RAC
August 4, 2008

Present: Jeanne Anderegg, Gary Andersen, JoAnn Ash, Frank Blalark, Amy Brewster, Lindsay Bundecha, Jackie Carlson, Laurell Carroll, Julie Chuba, Carla Claussen, Steve Carnes, Carolee Cohen, Pam Cook, Damian Damiani, William Dana, Kathy Evenson-McDermott, Tracy Fischer, Carol Francis, Teresa Fruen, Laurie Gardner, Jaime Gearhart, Shelly Gehrke, Sara Georgeson, John Hanson, Lucy Hartel, Emily Holt, Amy Kallenberg, Jennifer Koontz, Amy Lin, Linda Lindholm, Aileen Lively, Margo Mueller, Kathy Nolan, Ingrid Nuttall, Matt Nuttall, Laurie Pape Hadley, Heather Peterson, Andrea Raich, Ann Rausch, Lonna Riedinger, Vickie Roberts, Genny Rosing, Cindy Salyers, Bonnie Samletzka, Jody Seiler-Peterson, Jenn Selander, Julie Selander, Phil Stedje, Clare Strand, Erin Swanson, Nathan Tesch, Nathan Thompson, Fran VanSlyk-Zaslofsky, Ellyn Woo, Mary Wrobel

Announcements
Ingrid Nuttall thanked the group on behalf of Mary Koskan for their feedback on the new One Stop Web site. The new site will officially launch on August 21, 2008.

Sue Van Voorhis announced that the tuition fact sheet is available on the One Stop Web site. Tuition calculation will begin the week of August 11 after financial aid packages are completed.

Sue Van Voorhis announced that there are still a few issues being addressed post-EFS implementation and asked the group to be patient with all affected staff as issues are resolved.

Review of July minutes
There were no changes to the July minutes.

Project update
Jody Seiler-Peterson provided the group with an update on ASR project in-progress and those next in line.

Projects in-progress:

Learning abroad fee posting automation: This is a small project to update fields in custom program tables for the Learning Abroad Center (LAC), which will eliminate the need for manual posting of LAC fees. The LAC is currently testing the new fields and pages. Once testing is complete, procedures will be written up and everyone will begin using the new pages.

Create new program type of other in PCAS: The request for development has been submitted to OIT as part of the July-Sept work period, and now we're waiting to hear when work will begin. The target completion date is slated for fall 2008.

E-degree clearance for graduate and professional students: The team is currently finalizing the scope of the project and is planning development for this fall. There are two major areas of change—changes to the Web interface for students and changes to the interfaces that move application data into PeopleSoft.

Entrance interview project: The group is doing process flows of the process and looking at what would happen as students enter and are offered loans.

Education Abroad: This project is to develop an enterprise-level module in PeopleSoft so study abroad staff across all campuses can use a common system. Implementation of this functionality will eliminate the need for the shadow system the LAC currently uses. Web usability was held and it went well. The team continues to work on requirements for "guest access," (i.e., non-UMN staff and students). The team also continues to work to ensure that the program management and admissions pieces will work together. All campuses are on board; target implementation is for early 2009.

Projects next in line:

Refusable/refundable fee changes: This project involves Web registration changes due to a change in the refusable/refundable option for student services fees. This needs to be in place for fall 2009 registration and does not apply to Crookston.

Add notification on subject changes in ECAS: This project is to add notification to a defined user group when subjects change in ECAS. The ECAS subject changes are not currently reported to the APAS application. This project has been pushed back due to the ECAS changes for the Liberal Education course recertification process. It will be submitted to OIT in the October-December work period.

Scholarship Search and Management Tool (online application): The on-line application phase is still in discovery, but the project team is gearing up for hitting this hard in the fall. The insight gleaned so far is that that an effective online scholarship application tool would also be a good tool for all sorts of applications, so the requirements we gather will be for a more generic "form-builder" application that allows non-technical folks to build customized applications for their scholarships. The fund management and award simulation phases are being piloted using CLAs existing Scholarship Management Database. Admissions and OSF scholarships are being managed in this pilot. Conversion to EFS has been completed with this tool. With EFS now in place, the project team will be analyzing how EFS impacts our long-term plans for scholarship fund management.

iSTEP (Integrated Student Services Toolkit for Educational Progress): A small subgroup of the committee is identifying indicators to be displayed to advisers. These range from a student's financial situation (Pell Eligible, unmet need, etc.) to number of W's to first generation college student. The committee is in the process of prioritizing a list of 40 or so indicators and identifying at what point in a student's career the indicator would be most useful. They look at the indicators as a "clue" about a student that helps provide the adviser a more robust road map to help the student. The Project Management Office wants a better understanding of the interaction between iSTEP and CRM, so we will be working with them.

Early notification system (Mid-term alert enhancements): This is a project to improve and expand the University of Minnesota’s centralized midterm alert system to enhance functionality for academic alerts and allow for submission of “other” early warning data pertaining to various parts of the student experience. The team will be reviewing first round of process flows for roles and uses/needs over the next couple of weeks. The team plans to meet later in August to discuss the flows and make any modifications. Detailed business requirements gathering will begin following that meeting.

Student Account redesign: The team has finished business requirements gathering and is now writing the business case in preparation for final approval from the Enterprise Planning Group to move forward with the project.

Rochester update: Frank Blalark noted that the Office of the Registrar is investigating different ways to set Rochester up in PeopleSoft, whether it is as a campus or an institution.

Student Adviser Records Release training

Julie Selander provided the group with a handout of the new Student Adviser Records Release form, including the procedures for working with the form. In 2007, a few members of RAC wanted to look at the Parent/Guest access application as a means of granting the release of adviser record information to a third party. A task force was formed and concern was expressed that the Web application was not the proper tool. Specifically, there was concern that there are not a lot of requests that happen each semester, but sometimes they are situations when students have a dire medical situation and need help getting records handled. Advisers expressed concern that that granting the release of this information is a teachable moment for the adviser and the students and that an online form would get rid of the teachable moment.

However, it was clear that the process needed to be streamlined. It is particularly confusing for students transferring between colleges. The task force consulted AAN board that expressed the same concerns but also wanted a streamlined process. The solution was to create an enterprise-wide form for campuses and colleges. The form and process were recently approved by the AAN board, CSAA (Council of Student Affairs Administrators) and CUE (the Council for Undergraduate Education, formally known as “CUD”).

Julie Selander stressed the importance of having students understand they don't need to use this form for release of grades or anything else covered by the Parent/Guest Access Web application. It is required that students meet with their adviser before completing the form. It will remain up to the adviser's discretion to determine the appropriateness of releasing the information. There will be a print version and online version. There was concern that this would be available on the One Stop forms online Web page; this will not be the case. A copy will be sent with the RAC minutes so it can be decided on a college level whether or not it should be online for each college's Web site. One Stop is the author of the form; staff can contact Julie Selander at goode021@umn.edu or Ingrid Nuttall at ingridn@umn.edu if there should be a change to the form. The committee will be pulled together and the form will be updated and distributed as needed.

Some form highlights:

There is an optional box on the form to indicate if there's specific information the student doesn't want released to a third party. The student is authorizing the University to release information by signing the form.

The month and date of birth for the third party are requested for verification purposes.

The preferred release method is requested.

There is a box at the bottom of the form to check off that the service indicator has been added and the date it was processed by the college.

It was asked whether or not a student can check more than one release method; yes. A student can authorize all.

Julie Selander reviewed the procedures form. Appropriate staff should place the IR service indicator on the student's record (add a row, add the service indicator). In the comments field, put the information indicated in Part B of the form (third party information). The adviser needs to verify that the service indicator is on the file.

A request has been made to modify some of the My Advisees reports so staff who don't have PeopleSoft access can see the service indicator. If the student wants to remove the release, he or she can send a letter or e-mail from his or her University e-mail account to the adviser asking to revoke release; the adviser would then delete the service indicator. The student can also call the adviser to make the request. There will still be an audit trail. The adviser should comment the record or place a copy of the student's removal request in their file. If you need access to add the new IR service indicator, email Julie at goode021@umn.edu.

Steve Carnes asked a question regarding the verbiage on part C, on number 1 on the process. The language reads like adviser can say no, suggesting that the adviser is approving the form. Under what circumstances would the adviser say no? Julie Selander stated that the committee felt there could be situations where an adviser would not want to approve the form. This was part of ensuring the teachable moment was retained. Steve Carnes stated that reads like an adviser can refuse to sign which seems odd given the fact that the student is a legal adult. Clare Strand indicated that it was intentional that the advisers have the final say, especially at Morris where advisers are faculty. Sue Van Voorhis indicated that in situations where the student may need to subpoena us to release information, we would want to retain the final say. Julie indicated that she would check with Tina Falkner to see if FERPA was implicated in this situation.

(Follow-up from Tina Falkner: A release is *permission* to give out, not compulsion. This means the adviser has the authority to say he or she will not release the information).

A comment was made that it seems the adviser can object to the method of delivery. If a student wants to have adviser communicate with parents by phone, for example, this could be refused.

Ingrid Nuttall asked about students who have their parents present for a conversation about information in the file; do these students need to sign the form first? The answer is no; if the student brings a parent, he or she has already consented; however if there will be future conversations with the parents when the student will not be present, then you should get the form signed at that point for future situations.

Frank Blalark noted that medical information is not necessary part of the record or some admissions information may be kept in an adviser's file, and so it might reference letters which are not part of the record. What is or isn't part of the academic record? Julie Selander stated term of "academic record" in this case is really referred to as the adviser's files. Information regarding probation, suspension, classes, and when the student is going to graduate would all be relevant.

Sue Van Voorhis stressed that this form is supposed to replace collegiate internal forms. Julie Selander will email everyone that has access to add the service indicator. Frank Blalark asked if this form replaces the SIRA form; it does not replace the SIRA because the SIRA is for One Stop to release information to a third party, the same as Parent/Guest Access. The SIRA is not promoted much anymore.

Further questions can be directed to Julie Selander at 612-625-6579 or goode021@umn.edu.

Graduation Planner tips and tricks

Sue Van Voorhis introduced William Dana and Kasi Williamson who were presenting Graduation Planner "tips and tricks" for advisers. Graduation Planner has been live for a year and during Welcome Week, all students in attendance will be receiving information about using the tool. The MacNamara Academic Center (MAC) will be piloting use of the plan to replace the student-athlete year long plan. Bob McMaster is also promoting the use of the tool. Sue noted that if departments have changes in ECAS, they should make sure to notify Margo Mueller at m-muel@umn.edu so the appropriate change can be made in APAS.

Kasi Williamson provided the group with a handout of tips and tricks. If advisers notice things in Graduation Planner they you wish students knew, let Kasi know at will2026@umn.edu. The best way to get to know the tool is to go in and make plans; advisers could begin by creating plans in the majors they advise. Students and advisers can, and should, check out the catalogs page at catalogs.umn.edu for sample plans and checkpoint charts.

William Dana noted that for declared majors, Graduation Planner understands what version of bulletin year requirements the student can graduate under.

Kasi Williamson noted that under My Advisees in UM Reports, advisers can look at the "Grad Plan (Favorite) vs Actual Enrollment" report to identify students with the most and least activity; use filters to e-mail groups of students,; and look for potential indicators of problems. For example, if a student is planning for courses that are not in his or her declared major, the adviser may want to contact the student to figure out what he or she has planned. Or, if a student hasn't planned for any requirements, this would be a reason to initiate contact. Advisers can also look at statistics to see how many students have plans and how close the students are to being on track with their planned for versus registered for information. Cindy Salyers noted there's a help document with the reports; this provides a lot of tips on using filters.

In the adviser view of Graduation Planner, advisers can see student information when they put in the student ID number.

Clare Strand asked if advisers can only see the student's favorite plan; no, the adviser can see all plans the student has created. No.

To get a quick idea of whether or not a student is on track, the adviser can run an APAS and include planned courses. It should be noted that the GPA will calculate different in APAS when planned courses are included; it will automatically assume a grade of C for planned but not taken courses.

(**NOTE from Margo Muller:** There was an issue reported regarding planned courses in Graduation Planner not fulfilling requirements that require a grade better than a C. This issue has been resolved. There will still be an issue with any requirement that looks for a specific GPA because APAS presents one but there are several condition codes based on grades for planned courses).

Advisers can see how many credits were planned for and can see planned that aren't meeting any graduation requirements.

Kasi Williamson asked the group to note that there is a new LE message as a reminder to students or notification that all the LE courses for fall 2010 and later terms are under review. As revisions are made, students and advisers will want to keep a special eye on these courses. Requirements will show up on the unfulfilled requirements list; this could have some affect on the student's plan. The student should look at plan and see what might have changed. If a planned course used to fulfill an LE but doesn't anymore, it will show up as a surplus course on the APAS. This note is also in the APAS report. If a student has fulfilled every requirement but the note is still there, the plan will still show that it is complete so it won't hold up the clearance process.

What's next for Graduation Planner: There will be campus specific alerts added to assist with LE transition. In the future, advisers will be able to run a "What do I need" list. Graduation Planner will also ask students to include an expected date of graduation. Currently, comments in Graduation Planner don't write to PeopleSoft; we would like to change this to avoid double entry. If you want to be involved in these and future changes, ASR would like to start a Product Advisory Group (PAG). Please contact William Dana if you're interested danax002@umn.edu.

Someone asked if an adviser can set up a graduation plan and experiment; Yes. When you go into the system, you can "Create My Plan" as yourself.

Someone asked if Graduation Planner is more geared toward undergraduates. William Dana responded that it could be useful for graduate students. Currently, there aren't many graduate programs in APAS. For those that have APAS reports, it will work just as well. Margo Mueller noted that we just don't have sequencing information. For others, this might be useful as a communication tool with their adviser.

Laurie Gardner asked if there are any conversations going on about feeding sample plans into graduation planner so it doesn't need to be entered. William Dana noted that this is a good subject for the PAG. Plan pre-population was a touchy subject at the time the tool was created. Sue Van Voorhis noted that we would have to clean up sample plans in PCAS.

Kasi Williamson noted that there is a currently a registration plan issue. The Graduation Planner APAS is recognizing the planned for courses for fall 2008 rather than the registered for courses for fall 2008. So you may see some strange things, such as a double listing of courses. Student should change planned courses to match registered for courses.

(**NOTE from Margo Mueller:** The fix for only sending in either planned or registered for credits into Graduation Planner is in production. Planned courses are sent in for any term until the student registers for one course for that term; then only registered courses will be sent in. We no longer are seeing duplicates of planned and registered for the same term.)

Cindy Salyers noted that in the statistics part where we're comparing courses students planned for vs. what they registered for, IMS takes a snap the second week of the term. If students are deleting or changing courses to match the registration prior to that, those changes will be picked up in the statistics when you're looking to see how well people are following their plan. Historical data for past terms is as of the second week of the term for that term.

Frank Blalark asked the group if any one was experiencing a different type of career students; specifically, those students who are hopping majors, or who complete a major and keep taking courses to hang around. Yes; some students take more courses because they don't want to graduate while others are preparing for a graduate degree.

Student Engagement Planner "training"
LeeAnn Melin provided the group with a look at the new Engage! search that will be presented to students during Welcome Week. The Office of Student Engagement and Leadership has been working on this project for the last year, but concept has been around for awhile. The philosophy behind this project supports the idea that the more students are involved outside of class, the more satisfied they will be, gaining real-world experience as they continue to learn in the classroom. The University wants students to graduation as global leaders and active citizens.

Currently, finding opportunities for engagement is a challenge. Some students have no problem and some struggle. The project team originally talked about creating a database. The team decided not to do this because it seemed like an archaic solution that would be difficult to maintain. Ultimately, the team decided to use Google as background for our tool.

LeeAnn Melin and William Dana provided the group with a demonstration of the Engage! search. There are three ways to find opportunities. Users can use the search bar, explore by interests, or use the popular search terms. Users can also use the spotlights to read reflections of students who have completed engagement opportunities and find the opportunities they were involved in. The site also offers videos of engagement opportunities.

Students can search for opportunities by their major using the search bar. There are sites that are on campus as well as off campus. Subscribed links also offer students more guidance for where they can find specific types of opportunities. The overall goal is for students to think about these as opportunities that are seamless with their undergraduate experience.

It was asked if there are plans to integrate faculty research pages with the search results. This hasn't been looked at too specifically, but it is possible students might be finding them using the search. However, an important piece of criteria for good results is that the information is actionable. If users get a page that doesn't say what they can do, they don't understand it. UROP is highlighted.

William Dana noted there is a communication strategy associated with this project regarding how to best build Web sites so they can be found by the search.

Anyone interested in having this presentation for their group should contact LeeAnn Melin at melin002@umn.edu.

Sitting in class policy
Frank Blalark provided the group with an update on a policy underway regarding students who sit in on a class without registering. We've been experiencing issues of students who attend class and once they get the grade, want to register. Or, there are cases where students who owe money still want degree. Taking attendance provides an issue for large classes. Instead, the Office of the Registrar is trying to give professors the ability to say no to a student. As we retrofit the undergraduate 29 policies, we can work this in; specifically, how to address students who are not registered and how they receive grades.

Athletics certification/eligibility advising process
Vickie Roberts updated the group on a new process that will replace the former Year Long Plan for student-athletes. For incoming freshman student-athletes who are required to take PSTL 1086, part of the curriculum will be getting started on a Four Year Graduation Plan using Graduation Planner. They will need to complete this plan prior to the meeting with the college adviser. Sophomores, juniors, and seniors will be moving to Graduation Planner during the summer as they're working with their MacNamara Academic Center (MAC) adviser.

Erin Swanson stated that at the end of September, she, Sue Van Voorhis, Tracy Fischer, and another adviser will go into PSTL 1086 and discuss the importance of Graduation Planner. Students will have to create a plan as part of a homework assignment. Students will be walked through the process at computers during the discussion section. There will be resources for students with no idea what they want to do. Sophomores, juniors, and seniors have received an e-mail with a quick tip sheet. Student-athletes only get their registration hold removed by filling out plan, taking it to an adviser who ensures they're making progress. Advisers and students will talk about classes and advisers will print out plan. This will be signed by the student's college adviser and the student will bring back to the MAC so it can be put in the student's file. Tracy Fischer noted that the college adviser can just sign the bottom page of the plan on the front page. For students who are undeclared, the adviser should also indicate on the top page what sub plan should be added to the student's record. MAC advisers will notify ASR and ASR will add the sub plan. Ideally, advisers should be creating a plan for what will likely be the student's major. Students can change their plan later; things will likely change every semester. The student will need to update the plan each semester when they meet with their advisers.

Erin Swanson noted that communication on this change is continuing; she is trying to get on the AAN agenda. Someone noted that Emily McCreight is the current AAN chair. Also, there will be an open house at the MAC on September 25 and everyone at RAC is invited. There will be a Graduation Planner demonstration. This will be a culture change for student-athletes and for advisers. Let us know how we can help.

Sue Van Voorhis noted that the MAC is following the Berkley model; their graduation rates skyrocketed after implementation. Eventually, Dean McMaster would like to mandate this for all students but it is being piloted now for student-athletes. Vickie Roberts noted that students will be asked to comment at the end of the course on how they felt the process went.

Financial aid packages and how students pay for college
Kris Wright delivered a presentation on how undergraduate students pay for education; what students' aid packages look like; how financial aid varies by income; what happens to financial aid for drop-outs; and how the University compares to its peers.

Some presentation highlights:
A quarter of our students don't receive any form of financial aid. 57 percent take loan aid and borrow about 9K. Students have an average of $25K in debt at graduation at this time; this will go up.

Parents and students do come up with most of the money, but 1 in 4 take out a home equity loan. Minnesota has one of the most generous state grant programs; 2/3 goes to private colleges. This allows private schools to set their tuition comparably. The University doesn't have a competitive edge as a result. In effect, students pay the University what they would pay at a private school.

Kris Wright went through the typical aid package for a low income family. The family is expected to pay approximately 10 percent of gross income. They receive the state grant, PEL grant, Founder's gift, and the Minnesota residence scholarship. Work study is granted but has to be earned. The student still has to take out a loan and parents have to borrow money. The four year debt for these students is almost 30K. These are the students we give all our gift aid to.

Kris Wright then went through the typical aid package for a median income family. The family is expected to pay approximately 10 percent of gross income. The state grant doesn't apply, no PELL; the student does not receive anything need-based. They do receive the Minnesota resident scholarship and they do receive work study. They have to take out a student loan and a parent loan. This student will graduate with $70K in debt. This is based on graduating in four years.

Someone asked if there is a cap on work study. The University awards students $2,900 of work study, but we will adjust as we can. The University receives about 6 million for the Twin Cities campus and converts some to gift and grant money.

For every three dollars we raise tuition, students and parents borrow 2 dollars. Every year, about 60 percent of students borrow a little over 8K. One thing to keep in mind with loan programs is that it's not one loan. Students must borrow from several different programs, and each has different rules and this can be very complex. The University always packages in the way that is most beneficial to the student. Students can't go to college if they're not credit worthy. Post graduation, students have to earn about $37K a year to meet bank requirements once they graduate. Most don't graduate with that kind of income. If they graduate with $35K in debt, they'll need to make $50K.

The good news is, for the most part we see reduction in annual loan amounts based on low income. When one looks at median income, families have to borrow. The bulk of gift money goes to low income students.

What happens to students who drop out? These students still owe money. Most are generally poor; more drop outs than graduates had PELL funding and had to borrow more to attend. Graduates had other scholarships. Students with lower ACT scores had more debt than other students.

We don't graduate 2/3 of our PELL eligible students in 4 years. They get no gift aid after 4 years. For non-PELL eligible, we only graduate about 48 percent, and these students also have to borrow. We give students money in line with our peer institutions; these students' success is not about the money, it's something we do with these students once we get them. So few people understand where money comes from; we put a lot of money into financial aid. If we continue to raise tuition, students will have to continue to borrow.

The best way for students to control the cost of their education is to graduate in four years. We have to look at this as a community. Sue Van Voorhis noted that students that come in with PSEO end up having more credits which doesn't necessarily help them. Advising is very important to student success.

Four-year graduation rates are not about becoming a top ten; it's about the welfare of the students and their ability to make choices when they graduate. Students should be admitted who can graduate in four years. If a student comes in and is poor but well prepared, they graduate at largely the same rate as higher income peers. The University should continue to work to get rid of barriers. We have to find a way to make sure programs can be completed in 120 credits.

Someone noted that the average age of undergraduates is rising. The vast majority of our students are coming straight from high school or one year out.

Teresa Fruen indicated that this was great information and asked if there has been any headway in the direction of making be 120 credits. The Provost has put together a task group that addresses four areas: admissions requirements; advising; curriculum requirements; and what do we need to educate students and families about with their responsibilities. There is a report by the end of September. Sue Van Voorhis noted that on the curriculum side, she has asked for a position to help the colleges take look at curriculum, creating better plans, and working with the colleges on these issues. In some of programs that currently exist, there is no way for students to graduate in 5 years. CSOM had a consultant come in and do a great job adjusting their curriculum.

Someone asked why the University admits students with low ACT scores? Advisers spend a lot of times with these students. Kris Wright noted that this is a difficult discussion for us to have as an institution.

Pat Sherman noted that lots of students to stick around to pick up a third majors. Kris Wright noted that one of the things she wants to see the adviser help the student understand that he or she has to graduate. Students run out of aid.

Linda Lindholm noted that the University is one of the few Big Ten schools who has made the switch from quarters to semester, and that this may have affected our rates.

Frank Blalark noted that another issue to think about when students ask to change expected grad term. Students who stay around longer cost everyone more money.

Faculty and staff need to know all of this information. Kris Wright can be contacted to present this information to any group, wrigh084@umn.edu.

Liberal education update
Laurel Carroll noted that she is starting to get questions about the new Liberal Education (LE) requirements. People are starting to bring problems, which is good. If you think of issues, please contact Laurel at l-carr@umn.edu ASAP because it's easier to work on things now.

Current students stay under LE requirements unless the student decides to change. If this is the case, the student should email Margo Mueller m-muel@umn.edu. Students should make sure they know what they want to do. Under semester conversion, students were changing back and forth on sets of requirements.

For most students, there's very little change for which ones they're under. Regarding writing intensive, there is no change for the moment. The campus writing board is taking over this requirement and may make changes in the criteria. There is a sunset policy; for students who have dropped out and are now coming back to finish their degree. According to senate policy, the student will finish under requirements in effect when they return, not when they dropped out. There will still be an extension for students close to graduation and for whom it makes sense for them to graduate under their old collegiate requirements.

Margo Muller clarified that students coming back in fall 2010 will be under new requirements; this is correct. If they've completed courses under the old requirements, they'll receive an extension and be allowed to finish under the old requirements. It will depend on how close the student is to graduation.

Pat Sherman asked about alternative bulletin/term year updates? For returning students, these should go through Laurel Carroll. Margo Muller asked if this means Laurel will be looking at every student coming back; yes. Lots of students will be returning to school.

Teresa Fruen asked if the new requirements are envisioned to allow more flexibility; yes, they should. Overall, the number of credits and courses will stay the same. Transfer courses should come in and meet the new theme. One of the really big pieces of feedback of students is that courses aren't meeting the themes. The big change for requirements is that themes need to be fully infused throughout the course.

There will be some related changes on ECAS; there will be a demonstration of these changes in the September RAC meeting. The departments are ultimately the ones that choose which of their courses meet which requirements.

Kasi Williamson reiterated the message that will be appearing on the APAS message (see "Graduation Planner tips and tricks). ASR is going to be requesting campus-specific alert messages as soon as possible. Users will receive communication from Student Records Training Team regarding the ECAS changes. Kasi asked for volunteers who would like to see the e-mail from the Training Team in advance. Pat Sherman, Pam Klopfleisch, and Shelly Gherke all volunteered.

Last date of participation on grade roster
Laurie Pape Hadley updated the group on the ongoing effort to tie a student's last day of financial aid with their records. When F or N grade entered on students records, the Office of Student Finance has to verify that it is earned. When an F or N can't be determined to be result of attendance, we have to revert back to 50 percent awarding and the student loses money. The Veterans Administration is also required to have grades tracked.

In the fall, a new column will appear on both the final and supplemental grade roster. The instructor will be asked to enter last date of participation for all students receiving an F or an N. SCEP has approved this. An error messages will come up if they haven't entered the date and they won't be able to proceed. There will also have pop-up calendar on the page for them to pick the date.

Someone asked if this is specifically geared to undergraduates; no, this is for an F or N received at any level.

Will faculty receive training to let them know the impact of certain dates? ASR will add information to the Grades page on One Stop let them know.

Clare Strand asked when faculty will be seeing this; at the end of fall, but the communication plan will start before this. Sue Van Voorhis noted that faculty need to start hearing about this change now so they can keep track of last date.
Linda Lindholm asked if the instructor can change the last date of participation later; no. The information will also be saved on student enroll record. Sue Van Voorhis emphasized that this is meant more for students who drop all their courses.

X.500/e-mail for life and **CRM update:** These items will be held until the September RAC meeting.