (for registration/transcript blocks), petitions for course substitutions/waivers.	Degree Audit management to ensure students meet requirements.
Course Scheduling	Course master file, classroom assignments, capacity limits, enrollment statistics, and instructional faculty assignments.	Optimizing institutional resources and publicizing the official schedule.

3. Financial and Compliance Data

While often shared with Financial Aid, the Registrar manages the data that verifies a student's eligibility and progress for financial and regulatory purposes.

Data Category	Specific Data Points	Registrar's Primary Function
Enrollment Status	**Official enrollment status** (full-time, part-time, half-time, etc.) based on registered credits.	Verifying enrollment for financial aid disbursement, loan deferment, and insurance.
Academic Eligibility	Satisfactory Academic Progress (**SAP**) status for financial aid continuance, and **Athletic Eligibility** (for student-athletes).	Compliance reporting to external agencies (NSLDS) and internal departments.
Records Requests	Logs of all official **Transcript requests**, certifications (e.g., student letters of good standing), and degree verifications.	Securely shring and verifying academic history

4. Graduation and Post-Completion Data

This data is the final record of the student's achievement and marks the end of their academic journey.

Data Category	Specific Data Points	Registrar's Primary Function
Degree/Award	**Application for Graduation date**, Degree/Certificate awarded, **Date of Conferral**, Honors awarded (e.g., *Cum Laude*).	Official degree certification and diploma production.
Final Audit	Final Degree Audit verification against institutional requirements.	Finalizing the academic record for permanent archiving.
Alumni Transition	Graduation date, transition of status from student to alumnus, and final, secure archiving of the academic transcript.	Record retention and lifelong academic verification services.

III. Core Analytical Techniques for Registrars

A. Descriptive Analysis (The Basics)

Analyzing what *has* happened?

III. Core Analytical Techniques for Registrars

A. Descriptive Analytics (The Basics)

1. **Volume & Trend Analysis:** Document submissions by day/week/semester.

- How many applications were received last month vs. this month?
- What are the peak periods for transcript requests?
- *Tools:* Simple counts, sums, averages.

III. Core Analytical Techniques for Registrars

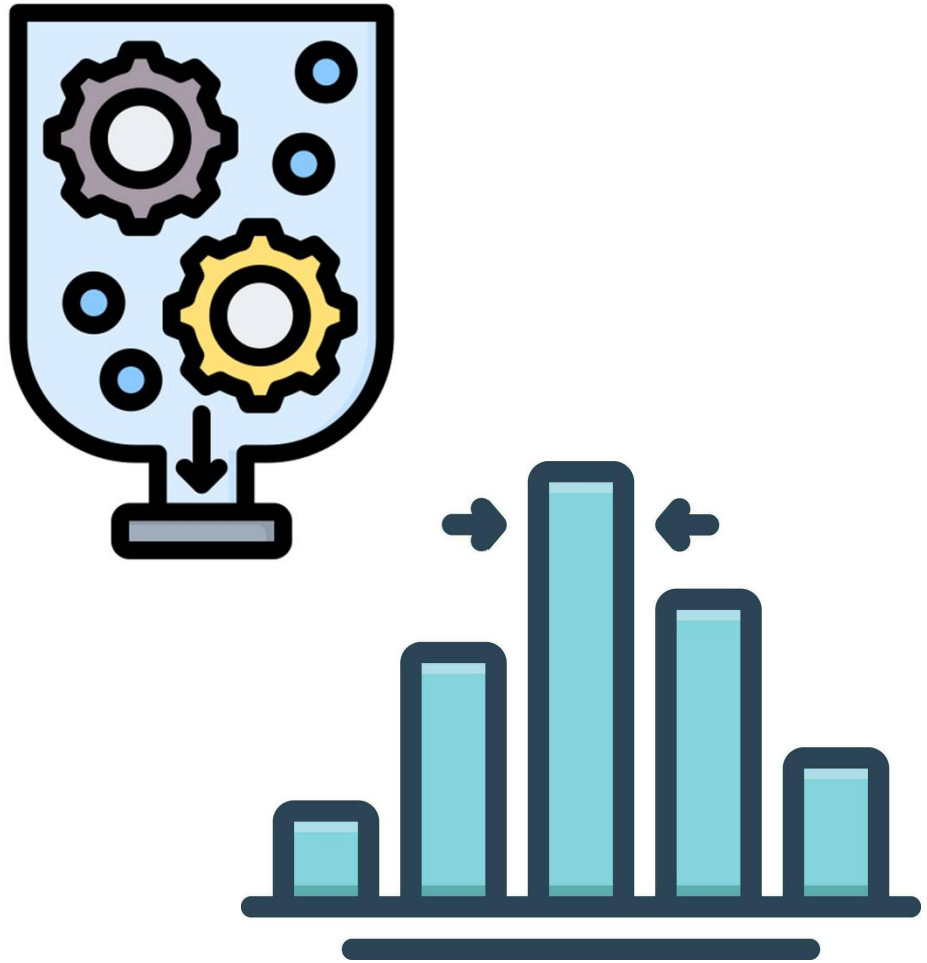
A. Descriptive Analytics (The Basics)

2. Bottleneck Identification

Use **Median Processing Time** by document type to find slow processes.

Calculate **Median Processing Time** for different document types.

Where do documents spend the **most time waiting or being processed?**



III. Core Analytical Techniques for Registrars

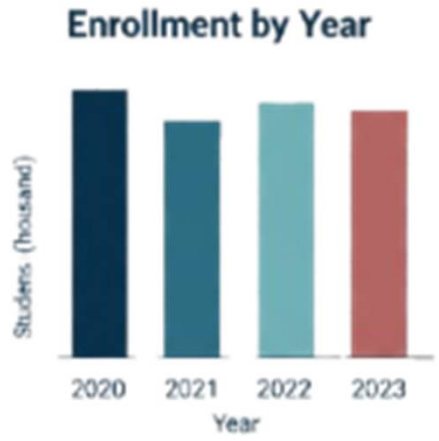
A. Descriptive Analytics (The Basics)

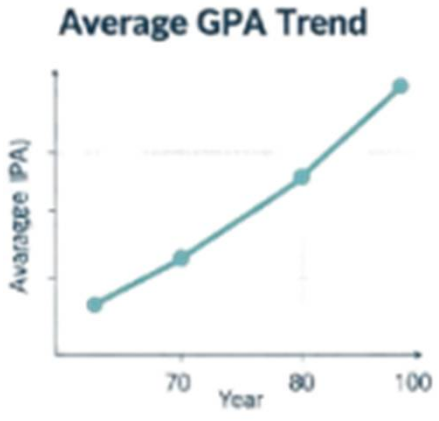
3. Basic Visualization: Introduce basic charts to show patterns.

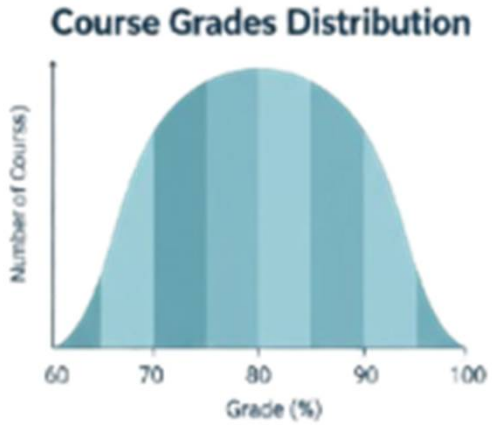
Histograms for distribution (e.g., time to complete a task)

Line graphs for trends over time.

Bar charts for comparing categories.







III. Core Analytical Techniques for Registrars

B. Diagnostic Analysis (The Root Cause)

Analyzing "*Why* Did it Happen?"

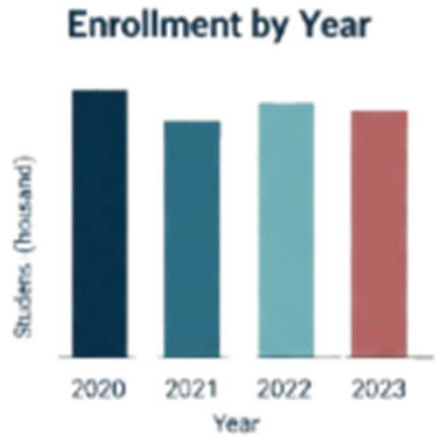
III. Core Analytical Techniques for Registrars

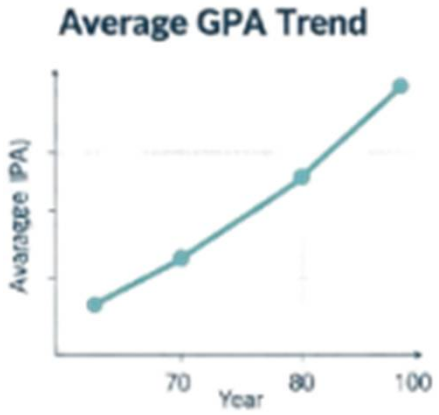
B. Diagnostic Analytics (The Root Cause)

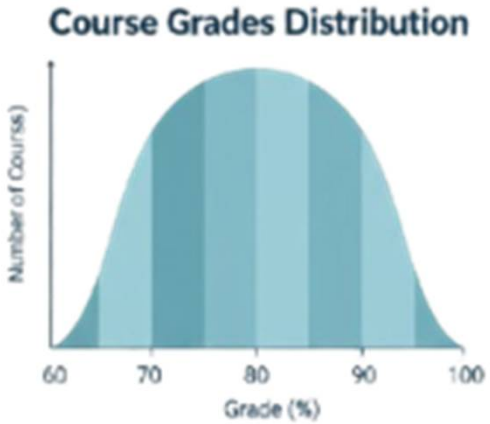
1. Segmentation:

Compare process times or error rates across different student cohorts (e.g., first-generation vs. continuing students, online vs. on-campus).

Analyze by department, program, or even staff member (for internal process review).







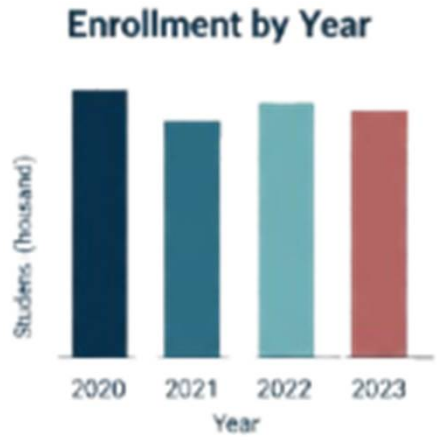
III. Core Analytical Techniques for Registrars

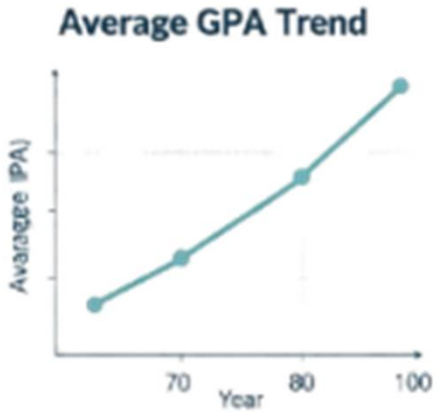
B. Diagnostic Analytics (The Root Cause)

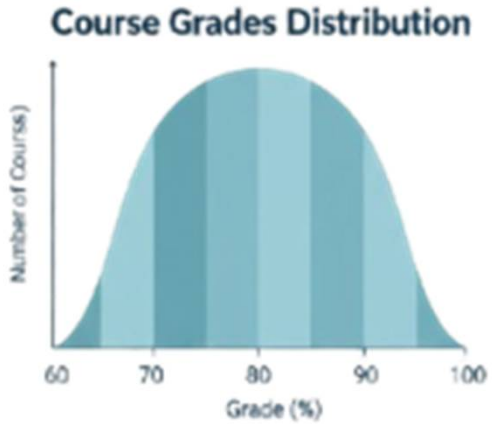
2. Correlative Analysis:

Are high incomplete grade requests correlated with specific courses or faculty?

Is there a relationship between late registration and lower student GPA in the first semester?







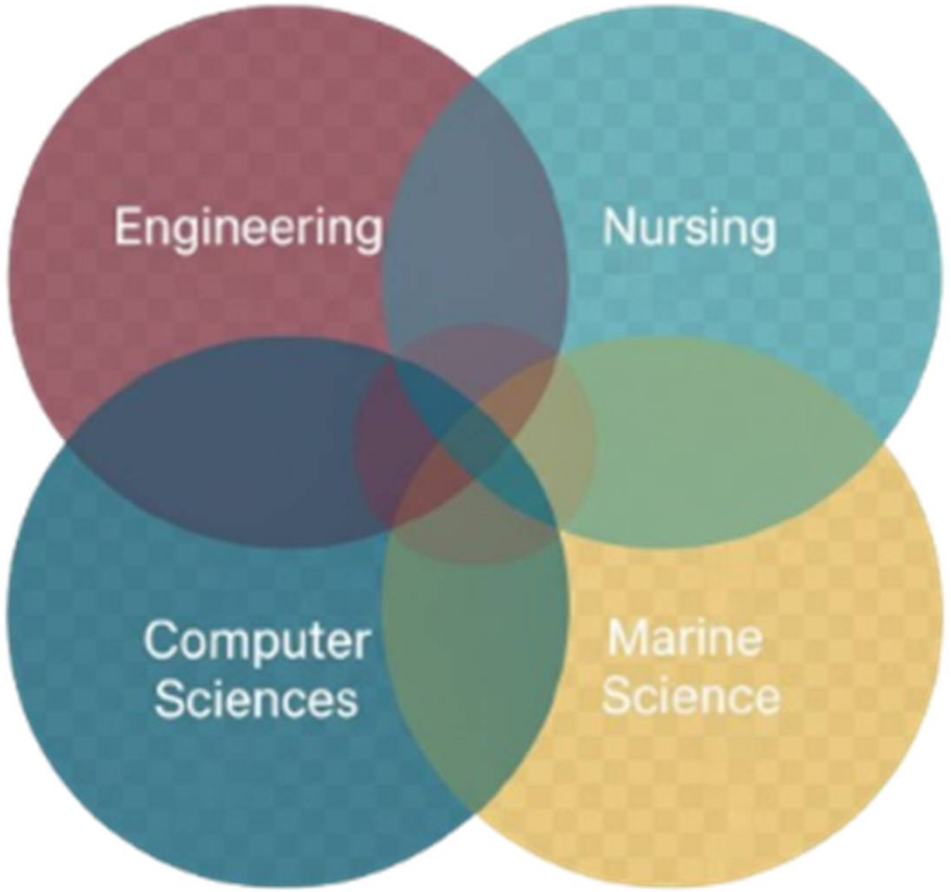
III. Core Analytical Techniques for Registrars

B. Diagnostic Analytics (The Root Cause)

3. **Process Mining (Briefly):** Identifying Relationships

Concept of tracing the actual steps taken versus the intended policy flow.

Advanced technique to visualize the actual sequence of events to identify deviations from standard processes.



IV. Translating Data into Policy and Improvement

A. Data-Driven Policy-Making

Scenario 1

Problem: High volume of required form corrections and resubmissions, leading to delays and frustration.

Data Analysis:

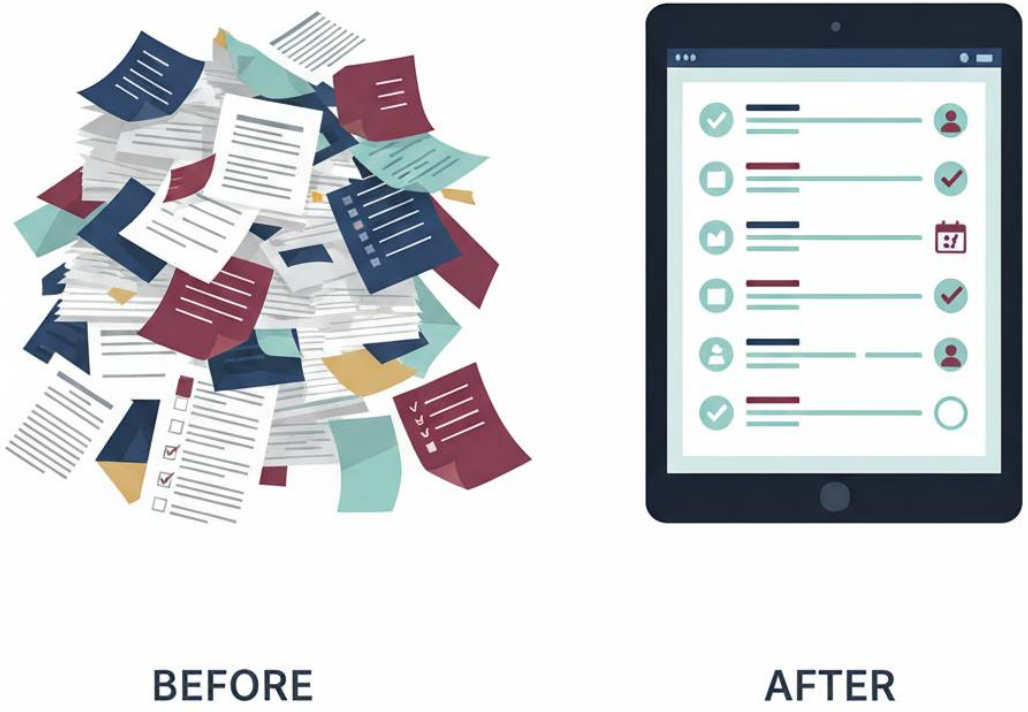
- Review of error logs shows common mistakes: missing signatures, incorrect student IDs, outdated forms.
- Submission timing reveals many forms arrive just before the deadline.

IV. Translating Data into Policy and Improvement

A. Data-Driven Policy-Making

Policy Change:

- Implement a mandatory **digital pre-submission checklist** for key forms.
- Update forms with clear, concise instructions and examples.
- Shift deadlines earlier, allowing for more review time.



IV. Translating Data into Policy and Improvement

A. Decision-Making Scenarios

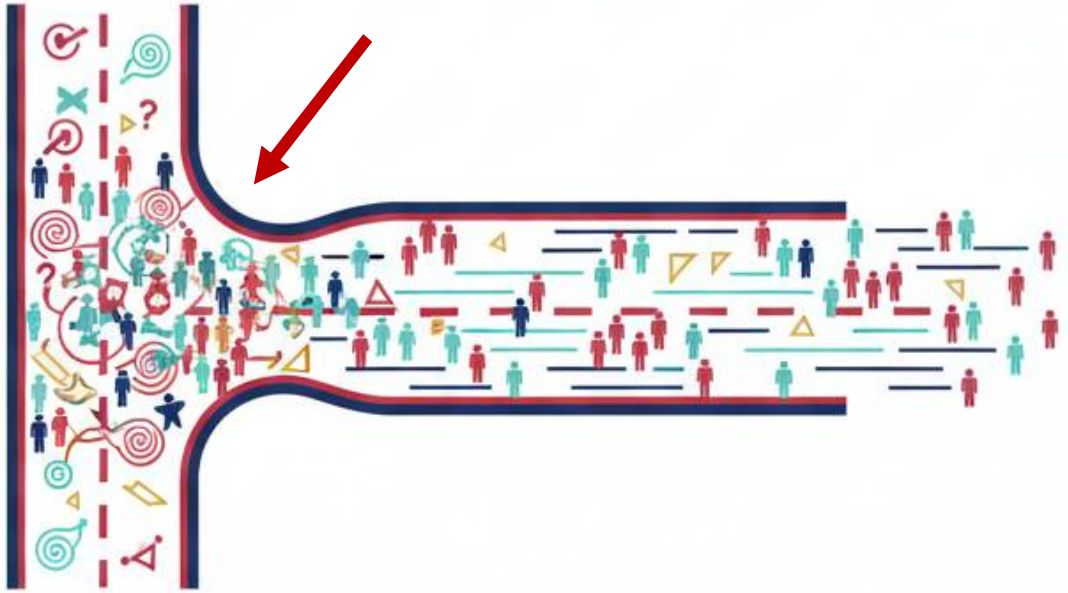
<u>Scenario 2:</u>

Problem: Consistently long processing times for graduation applications after final grades are posted.

Data Analysis:

- Identifying a specific department that delays final deficiency clearance.
- Process mapping identifies a specific **bottleneck**: Delays in final deficiency clearance from *one or two academic departments*.

- Data shows average time a specific department takes to review and approve vs. others.



IV. Translating Data into Policy and Improvement

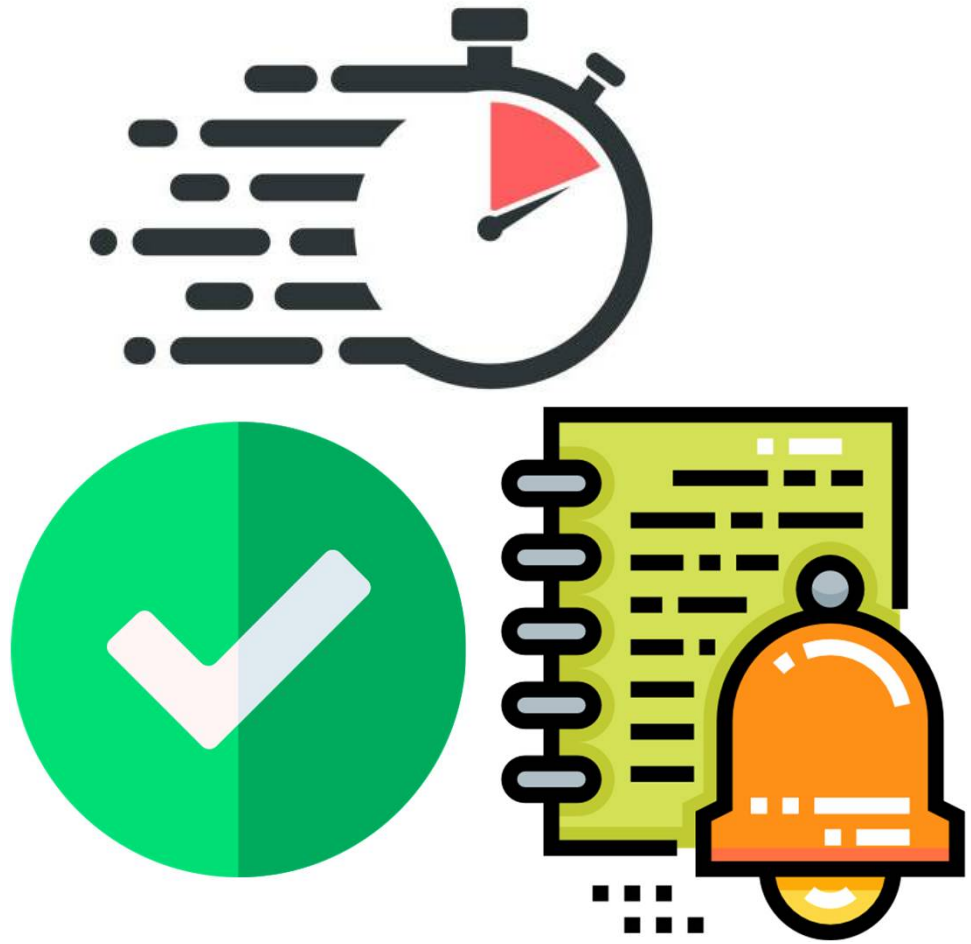
A. Decision-Making Scenarios

Policy Change:

Collaborate with identified departments to establish clear **Service-Level Agreements (SLAs)** for processing graduation clearances.

Implement a system for automated reminders to departments for pending reviews.

Offer training or support to departments on the clearance process.



IV. Translating Data into Policy and Improvement

B. Continuous Improvement Loop (The PDCA Cycle)

Plan: Use data to identify an opportunity for improvement and set specific, measurable targets (e.g., "Reduce average transcript processing time by 20%").

Do: Implement the proposed policy change or process modification.

Check: Collect new data after implementation to measure the actual impact against your target. Was the change effective?

Act: If successful, standardize the new process. If not, analyze why, adjust, and restart the cycle.

Key: Data informs every stage of this cycle.

IV. Translating Data into Policy and Improvement

B. Continuous Improvement Loop (The PDCA Cycle)

V. Ethics, Tools, and Next Steps

A. Data Ethics and Privacy

Always adhere to Data Privacy Act of 2012 and institutional privacy policies.

Focus on **aggregated, anonymized data** for policy and process analysis.

Ensure analysis is process-focused, not individual-focused.

V. Ethics, Tools, and Next Steps

B. Analytical Tools

Start Simple: Microsoft Excel, Google Sheets for basic analysis.

Visualize: Tableau Public, Microsoft Power BI (often free or low-cost versions).

Leverage SIS: Most Student Information Systems (e.g., Banner, Workday, Peoplesoft) have robust reporting modules.

V. Ethics, Tools, and Next Steps

C. Your Next Steps

START SMALL!

Pick one process

Identify one data point,

and begin analyzing.

VI. Data Analysis

A. Definition

- The practice of working with data to glean useful information, which can then be used to make informed decisions (Coursera, 2024)
- The collection, transformation, and organization of data to draw conclusions, make predictions for the future and make informed decisions.
- The methodical exploration and interpretation of data, underpins decision-making in today's dynamic landscape.

Definition of Data Analysis

- It inspects, cleans, transforms, and models data to extract insights and support decision-making.
- Organizations may use data analysis to make better decisions, increase efficiency, and forecast future consequences.
- It is widely utilized in many industries, including business, healthcare, marketing, finance, and scientific research, to gain insights and solve problems.

VI. Data Analysis

A. Definition

Data Analytics	Data Analysis
the broader concept	the more specific concept
involves handling data with various necessary tools to produce useful and informative decision making with useful forecasting for better productivity.	assists in understanding the data through questioning and collecting valuable insights from data that has already been collected.
Analytics encompasses all activities concerned with searching for and discovering hidden information in data	Analysis refers to the careful investigation of the constituent parts or structural elements.
The systematic, algorithmic data analysis or statistical figure is what is mean by "analytics." It looks into future ones. The focus is on the future rather than on explaining the past.	Analysis is a term used to describe figuring out what happened and why. Thus, analysis is used to discuss how a storyline ended or why enrollment decreased last summer.

Importance of Data Analysis

1. **Informed Decision-Making**

- Data analysis is the compass that guides decision-makers through a sea of information.
- It enables organizations to base their choices on concrete evidence rather than intuition or guesswork.
- In business, this means making decisions more likely to lead to success, whether choosing the right marketing strategy, optimizing supply chains, or launching new products.
- By analyzing data, decision-makers can assess various options' potential risks and rewards, leading to better choices.

Importance of Data Analysis

2. Improved Understanding

- Data analysis provides a deeper understanding of processes, behaviors, and trends.
- It allows organizations to gain insights into customer preferences, market dynamics, and operational efficiency.

3. Competitive Advantage

- Organizations can identify opportunities and threats by analyzing market trends, consumer behavior, and competitor performance.
- This ability to adapt and innovate based on data insights can lead to a significant competitive advantage.

Importance of Data Analysis

4. Risk Mitigation

- By analyzing historical data, organizations can assess potential issues and take preventive measures.
- For instance, data analysis detects fraudulent activities by identifying unusual transaction patterns.
- This helps minimize financial losses and safeguards customers' reputations and trust.

Importance of Data Analysis

5. Efficient Resource Allocation

- Data analysis helps organizations optimize resource allocation.
- Whether it's allocating budgets, human resources, or teaching-learning capacities, data-driven insights can ensure that resources are utilized efficiently.
- For example, data analysis can help school management allocate faculty and resources to the colleges with the highest student enrollment, ensuring that student excellent learning experience.

Importance of Data Analysis

6. Continuous Improvement

- Data analysis is a catalyst for continuous improvement.
- It allows organizations, like educational institutions, to monitor performance metrics, track progress, and identify areas for enhancement.
- This iterative process of analyzing data, implementing changes, and analyzing again leads to ongoing refinement and excellence in processes and products.

VI. Data Analysis

B. Types

Unveiling the Past

Unraveling the Why

Forecasting the Future

Guiding Optimal Decisions

Driving Continuous Improvement

VI. Data Analysis

B. Types

1. Descriptive Analytics (What Happened? 📊)

Purpose: To summarize the characteristics of the past or current dataset.

Registrar Activity	Data Point	Example
Course Utilization	**Section Fill Rate Distribution**	Calculate that **15%** of all course sections last semester ran below the minimum required enrollment threshold of 10 students, and the **median** class size was 28.

Registrar's Office Insight: The university has a significant issue with **underutilized sections,** consuming valuable faculty and classroom resources.

2. Diagnostic Analytics (Why Did It Happen? 🔍)

Purpose: To investigate the cause of an observed trend or outcome identified by descriptive analysis.

Registrar Activity	Data Point	Example
Investigating Low Fill Rates	**Waitlist Conversion Analysis**	Examine the **low-fill-rate courses** (identified in Descriptive analysis) and cross-reference them with student **"Time Conflict"** registration error logs. The analysis shows that 70% of students attempting to register for these courses were blocked by required courses scheduled at the same time.

Registrar's Office Insight: The root cause of underfilled courses isn't lack of student interest, but a **scheduling conflict** that prevents students from registering for courses they need.

3. Predictive Analytics (What Will Happen? 🔮)

Purpose: To forecast future outcomes or probabilities based on historical data patterns.

Registrar Activity	Data Point	Example
Enrollment Forecasting	**Intent to Enroll Modeling**	Develop a statistical model that uses historical **application data** (GPA, test scores, high school rank) and **commitment data** (housing deposits, financial aid acceptance) to predict the **final yield percentage** of admitted students for the upcoming fall semester with a 92% accuracy.

Registrar's Office Insight: The model predicts a **5% decrease** in the yield of incoming first-year students, alerting the Enrollment Management team to adjust recruitment strategies or budget allocations *before* the semester starts.

4. Prescriptive Analytics (What Should We Do? 💡)

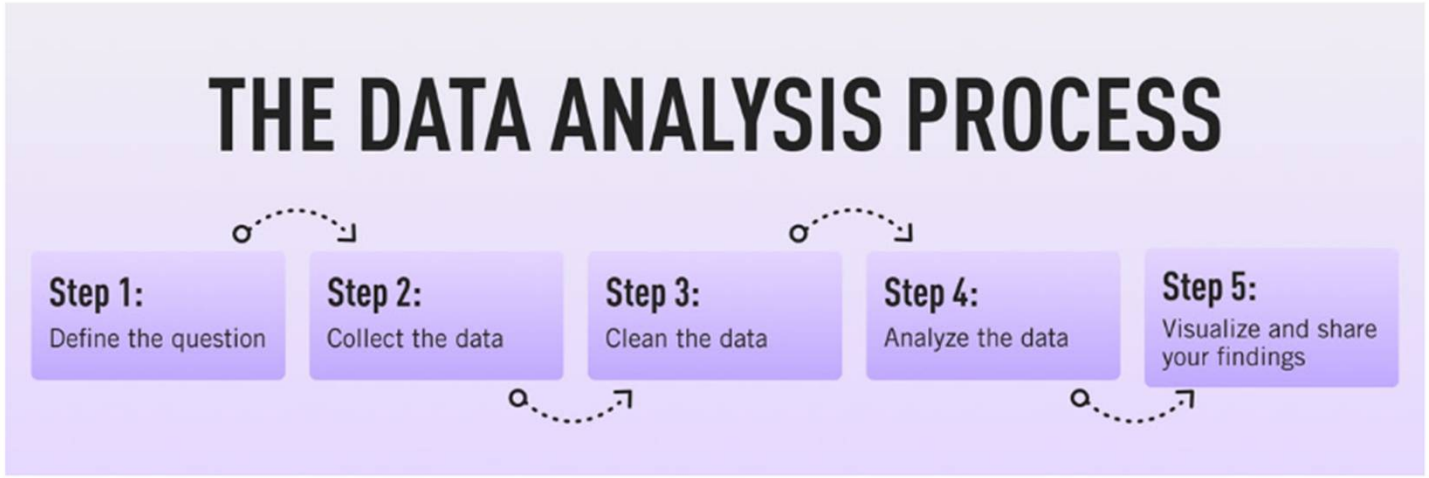
Purpose: To recommend the best course of action to achieve a desired outcome or mitigate a predicted risk.

Registrar Activity	Data Point	Example
Optimizing Scheduling	**Resource Allocation Scenarios**	Based on the **Diagnostic** (time conflicts) and **Predictive** (low yield) findings, the Registrar runs a simulation that suggests the optimal solution is to **shift 5 core course sections** to a 4 PM- 5 PM time slot and **reduce the maximum seat count** of 10 underperforming electives.

Registrar's Office Insight:
Implementing these specific changes is projected to **increase the overall section fill rate to 88%** (the target) and eliminate 95% of registration conflicts, leading to more efficient resource use and better student satisfaction.

VI. Data Analysis

C. Process



VI. Data Analysis
C. Process

1. Step one: Defining the question

- Start by asking: What pressing concern or business problem am I trying to solve?
- "Why are we losing customers?" It's possible, though, that this doesn't get to the core of the problem. A data analyst's job is to understand the business and its goals in enough depth that they can frame the problem the right way.
- While it is excellent at securing new clients, it has much lower repeat business.
- As such, your question might **not be**, "Why are we losing customers?" **but,** "Which factors are negatively impacting the customer experience?" or better yet: "How can we boost customer retention while minimizing costs?"

2. Step two: Collecting the data

- A key part of this is determining which data you need. This might be quantitative (numeric) data, e.g. sales figures, or qualitative (descriptive) data, such as customer reviews.
- **First-party data** are data that you, or your company, have directly collected from customers. Other sources of first-party data might include customer satisfaction surveys, focus groups, interviews, or direct observation.
- **Second-party data** is the first-party data of other organizations.
- **Third-party data** is data that has been collected and aggregated from numerous sources by a third-party organization.

VI. Data Analysis

C. Process

3. Step three: Cleaning the data

- Getting ready for analysis.
- This means cleaning, or 'scrubbing' it, and is crucial in making sure that one is working with **high-quality data**.

Key data cleaning tasks include:

- Removing major errors, duplicates, and outliers
- Removing unwanted data points
- Bringing structure to your data
- Filling in major gaps

4. Step four: Analyzing the data

- The **type of data analysis you carry out largely depends on what your goal is.**
- More important than the different types, though, is how you apply them. **This depends on what insights you're hoping to gain.**
- **Descriptive analysis** identifies what has already happened.
- **Diagnostic analytics** focuses on understanding why something has happened.
- **Predictive analysis** allows you to identify future trends based on historical data.
- **Prescriptive analysis** allows you to make recommendations for the future.

VI. Data Analysis

C. Process

5. Step five: Sharing your results

- To share these insights with the wider world (or at least with your organization's stakeholders!)
- Since you'll often present information to decision-makers, it's very important that the insights you present are 100% clear and unambiguous.
- How you interpret and present results will often influence the direction of a business. Depending on what you share, your university might decide to restructure, to launch a high-risk course, offering or even to close an entire division.
- That's why it's very important to provide all the evidence that you've gathered, and not to cherry-pick data.

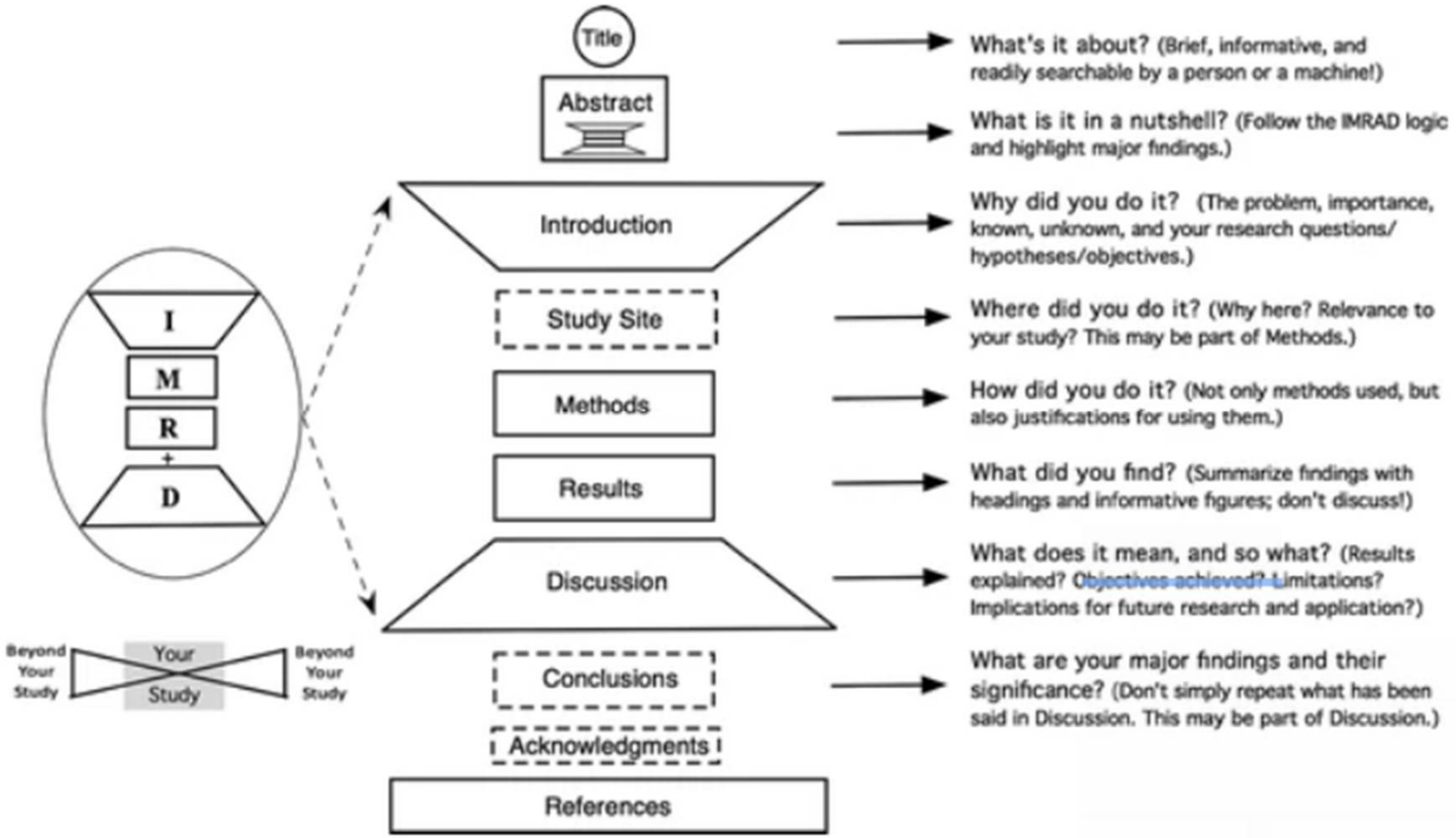
- Ensuring that you cover everything in a clear, concise way will prove that your conclusions are scientifically sound and based on the facts.
- On the flip side, it's important to highlight any gaps in the data or to flag any insights that might be open to interpretation.
- Honest communication is the most important part of the process.

VI. Data Analysis

C. Format

IMRAD Format of Data Analysis

Introduction
Materials and Methods
Results
And
Discussion



VI. Data Analysis

C. Format

1. INTRODUCTION

Background of the Data Analysis

> trends /current development/importance of your topic in global and national context

> issues to be addressed/gap that needs to be filled, in general

> specific problems that need to be studied/delved in the context/setting/locale of your study (this warrants why there's a need to conduct your study)

VI. Data Analysis

C. Format

Abstract

In one paragraph only, discuss each component in one or two sentences:

Introduction (Importance of the study, gap or emerging needs

Methods (research design, sample and sampling technique,) and

Results & Discussions (conclusion) – major results/findings of your SOPS

VI. Data Analysis

C. Format

1. INTRODUCTION

Literature Review (approximately 2,000 words)

>Relevant Literature (books, published journals)

>Relevant Studies (preferably published theses & dissertations)

> presented by theme/topic in a synthesized format

> citing many authors in one to two sentences containing the gist only

Objectives of the study

VI. Data Analysis

C. Format

2. **METHODOLOGY**

Research Design –Descriptive, Correlation

Respondents of the Study – Sample size, determination of sample size, sampling technique, and study site

Instrumentation

Data collection procedure

Data analysis

Ethical consideration

VI. Data Analysis

C. Format

3. RESULTS (*limit 5 tables only, without the usual grid inside*)

- Data presentation and analysis that answer the statement of the research problem/ objectives of the study correspondingly

DISCUSSION

- Meaning-making in relation to the research objectives (emerging problems)
- interpretation of the significance of positive findings
- implications of negative findings, limitations of the study

VI. Data Analysis

C. Format

Conclusion - synthesis of the findings that corresponds with the statement of the problem/ objectives of the study.

Recommendation- Directions for future use (applicability of the significant results of the study, and the new directions for further research)

5. **Reference List** (must include all authors cited in-text, observe APA referencing format)

VI. Data Analysis

C. Format

Colegio de San Juan de Letran Calamba

City of Calamba, Laguna, Philippines • www.letran-calamba.edu.ph • +63(049)-5455453

Research Department

COLLEGE CONTINUATION RATES OF COLEGIO DE SAN JUAN DE LETRAN CALAMBA SENIOR HIGH SCHOOL GRADUATES FOR AY 2022-2023 & 2023-2024: A QUANTITATIVE DATA ANALYSIS

Jennifer R. Dorado, MM-ITM
Registrar Department

1. ABSTRACT

The declining continuation rate from Senior High School to college presents a significant challenge for Colegio de San Juan de Letran Calamba, impacting student success and the institution's long-term sustainability. This study sought to investigate the factors influencing

VI. Data Analysis

C. Format

Keyword: Continuation rate, retention, quality education, student satisfaction, program alignment

2. INTRODUCTION

The transition from senior high school to college marks a pivotal period in a student's educational journey, significantly influencing their academic trajectory and future career success. At Colegio de San Juan de Letran Calamba, understanding the factors that impact SHS students' decisions to continue their education is crucial for developing effective support strategies and enhancing continuation rates.

3. OBJECTIVES OF THE STUDY

1. Analyze the percentage of senior high school graduates who enroll for further learning in their respective colleges at Colegio de San Juan de Letran Calamba (CSJLC) thereby giving valuable insights on how well it retains its students.
2. Determine why some SHS graduates preferred staying at Colegio de San Juan de Letran Calamba (CSJLC) over going out and find out which degree programs were mostly taken by them.
3. Provide a basis for designing ways to improve continuity rates from SHS to tertiary schools within Colegio de San Juan de Letran Calamba (CSJLC) thus making it more supportive of students' educational growth.

VI. Data Analysis

C. Format

4. METHODOLOGY

Research design

Analyzing the continues to enroll – the proportion of students who transition from Senior High School to a Collegiate Program within the same institution – is essential in understanding student retention and improving educational pathways. A descriptive analysis using data from the admission application form (50-02-00-FO-01) can provide valuable insights into this transition. It

1979 Research Department

5. RESULTS AND DISCUSSION

Table 1.
Percentage of SHS enrolled in Letran Calamba

Academic Years College Enrolment	Total Number of SHS Graduates (previous AY)	Number of students who enrolled in college	Continuation Rate / Percentage

VI. Data Analysis

C. Format

Table 2.
Reasons for Applying at Letran Calamba

Factors	AY 2022-2023 (N = 66)	AY 2023-2024 (N = 33)	Combined Frequency / Percentage (N = 99)	Ranking
Quality Education	35 (53%)	27 (82%)	62 (63%)	1
Prestigious School	7 (11%)	0 (0%)	7 (7%)	2
Good Facilities	3 (4%)	3 (9%)	6 (6%)	3
Proximity	3 (4%)	2 (6%)	5 (5%)	4.5
Competent Professor	5 (8%)	0 (0%)	5 (5%)	4.5
Campus Environment	4 (6%)	0 (0%)	4 (4%)	6
Affordability	2 (3%)	1 (3%)	3 (3%)	7.5
Recommended	3 (4%)	0 (0%)	3 (3%)	7.5
Availability of Program	3 (4%)	0 (0%)	3 (3%)	9
Not identified	1 (2%)	0 (0%)	1 (1%)	10

However, despite the low continuation rate of Colegio de San Juan de Letran Calamba (CSJLC), the reasons given by the staying 99 students impart valuable insights into the strengths of that institution. Quality education was mentioned by 62%, and prestige was cited by 7%.

VI. Data Analysis

C. Format

6. CONCLUSIONS AND RECOMMENDATION/ACTION PLAN

Conclusions

Based on the findings of the data analysis, the following conclusions were generated:

Recommendation/Action Plan

Based on the conclusions, the following actions are recommended:

1. Conduct structured interviews with Grade 12 students in the 2nd and 3rd quarters of the Academic Year to gain an in-depth understanding of their learning experiences and factors influencing their college decisions. This qualitative feedback will be analyzed to identify areas for improvement, enhance student satisfaction and ultimately increase student retention rates.

VI. Data Analysis

C. Format

7. REFERENCES

Ahmed, S., Nordin, S. M., & Hamzah, Z. A. (2017). Students' interest and academic performance: A review of the literature. International Journal of Advanced Research, 5(7), 1225-1231.

Carlevatti, J. (2022). Top Factors to Consider When Choosing A College. University of South Florida. Retrieved from https://admissions.usf.edu/blog/top-factors-to-consider-when-choosing-a-college

Department of Education (DepEd). (2012, February 17). Guidelines on the Implementation of the K to 12 Basic Education Program [DepEd Order No. 12, s. 2012]. Retrieved from https://www.deped.gov.ph/2012/02/01/do-12-s-2012-revised-guidelines-on-the-hiring-of-teacher-i-positions-based-on-the-reform-actions-in-basic-education-sector-reform-agenda-besra/

National Center for Education Statistics (NCES). (2020). The Condition of Education 2020. U.S. Department of Education, Institute of Education Sciences.

Conclusion

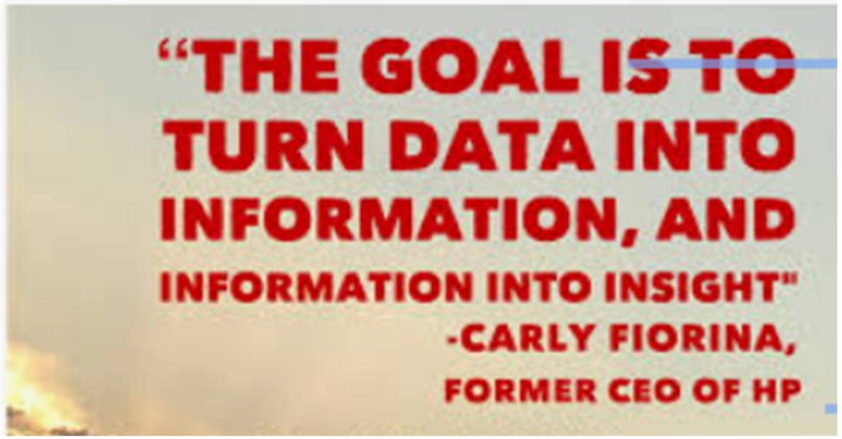
The Registrar’s Office is uniquely positioned to drive institutional efficiency and student success through data.

Move from reactive data management to proactive strategic insights.

Data analytics transforms the Registrar's Office from a gatekeeper to a vital strategic partner.

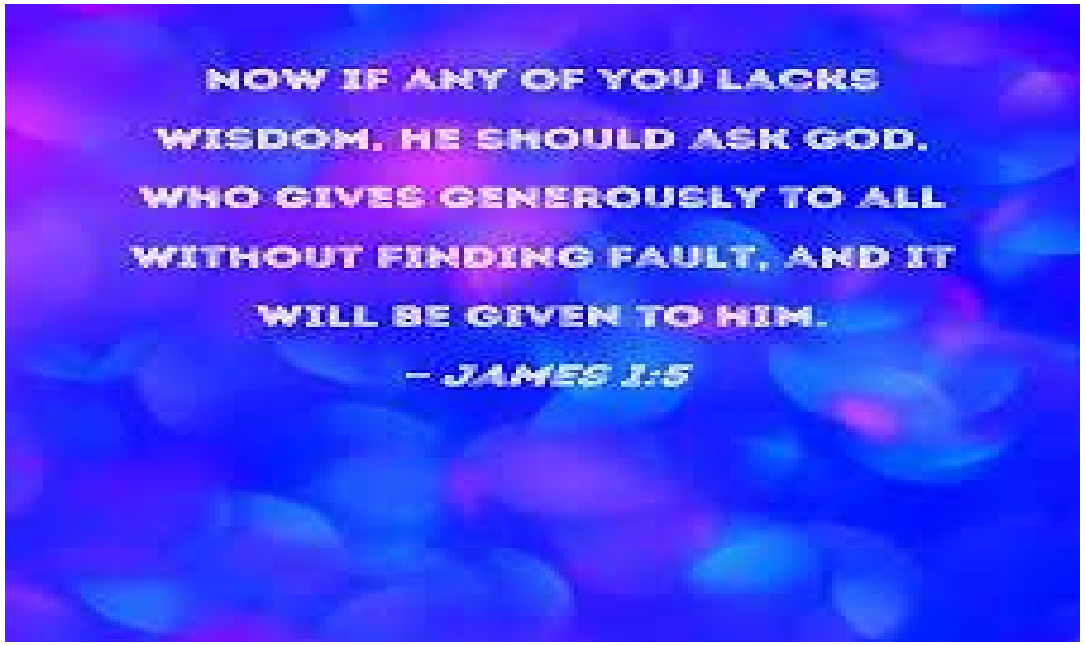
The challenge...

Data-informed decision making is a lifelong adventure that takes continuous learning, growing, and evolving.



DATA ANALYSIS

Be The Strategic Registrar: Leverage Data as a Catalyst for Institutional Growth


NOW IF ANY OF YOU LACKS
WISDOM, HE SHOULD ASK GOD,
WHO GIVES GENEROUSLY TO ALL
WITHOUT FINDING FAULT, AND IT
WILL BE GIVEN TO HIM.
– JAMES 1:5


THANK YOU
SO MUCH

THANK YOU!

Any questions?