**RAC/PRAC**
**August 6, 2007**

**Present:** Gary Andersen, JoAnn Ash, Sheryl Bolstad, Paula Brugge, Laruel Carroll, Julie Chuba, Carla Claussen, Carolee Cohen, Pam Cook, Damian Damiani, Dan Dlaney, Laura Ericksen, Tracy Fischer, Jennifer Franko, Teresa Fruen, Marci Freundschuh, Mike Galegher, Laurie Gardner, Kit Fordon, Sara Groskreutz, Carol Gross, Amy Gunter, Sean Halloran, Lucy Hartel, Holly Hatch-Surisook, Emily Holt, Charleen Klarquist, Pam Klopfleisch, Mary Koskan, Stephanie Lawson, Linda Lindholm, Emily McCreight, Ann Miller, Rose Miskowiec, Margo Mueller, Robert Nelson, Stephanie Nichols, Kathy Nolan, Ingrid Nuttall, Matt Nuttall, Laurie Pape Hadley, Heather Peterson, Mark Powell, Ann Rausch, Lonna Riedinger, Vickie Roberts, Genny Rosing, Cindy Salyers, Fran Schirmers, Jody-Seiler-Peterson, Mary Ellen Shaw, Pat Sherman, Clare Strand, Danielle Tisinger, Terri Tuzinski, Sue Van Voorhis, Kendra Weber, Kris Wright

**Announcements:** Kasi Williamson gave an update from the Senate Committee on Educational Policy regarding the uniform grading and transcript policy. Beginning fall 2007, a student's grading basis will again appear on the final and supplemental grade rosters, class list, and on UM Reports for the Twin Cities, Morris, and Crookston campuses; faculty and staff will once again be able to view whether a student is registered for a course A-F or S-N. These changes were approved last spring. The grading basis is going to return to the grading rosters. For undergraduates, a C- will equal an S grade. For graduate and professional students, all programs except Law and Med should publish their standard for S/N grading in their syllabi. For those programs not governed by the policy, their policies remain unchanged. This information will be sent with the minutes and included in both the Record, Brief, and through CUD. Please help spread the word.

Mary Koskan announced that a group of ASR staff are working on a redesign of the One Stop home page. There will be some new tabs added to the top. The four tabs will be non-degree, veterans, faculty and staff. The non-degree tab will lead to registration information.

Mary Koskan announced that One Stop staff will be available in Fraser Hall on move in weekend from 10 a.m. to 2 p.m., Saturday, September 1. This information has appeared many places but please help spread the word.

Mary Koskan updated the group on the veterans orientation program that will take place at the end of August and into September. There will be four sessions, 8/15, 8/28, 9/6, and 9/12. Financial Aid, One Stop, policies and procedures, certification process, and many more items will be covered.

Vickie Roberts is looking for volunteers to talk about the business process for PeopleSoft with regard to second majors and minors after a student has received their degree. Lonna Reidinger, Pam Klopfleisch (replaced with Ben Sharpe, 9/6) Teresa Fruen, Pat Sherman, and Laurie Gardner volunteered.

**Review of May minutes:** There were no changes to the May 2007 minutes.

**Vice Provost and Dean for Undergraduate Education update:** Vice Provost Craig Swan addressed the group about the significance of the launch of Graduation Planner. This application is currently set up for undergraduates on all campuses, and has some potential advantages regarding graduation if it is enforced and encouraged by advisers. You can run an APAS report against a student's plan. We can get some real hard answers regarding if a student will be able to graduate. We should also think about integrating the use of graduation planner along with the 4-year graduation guarantee; this is the right message to send to students. We need to think about moving toward the standard that if a student has a four-year plan fixed in their first year, they fall under the guarantee. Graduation Planner allows students to change their minds, but we still want students to plan ahead. A key message to be shared with students is, when they know what they want to do regarding a major, there is groundwork to be laid. It opens up the possibility to change the nature of the conversations advisers have with students. We can expect students to have some things figured out so advisers can have more in-depth conversations about students' objectives. Graduation Planner is an innovative program and it has already been highlighted across the country. It demonstrates how we're in the vanguard to help students and simplify the life of advisers. We anticipate that Graduation Planner will be attractive and useful to students.

**Graduation Planner demonstration** Travis Trautman began the Graduation Planner demonstration. We have been in a quiet go-live stage for about a month. Advising and support staff have been exploring it and looking at the data. The data is the most critical piece of the project. As has been mentioned, now is a really good time to make sure that your data is up-to-date, so work with your contacts. Also, Kasi Williamson has been working on a wiki that has been updated (https://wiki.umn.edu/viewauth/GraduationPlanner/WebHome). There are a lot of helpful documents here and the status of the project has been updated here, when we know it will go live it will be posted here.

Kasi Williamson noted that staff can access Graduation Planner through the One Stop Web site: go to the staff link, and then go to "Advising." You can also access it through plan.umn.edu. This is the link being advertised to students. Students can name a plan whatever they like. They can search for liberal education requirements and find out what they need for specific programs in which they are interested. Students can also see the range during which they can take a course, including the best possible term for registration. There is a link in Graduation Planner to the APAS report; this report can be run to include planned courses. Planned courses will appear under the requirements they would fulfill if a student had planned to take them. The Toolbox contains links that go directly to the University catalog pages. Students can find sample plans that have been added into PCAS. Students might want to start here because they can see one layout for how this major might work, and they can see checkpoint charts.

When advisers log in to Graduation Planner, they will see everything a student sees, but they won't be able to run a "What Do I Need?" list, add classes, or move them around. Advisers can add comments to a plan; this will send an e-mail to the student, letting him or her know that there is a new comment on their plan. A link will be included in the e-mail so a student can get to the plan. If a student replies to the comment, a similar e-mail will be sent to the advisers. One adviser cannot respond to another adviser's comment; it's a one-to-one conversation.

Laura Erickson asked how multiple advisers can be set up. If multiple advisers are assigned in PeopleSoft, all advisers assigned are able to see a plan. Advisers in CLA advising communities asked if they can comment if they are not directly assigned, and the answer to that is yes.

Sheryl Bolstad asked how this will be communicated to students. Kasi Williamson stated that links on One Stop, Portal, and plan.umn.edu will be available. We will be promoting through the Parent Web site, the Brief, and an Ad in the Daily. We will be distributing postcards, bookmarks, and posters to advising offices. Sheryl asked if any thought as to if this should be encouraged to upper level students, or which students in particular would benefit most from using Graduation Planner. Kasi replied that all undergraduate students are being encouraged to use it. Specific requirements for how students are directed to use it need to be determined by the college. Craig Swan noted that whenever possible, there should be similarities across colleges.

Craig Swan noted that it seems that in principle, all students can use this. Freshman can know how to think about the future but we have a lot of students who get close and don't finish. Students at 90 credits should use, too. When a student declares a major, this would be a good time to make a plan. There can be a permanent record of communication with the notes section. Sheryl Bolstad if there was any effort to make this required. Craig noted that colleges are still working out some plans. It would be a good idea.

Pam Cook asked how long Graduation Planner will be available for students to use. Sue Van Voorhis replied that the issue with that is the lifetime x.500, and we are working on that. Clare Stand asked if we would be purging plans. Plans will not be purged.

Craig Swan emphasized that this tool builds on a lot of data. It's really important that we have those systems right to make sure we have that information good. Craig will be sending something to faculty so they can see how the systems (PCAS, APAS, ECAS) fit together. There was a discussion at the Council of Undergraduate Deans (CUD) of moving toward the notion of having changes in degree requirements go into effect once a year. We need to be respectful that students start making plans with the information they have. Also, while we want to make sure systems are not making policy, some of theses systems are pretty flexible. We are looking at "APAS-challenged" majors and will be having conversations as necessary.

Kasi Williamson stated that advisers play a critical role promoting the value of this tool with students. Planning effectively will require the help of advisers. Craig Swan noted

that different colleges do different things, so each college is in the best position to figure out how this can best be used for a particular group of students.

Sue Van Voorhis asked the group to please contact ASR with any questions about Graduation Planner.

**Rochester as a campus and location:** Sue Van Voorhis updated the group on the Rochester project. Degrees are not offered through Rochester at this time. ASR has been looking at how we can incorporate Rochester with the least amount of system changes. This is where our data integrity group is concentrating right now to implement in the most cost-effective manner. Kendra Weber is looking at fall of 2008 to be the first admitting class. Vickie Roberts and Emily Holt have been working with individuals to identify our current Rochester students. Updates will be provided as they become available.

**Enrollment verification sheet:** Mary Koskan reminded the group that the enrollment verification sheet is updated on an annual basis. The sheet includes information about full-time and part-time credit loads for verification purposes. What has changed for 2007-08: in the grey box, we have updated the amount of money that students can save from $7,600 to $8,000. In the first column under "professional experience program" a new course has been added, ESPM 4096.

On the second page, graduate and professional school, text was removed that had said, "effective from 1999 forward," because it was confusing. Under Med Tech, students registered for clinical and hospital courses, text has been added full-time enrollment is still pending for financial aid. Under School of Nursing, new programs have been added.

Sue Van Voorhis noted that this is the information we send to the clearinghouse to certify if someone is full or part time.

**Attending/sitting in class when not registered:** Mary Koskan reminded the group that this item was from a discussion at RAC in April and May. There was a recommendation made in May that Craig Swan write a letter to faculty reminding them of the policy that students are not allowed to sit in on a class without having registered. Further research has revealed that there is not specific policy governing this practice. What does exist is the policy regarding auditing a course. Sue Van Voorhis and Tina Falkner are going to SCEP and work on a policy; this could take quite some time. Craig Swan prefers to work with the colleges through his own means to get this resolved.

Clare Strand asked for a reminder on the wording of the message on the class lists regarding students being registered. Cindy Salyers responded that the message says, "students who are sitting and aren't registered should do so because petitions may not be approved." Mary Koskan emphasized it is important we are consistent in this message.

Sheryl Bolstad asked if colleges should refrain from approving retroactive requests. Sue Van Voorhis said colleges may wish to do this, but there's no policy to fall back on.

Mike Galegher asked what staff should do in situations where, for example, an international student's government isn't able to pay. Sue Van Voorhis stated there are always options and decisions can be made on a case-by-case basis. Ultimately, it's always up to the college or the school. However, there's not a policy to fall back on, and this is what needs to be changed.

**Two Factor Authentication** Mark Powell talked to the group about the new two factor authentication, or the M Key. The goal of the M Key is to make our systems and data safer. Two factor authentication is defined as two things you have to use to identify yourself to gain access. For example, the use of a cash card and pin number is an example of two factor authentication.

There has been lots of information in the news about private data being stolen. It's much less likely that people can impersonate you with two factor in place. There's a button on the M Key that, when pushed, displays a number that can only be used once in conjunction with a user's Internet ID. You will need to push the button to display a new number. It should not be a huge inconvenience. Once you receive your M Key, you can activate yourself online under Internet Account Options on the One Stop staff page.

The distribution of M Keys will start with OIT staff, specifically those with server access. After server administrators, distribution will move to anyone logging into an Oracle database. A reminder; data warehouse is an Oracle database. UM reports will not be included. Probably what will affect most people are enterprise applications, such as UITT, EDMS reporting, and the PeopleSoft system. Out of scope are CUFS users, Financial Forms Nirvana and PeopleSoft Financials. Also, applications where one just needs an Internet password will not be affected.

OIT is trying to minimize the impact, so they have been working with a lot of people to develop a good communications plan, and we're refining as we move forward. When you're identified to receive your M Key, you will be sent an email, then a postcard, and finally we will send you the M Key with the activation instructions. If you don't activate, we'll send you a follow-up email. Just before systems are cut over, you will receive a final note.

Danielle Tisinger asked what the timeline was for those who use enterprise applications. Mark Powell responded that this will start the later part of the calendar year. It will go into 2008 a little bit, as this plan depends on what we learn as we're rolling it out. End user support is directly from 1-HELP. There is a Web site with more information, http://mkey.umn.edu/. Mark stressed that if something doesn't sound right or if you have questions, please let the team know because they are refining their communications plan as this process moves forward. You can send an e-mail to mkey@umn.edu.

Genny Rosing asked if the M Key will affect access to functional accounts. Mark Powell responded that the implementation of two factor authentication is not meant to change policy. There has been a separate discussion about how to handle sponsored accounts.

There are some places where we need to make some changes. For student workers, we consider that to be someone employed by the University and we will give them an M Key. For other sponsored accounts, the intent is to have them use M Keys, but there are a few grey areas such as people who access the data warehouse who have scripts that run early in the morning.

Laurie Gardner noted that in her college there are students who sit down and run transcripts. These are students who shouldn't have access all the time. Mark Powell said that OIT will work with individual colleges to figure out the best way to handle these situations.

Clare, Strand asked what the plan was for situations where the M Key is not returned. Mark Powell stated that unlike the SecureID, OIT is not charging for replacements. A new one will be sent; for repeat offenders, there may be a different strategy but this has not been determined. Likely, individuals would be charged rather than departments.

Sue Van Voorhis asked the group to keep in mind that if you work from home, you'll need to take your M Key with you and remember to take it back as well. Also, keep in mind you may get one before your colleagues and vice versa.

**Financial Aid update:** Kris Wright provided the group with an update on financial aid. Many things have changed from the student point of view. The distribution of ACG and SMART grants has had a significant impact in OSF. The state now requires students be given financial literacy prior to orientation (this will affect next year's class). There is a new scholarship this year, the Minnesota Resident Undergraduate Scholarship. The amount of the scholarship is $221.00, and it is designed to keep tuition at $0 for those families with an AGI of $150K or less. The amount of the scholarship will likely change next year and also next year, this scholarship will available for all the coordinate campuses. However, if a student doesn't file a FAFSA, they aren't eligible. If students have questions, they should go to One Stop. The state also passed a new GI Bill; its requirements are complex and affect dependents as well.

Kris Wright emphasized the financial impact of not graduating in four years. The cost of attendance is about $20k. In 2000, we disbursed $176 million in financial aid; last year, we distributed $386 million for last year. We have doubled the amount of money we're giving, and most of it is loans. On the Twin Cities campus in 2000, we had 56,000 disbursements; today, we have 102,000 disbursements.

**Course Guide demonstration** Gary Anderson provided the group with a demonstration on the revised Course Guide application. The Course Guide is intended to be used by students before they register for a class to help them determine what course they want to take by outlining what students can expect for the class. The updated Course Guide is for all careers and campuses, which is a change. We want to update the look for students and incorporate new features, and replace the current Web form that is filled out and returned to OTR.

Some benefits of this enhancement for students include: availability from one central source; enrollment information separated by different headers; and icons that indicate the type of information available for a particular course (video clips, for example). There will also be a spell check included for descriptions.

Some benefits for instructors include: advantages of a centrally-supported application; elimination of duplicate entry; a new IMS report that will track departmental participation; ability for instructors to enter own information; and a Web self-service option in PeopleSoft.

For instructors, there will be no training required. There will be an optional Web tutorial available, as well as some information sessions. We will incorporate Course Guide into ECS training and will do demonstrations. Course Guide documentation on will be available on the Training Web site at http://training.asr.umn.edu/records/. Instructors will need to be set up as the instructor of record to use Course Guide. New staff will get training within ECS class.

ASR provides training and documentation through the student records help desk. Please email srhelp@umn.edu or call, 5-2803.

Instructors and staff will see similar pages for the entry. The catalog description will be pulled from the actual course catalog into PeopleSoft but will display only for staff and instructors (students will not see it). If an instructor wants to select different class or term, he or she is able to do so, however staff don't have the same option. There is also the option to save descriptions as drafts if it is not ready to go live. There is a 3,000 character limit—twice the previous limit—and this does include spaces and paragraph breaks.

Clare Strand asked to verify that the catalog description will not be part of the guide. Terri Tuzinski noted that is correct; the college offices were concerned that instructors might deviate from the catalog, which is why it was included.

Sue Van Voorhis noted that students are looking for more detailed course information. CUD was approached 5 years ago because no one was using the current Course Guide and it was too Twin Cities-centric and not user-friendly. It was understood at that time that if this project was undertaken, we will need to ensure that it is populated with information.

Someone asked if the information rolls forward from semester to semester. Everything rolls forward except the syllabus, including the media clips.

Mary Ellen Shaw asked if instructors can go back in and make changes after they've first published it. Instructors can update it thorough the last day of the term.

Jennifer Koontz asked if the information is linked to instructor or linked to class number. The information is linked to the instructor's Empl ID.

Sheryl Bolstad asked why is believed that instructors use this. Sue Van Voorhis responded that ASR needs the colleges to assist with communicating the value of this tool to instructors, and also assist with getting information populated into the Course Guide. Cindy Salyers noted that there will be an IMS report available that lists when descriptions were last submitted, similar to the late grades report.

Lucy Hartel asked if proxies will have access to go in and add information for instructors. Course Guide access is not set up for proxies.

It was asked if there will be any guidelines for creating videos. Videos can be 2 ½ to 5 minutes. Two departments are currently working on proposals to help faculty put clips together. Danielle Tisinger noted that CDTL can assist with creating videos for instructor development.

A question was asked about lectures with multiple sections; will each section have the same description by default? No; each section could have a different instructor, or they can all be assigned the same description. A staff member would have to do an override in PeopleSoft to allow for different description; it will be part of curriculum management.

The student view of Course Guide will not change, and neither will the link on One Stop. October 5 is the go-live for faculty to enter information for spring 2008. The entry period starts when scheduling shuts down for the assignment of classrooms (period 2). Entry is available until the term ends, which is the last day of classes for you to update information in Course Guide.

Laura Ericksen asked if an instructor's who teach every other year will still have their information carry forward. The information is tied to the Empl ID, so yes; it will carry forward with that instructor. Mike Galegher asked if there would be an IMS report available to show all of the descriptions. Terri Tuzinski noted that this is really something that can be facilitated by the application itself.

An update was also given regarding how the Course Guide upgrade will be communicated to instructors. There will be an e-mail sent to instructors, letting them know where to go to enter information online. ECS users will get same e-mail they receive every semester regarding entry. Departmental scheduling coordinators will also be enlisted to help; a PDF will be created and the coordinators will be asked to put it in faculty mailboxes. A postcard will also be sent mid-September to instructors. Information will be made available regarding different resources on campus for preparing video clips. The Course Guide upgrade will also be promoted in the Daily, University Relations, and through other venues. We are also talking to departmental leadership through CUD to enlist their help.

Mary Ellen Shaw suggested giving a prize for the most compelling course guide entry.

**Project update**: Jody Seiler-Peterson provided the group with an update on ASR-IT projects. She first directed the group to a handout depicting the Graduation Planner Suite.

This is a concept ASR is striving toward: a suite of applications that will help students arrange and plan for all pieces of their academic career, from finance, to scheduling, to engagement opportunities, while leveraging common design elements.

To-date, we have completed two projects: Graduation Planner and the changes for the SCEP grading requirements (see "Announcements"). There are 5 projects in-progress. First, the x.500 extracts project. The purpose of this project is to improve reliability when we send data back and forth between PeopleSoft and x.500.

Second, we are adding degree GPA and DOB to certification letters so the letter matches what is on the transcript already. The target date for this is August 21.

Third, the Entrance and Exit Interviews project. We are currently gathering requirements for reports of students who need an exit interview.

Fourth, the Scholarship Search and Management Project, phases I and II are also in-progress. There will be an update provided later in the meeting.

Finally, the Course Guide re-write project is also in-progress, the update preceding this agenda item.

The projects on deck at this point for FY08 are as follows:

Learning Abroad Center Prospect and Application Module—this project has been on deck for awhile. ASR is ready to talk about setting a date for beginning technical development.

E-degree for graduate and professional students—this is an online web and clearance for graduate and professional students. The business requirements are being gathered, and a request will be submitted at the end of August.

Scholarship automation—this is a project that must be completed in order to transition from CUFS to the Enterprise Financial System (EFS). We are in the process of gathering business requirements.

Student Engagement Planner—we are currently gathering business requirements and creating use cases; we are also investigating incorporating features from e-portfolio.

Wizard—the idea for this originated with Graduation Planner, however we realized we can expand to other projects. The idea is that the "wizard" will be an online tool to aid students in determining how their interests fit opportunities. Students will be assigned a code based on how they answer questions, and this code can be used to determine what matches their interests.

Graduation Planner Phase II—this is a placeholder for work that wasn't included in phase I, the emphasis being on advising tools and some other items. Planning for this phase will have to wait until we're live and functional for a few months so we can gather feedback.

Create new "other" plan type in PCAS for honors, secondary education students—we are close to beginning to gather business requirements.

Self-service student account rewrite—this will be a more user-friendly application for students and staff, and will eliminate the need for NelNet business solutions for bills. This means we will be producing bills ourselves.

Enterprise Financial System (EFS). OSF is working with the EFS project team to develop test plans to make sure that EFS will appropriately relate to the work we do.

On the handout, you will notice group of more projects. These are projects we're researching, however we're not at the point of knowing whether or not these will be pursued. If you have questions, please contact Jody Seiler-Peterson at seile003@umn.edu.

**Scholarship Search and Management update** Matt Nuttall updated the group on the progress of this project. Everything is moving forward and the team really wants people to visit the project Web site asr.umn.edu/scholarship. This should get you any information that you need and should answer most questions. The goals of this project are to: raise profile of departmental unit-based scholarships on campus; make it easier for students to know what scholarship opportunities are out there; make it easier for students to apply for scholarships; increase consistency of administration of scholarships; and improve the connections between recipients and benefactors. The college that is the most effective regarding this last goal is CSOM.

This project is currently focused on the first two phases. The update on these phases is as follows:

Phase I: PeopleSoft interface for collecting scholarship criteria. Currently, information has been gathered for 400 of 1600 scholarships that were paid in the last 2 years. We will not launching search tool for students until we have at least 85 percent of scholarships paid, or 1280 scholarships.

Phase II: This is the search engine students will be able to use. It should be live late September, early October; however, this timeline depends on how much data we get. Data entry is extremely important, and the team is not confident we everyone has been contacted who can provide data. If you think you even might be someone affected by this project, please visit the Web site and contact the project team. Special trainings for how to enter data are available; for example, the team is assisting CBS by holding a special training session regarding how to enter data. Anything the team can do in this capacity to encourage data entry, we will do.

Future phases of this project include ironing out agreements with the Foundation and the University for information-sharing.

Also in the future, the plan is to tie this tool in with future modules.

There is also a plan to create a scholarship simulation; we know we'll have continuing scholarship commitments, so we should be able to mock up future years before information is submitted. ASR is trying to think of how this tool will work with future plans.

Paula Brugge asked how this tool will work for prospective students and new applicants. Matt Nuttall responded that admissions scholarships have already been added, however most of these scholarships are not ones for which students can apply--recipients are determined by Admissions. For prospective students, parents and advisers, there will be a brief profile so you can see what the scholarship is about.

**Grade access and proxy/TA roles:** Terri Tuzinski provided the group an update regarding proposed changes for changes in access to proxy and TA roles. When an instructor is assigned for a class, he or she gets grade access. Because it's tied to the individual Empl ID, when that person leaves that access stays with them. This is a security risk we need to address within the system itself.

Currently, the system defaults access rights to "approve" which is hard to manage when people leave. ASR is proposing is a way to standardize the use of instructor roles as it applies to grade access only. Other things will be left alone, but for grade access which is only labeled in Oracle as "access," we need to address this. ASR has meet with staff from CLA to come up with a reasonable plan; we are asking you to no longer use proxy role in conjunction with access to approve grades. These requests should go through Data Security.

Lucy Hartel noted that in Dentistry there are a lot of courses where students get a grade a semester later than when they took the course because it's sequential (part of a series where the student must complete all courses in the sequence to receive a grade). It has been a nuisance to go in and reapprove the proxies so they can go in and enter grades. Terri recommended proxies apply for access through data security.

A question was asked regarding discussion sections. Often, the primary instructor is the lecture instructor, however the discussion section tied to that lecture is the course that is grade. Terri Tuzinski responded that the lecture instructor should be listed as the primary instructor for the grading component of the course. She also reminded the group that graded components can have more than one primary instructor. Assigning a secondary instructor is an option. Regarding the discussion section, the primary should be whoever leads the discussion, and the lecturer would be secondary.

**Return from suspension:** Vickie Roberts updated the group on the process for students returning from suspension. She thanked Lonna Riedinger, Pam Cook, Jane Delehanty,

Mary Vincent Franco, Cindy Salyers, Jennifer Koontz, Emily Holt, and Dan Delaney for looking at this process. The group looked at the process to make sure students were actively seeking out their adviser when they want to come back. Specifically, we want to find a way to make sure students are going back to their degree-granting college. The group put together the draft on a form and would like feedback on it first before it is available online. All comments should be sent to Vickie Roberts at v-robe1@umn.edu. The intent is that this form would be used after the student has been suspended and exhausted all appeal processes, and after one year he or she wants to return as a non degree-seeking student. Once everything is signed off on, CCE will take degree hold and change to a PC hold.

When a student returns from suspension, he or she might want to become a degree-seeking student in another college, in which case the student would complete a Change of College Form. If that student decides to become a non degree-seeking student though CCE, the student must first visit the college that suspended them. At that time, the college would provide them with this proposed form.

It was noted that IT still has students that continue to take CCE classes when suspended; this should not be the case.

It was noted that some colleges have strict suspension policies, and these should be adhered to.

It was asked if students are ever auto-admitted back into their college. No, this is never the case. This form is for students who do not want to go back to their original college and want to become a CCE student. As the process stands now, students might come from IT, register in CCE, and not realize they're not making progress toward their IT degree. This is why it's important for students to always return to their degree-granting college to state their intentions. The goal of this form is to preserve the advising conversation students need to have in order to determine their next steps.

Sheryl Bolstad noted that the conversation advisers should have is that the student is not currently in the degree program once they are suspended, and if they want to come back they need to come back in and get readmitted.

**Permission Number report changes:** Cindy Salyers provided the group with a brief update of IMS reports changes. One change, there has been an "assigned to" column added in the Permission Numbers. Once the permission number is used by an individual, that person's name will appear in "Used by." However, this does not track who the number was originally given to. That is, if an office is not keeping track of who gets what number, this cannot ensure a record that the person using the number is or is not the person who originally received it.

**Brief IMS Update:** To gain access to UM Reports, faculty, instructors, and teaching assistants, *must* have a current job appointment entered into the PeopleSoft HR system, or a future dated appointment entered effective within 31 days of the day they log on. If fall

2007 appointments have not yet been entered, it is up to the department to provide instructors with class lists.  There can be no exceptions to this policy.-If an individual's job information hasn't been entered, he or she can't get access to the site even if he or she has been assigned as an instructor for a class.

My Advisees: if you are an adviser, you can check on your home page to see if you have My Advisees listed. You can type "my" and search reports, and select My Active Advisees, and you will see it on your homepage. On the index page, this is the jumping off page for your suite. The first thing to do is check the help document with tips and answers to questions. On the My Advisee roster, you'll notice we added filter boxes to report header. Your first response should be, "wow, what else can I do?" Everything with a check box can be added. You can hide information you don't need to see. Almost everything is eligible to be hidden. The program status column was noted, which shows, for example, when someone is coming back from a leave of absence. All information on the report is as of last term enrolled. Please see the report help document for complete information on new features and columns.

Someone noted that this is a significant improvement. Cindy Salyers also noted IMS will be adding a "Do they have a Graduation plan?" column to this report.

An IMS update will also be included in the September meeting.

**Identifying students who are about to graduate**: This item was held until the September meeting.

**SCEP withdrawal update:** Sue Van Voorhis provided an update on this item. This is regarding students who have stopped attending class—essentially, completely withdrawn—and have not completed the withdrawal process. A SCEP group has been meeting throughout the summer and future updates will be provided.