

RAC

August 1, 2011

Present: Gary Andersen, Bonnie Anderson, Kristeen Anderson, Suzanne Bardouche, Mary Beard, Lisa Bell, Rockne Bergman, Rhonda Bjurlin, Frank Blalark, Robert Bode, Brad Bostrom, Earlene Bronson, Sara Cannon, Laurel Carrol, Lolita Davis Carter, Amber Cellotti, Agnes Chagani, Carla Claussen, Marin Coats, Gary Cooper, Damian Damiani, Jennifer Decker, Dan Delaney, Tim Dicks, Molly Diethelm, Matt Dion, Jessie Eastman, Jennifer Engler, Marta Fahrenz, Tina Falkner, Tracy Fischer, Bonny Fleming, Carol Francis, Alison Frank-Quick, Jennifer Franko, Wendy Friedmeyer, Teresa Fruen, Kate Gallagher, Jan Goodno, Kit Gordon, Stacey Grimes, Kevin Havard, Holly Hatch-Surisook, Jeremy Hernandez, Constance Hessburg-Odland, Kim Hindbjorgen, Shannon Hofmann, Emily Holt, Lisa Hubinger, Sarah Ihrig, Linda Jagerson, Paula Jewell, Jill Johnson, Bri Keeney, Charleen Klarquist, Pam Klopfleisch, Michelle Koker, Jennifer Koontz, Nathan Kopka, Stephanie Lawson, Linda Lindholm, Aileen Lively, Jo Ellen Lundblad, Stacia Madsen, Heather McLaughlin, Rose Miskowiec, Karen Moon, Margo Mueller, Katherine Murphy, Mary Ellen Nerney, Ingrid Nuttall, Matt Nuttall, Margie O'Neill, Laurie Pape Hadley, Cindy Pavlowski, Heather Peterson, Robin Peterson, Ann Rausch, Karolyn Redoutry, Lonna Riedinger, Genny Rosing, Cindy Salyers, Chris Schlichting, Jody Seiler-Peterson, Julie Selander, Jennifer Selander, Angie Senko, Gale Shea, Deanne Silvera, Karen Starry, Susan Suchy, Ali Suehle, Parry Telander, Nathan Tesch, Ann VandeBerg, Fran VanSlyke-Zaslofsky, Sue Van Voorhis, John Vollum, Laura Walker, Kathy Walter, Susan Westacott, Stefanie Wiesneski, Lisa Wiley, Ellyn Woo, Peter Woxland

Undergraduate education (9-10:30 a.m.)

Undergraduate Education update

Vice Provost and Dean of Undergraduate Education Robert McMaster provided an update on current and upcoming initiatives from the Office of Undergraduate Education (OUE). Dean McMaster highlighted OUE's mission: To provide a distinctive, transformative experience of the highest quality in an urban environment.

There are national trends that affect the University of Minnesota. This fall, we will bring in the best class ever with a significant number of Merit Scholars. The erosion of support for public education means that everyone will be expected to do more with less. We will need to pay more attention to community college education and how that intersects with the University.

This will be a big year of change at the University. There will be significant leadership changes, including our new president and a new provost. There will also be a stronger relationship with Student Affairs; traditionally, Academic Affairs and Student Affairs have operated separately. We will find new areas of intersection between these units. There will be an increased emphasis on interdisciplinary education (e.g., challenge courses). Major infrastructure disruptions will also affect our campus. Vice Provost McMaster also noted that a new football season can have an impact on undergraduate admissions.

Dean McMaster has been working for the past year on an enrollment management committee; this committee will soon release a report on their work that includes recommendations. One of the likely recommendations will be a renewed focus on STEM education. There will be a re-envisioning of the Access-To-Success (ATS) program that would expand it to be University-wide (not just limited to three colleges). OUE plays a major role with scholarships, and will continue to do so. The Writing Enhanced Curriculum and APLUS expansion will continue. APLUS in particular will be transformational in terms of the level of support we are able to provide students. There will be a review of the Honors program in the spring. It is notable that the average ACT of honors student this year was 32. We are also a year away from reaching our retention goals; we'll have our new numbers in October that will be reported to the Board of Regents; there is still work to be done to reach those goals.

Currently, there are 43,471 undergraduates system-wide. As our retention rates increase, student enrollment will also continue to increase until it levels off. It is anticipated that these levels will stabilize at around 32,000 undergraduates. Dean McMaster noted that the University is in the process of making nursing a freshman admitting college.

Regarding degree progress, the Center for Academic Planning and Excellence (CAPE) has received ongoing funding to continue to assist students with major exploration. 1700 freshmen admitted in fall 2008 were still undecided at the beginning of their sophomore year; CAPE is designed to help these students continue to make timely degree progress.

Dean McMaster noted that OUE is working on creating a comprehensive picture for President Kaler of the sources and cost of all sources of student support at the U. The University recently participated in the Participating in Student Experience in the Research University (SERU) survey, a [“collaboration between academic scholars and institutional researchers devoted to creating new data sources and policy relevant analysis to help broaden our understanding of the undergraduate experience and to promote a culture of institutional self-improvement.”](#) For the most part, students are satisfied with their advising experience.

Regarding financial aid, the OUE is looking at what we spending in need-and merit-based aid. As we look at a summary statistics of financial aid, the University spent nearly 500 million last year; this includes everything (e.g., grants and student employment). Nearly 60 percent of our students have a median family income of more than 100K. Tuition has increased about \$800 total for this year; students no longer receive the stimulus grant.

Dean McMaster noted that senior analyst Peter Zetterberg passed away unexpectedly on June 22. Zetterberg was a key adviser regarding tuition modeling, financial aid, and budget modeling. McMaster showed a chart Zetterberg had maintained for several years that that shows student financial aid types across income ranges. As a student's family income increases, the form of financial aid the student receives changes to include more loans.

Announcements

Heather Peterson said that she had received a request from a college to edit a financial aid FAQ that would be used at orientation. Heather asked if other colleges would like this information as

well; the group agreed this might be useful and would like to see a copy of the type of information that would be included. The flyer will be sent with the August minutes to the group for review. Suzanne Bardouche noted that any flyer should emphasize four year graduation and include information about the types of aid that drop off after four years.

Julie Selander announced that the redesign of the One Stop home page went live in early July. Feedback has been very positive; the only concern raised was the elimination of the link to the catalog. The link has been added to the Quick Links. Julie encouraged the group to send possible topics for the home page features to her (goode021@umn.edu) or Ingrid Nuttall (ingridn@umn.edu).

Sue Van Voorhis announced that for fall 2012, the chemistry department will split the lectures and labs for the following courses: CHEM 1021, 1022, 1031, and 1032. Over 50 programs will be affected by this change and PCAS will need to be updated. More communication about the timing of these changes will be forthcoming.

Sue Van Voorhis reminded the group that the University fee has been rolled into tuition, which makes the tuition look higher. A notation of this change has been included on the tuition fact sheets.

Sue Van Voorhis announced that the Office of Internal Audits is kicking off a degree progress/curriculum audit. The goal of this audit is to gather information about hindrances to meeting the University's goal of 60 percent graduation in four years. Sue noted that a lot of work has been done already to meet our goal, and this audit is a good way to gather information in advance about what has been accomplished and what work still remains.

July minutes

There were no changes to the July minutes.

Project update

Jody Seiler-Peterson provided a brief update of systems issues that occurred over the summer.

Two problems arose as a result of the PeopleTools upgrade in May. First, there were intermittent communication failures between PeopleSoft and the Web Registration system. These issues required staff to spend a significant amount of time working with students to ensure their transactions were successful. There is a temporary solution in place, and the Office of Information Technology (OIT) is working with Oracle to find a permanent solution. Second, PeopleSoft has been incorrectly auditing how long a user has been in the system and is kicking some users off before the 10 minute limit. A fix for this issue is scheduled to be in place August 21.

On June 24, there was a power failure in the main OIT data center. It took 24 hours for all systems to be restored.

There was also an issue with NetFiles resulting from an aborted NetFiles upgrade which affected users' ability to access the system; some users also lost data. OIT is working a new timeline for the upgrade.

Jody Seiler-Peterson noted that these systems issues require a significant amount of OIT resources, which then delays work on other critical projects. OIT and ASR are working together to ensure a smooth start to the fall 2011 semester.

Jody highlighted the completion of a recent project to add new features to the Student Account. A "Billing & Payment" page has been added to the Student Account. On this page, students can view, print, and/or save any of their student bills. Students will also be able to easily see their current balance; most recent statement balance; and the amount they currently owe to meet the minimum due from their most recent statement. They can select one of these options or enter another amount and then complete their payment in UM Pay. Guests can also use all of these features and can now go directly to UM Pay from the Student Account to make a payment for their student.

In progress projects:

PCAS for Graduate programs. ASR analysts are working with the Office of Information Technology on user interface improvements to the Program and Curriculum Approval System (PCAS). These changes are necessary to prepare for the expansion of PCAS to include graduate program information. They include several improvements to the data entry form and will affect all PCAS users.

Online transcript request and delivery (AVOW implementation). Previously planned for this summer, the AVOW implementation is now anticipated to be completed later this fall.

Support development of scholarship funds management database. ASR continues its work with the University Foundation to streamline the scholarship funds management processes by providing information that helps scholarship managers plan their scholarship expenditures and policy makers identify spending priorities. The team is currently testing the database that summarizes and stores scholarship funds information with CLA, CFANS, and the Law School. The plan is to begin a roll out to all colleges and departments in early September. The team is also putting together reports to send to departments about unspent and uncommitted funds in order to encourage more scholarship awarding.

Constituent relationship management (CRM). The project team is finishing analysis and planning and is moving into the implementation phase. The Office of Admissions is scheduled to go live in mid-September. Other "early adopter" units, such as One Stop Student Services, Public Health, Equity and Diversity, and E-Learning are scheduled for implementation later in the fall.

Business Intelligence (BI). The project team continues to focus on the financials (EFS) and U Services areas as the first entities to begin using BI.

APLUS expansion (phase 2). Tina Falkner provided an update on the APLUS expansion. As of June 13, all Twin Cities undergraduate colleges are using APLUS. Phase II of the implementation focuses on career services departments. The project team has meet with career

services directors and they have agreed to adopt APLUS as is. The implementation date for these offices should be prior to the start of the fall semester. After career services units, the next phase will likely target faculty advisers. There are a few faculty advisers who are currently in sandbox mode; after they have had time to get familiar with the system, this group will begin using APLUS in their work with students. Once any issues that arise during the “real life” testing of APLUS have been addressed, the system will be rolled out to a broader spectrum of faculty advisers.

Once faculty advisers have adopted APLUS, the project team will begin planning for a roll-out to graduate and professional programs, the coordinate campuses, and other academic support units.

Jody Seiler-Peterson highlighted several compliance and maintenance projects will require significant ASR and OIT resources during the upcoming weeks and months:

PeopleSoft 9.0 upgrade planning. The University has contracted with Oracle to assist in planning for the next PeopleSoft upgrade. Over the past several weeks, analysts, business experts, developers, and others from several units across the University have been working with the Oracle consultants, reviewing business processes, and conducting some initial analysis. Oracle has used the information they gathered to create some preliminary fit/gap documents for review and feedback. Teams will be doing some initial review of those documents over the next several weeks, but will not be able to finalize any of them until an analysis of the academic organizational structure has been completed; this scheduled to begin on August 8 and will be a large effort.

Oracle database upgrade (Oracle 11g upgrade/Exadata implementation). This upgrade focuses on the database behind many of our systems, including PeopleSoft, and also involves moving to new, faster servers. It was originally planned to be completed along with the PeopleTools upgrade, but was “divorced” from that effort because of technical issues. Similar to other recent upgrades (i.e., Pillar and PeopleTools) this upgrade will not change any basic functionality or features that are currently available. The University is required to do this upgrade because the current version of the database is no longer supported by Oracle; a move to Oracle 11g must also be completed before an upgrade to PeopleSoft 9.0.

Financial aid packaging and disbursement. The Office of Student Finance has packaged all financial aid-eligible students for the upcoming school year. Disbursements of aid will begin August 2 for first year MED students and will continue for all other student populations over the next few weeks, with the majority occurring on August 30.

Fall tuition and fees on student accounts. Tuition and fees for fall began appearing on student accounts last week and will be posted for students on all campuses by August 12.

Online exit interviews for student loan borrowers. ASR continues working with OIT on the design of the online exit interview application for students, with a new target completion date in December.

Undergraduate policy update

Tina Falkner announced that the proposal to eliminate the skills limitation language in the current “Credit and Grade Point Requirements for and Undergraduate (Baccalaureate) Degree” has passed the 30-day review period. This means that for students on the Twin Cities and Rochester campuses, there is no longer a limit on the number of skills courses students can take as a part of their degree requirements. A cursory investigation has not found any students from fall 1999 on who would have graduated had it not been for the skills limitation. Therefore, the policy will affect students admitted for fall 2011 and later. There will be targeted communications to advisers and others who work directly with students. APAS reports are already being changed to reflect this change starting fall 2011.

If staff are aware of current or former students who whose graduation was/is hindered the skills limitation, contact Margo Mueller (m-muel@umn.edu)

Tina Falkner informed the group that during the upcoming year, there will be a review of the perennial issues around course withdrawal and repeats (i.e., language in the “Grading and Transcripts” policy). A particular area of concern involves students who repeat a course when they have already received a passing grade; the Morris campus has policy language that might be useful in addressing this issue (specifically, that students would not be allowed to register for a class they want to repeat until queued registration has ended, if they received a C- or better the first time they took the course). A potential solution for excessive withdrawing would be to create a special session for high-demand courses that has certain rules attached to it that would require a student to obtain special permission to drop the course at any time. Also, language in the probation/suspension policy might be amended to specifically address the impact of having a “W” on a student’s record. There is also discussion of limiting the number of credits a student can register for without permission to 17; this might prevent course “shopping.” These are all in very preliminary stages at this time and there will be broad consultation throughout the process.

The policy office requires that policy owners evaluate their policies on a three year cycle; therefore, OUE tries to review 1/3 of the educational policies each year. Tina Falkner will be working with Suzanne Bardouche on this initiative and will bring more information to the group in the upcoming months.

College adoption of the “Athletic APAS”

Tracy Fischer informed the group that students following fall 2011 program requirements will see a new “student degree progress” APAS (formerly referred to as the “Athletic APAS”). The student degree progress APAS better defines what credits are degree applicable. It defines degree credit by not allowing requirements on the APAS to be over-satisfied. Courses that meet program requirements (e.g., CLEs, writing intensive, major, etc.) will fall into a “degree credit” bucket. Any additional courses will fall into an “electives” bucket segregated into: countable (if the student has room) and non-countable. The APAS should help advisers more quickly ascertain whether or not a student is making degree progress; for example, a student majoring in math who is taking excessive English courses may be planning on switching majors, or may

need more guidance about his or her course-taking and the impact on timely graduation. An example of the new APAS will be attached to the minutes.

Data analysis of degree progress

Frank Blalark provided the group with an update on a project to analyze degree progress data. Frank noted that many colleges admit students as undecided; when the students determine a major, that decision has a significant impact on what the data look like, because suddenly the students have a lot of unfulfilled requirements.

Over 50 percent of student in the cohort under review entered the University with credit(s) that counted for something.

After the end of fall term for the cohort's first year, everyone looks pretty much on track. At this point, students are completing Liberal Education requirements.

At the end of fall year two, the majority of the cohort is still ahead of schedule. However, at the end of spring, students appear to get more and more off track. At this point, students are progressing as undecided, and the degree credits earned and percentage complete start to change a lot. At this point in their careers, students are making more decisions—including switching majors—that have an impact on the data.

Near the end of spring year three, the numbers start to reflect the institution's four-year graduation rate. Students have a lot of momentum when they begin their careers, and then the momentum slows down. The Office of the Registrar is trying to understand if this is related to courses, or if it's in certain colleges. It might be that students don't have the best expectations when choosing their courses.

Linda Lindholm asked if the degree program information could be provided for specific majors; Frank Blalark said this is possible. Matt Nuttall noted that the only issue is that the data is tied to a primary plan (i.e., one major per student). Frank clarified that the data only shows new high school students; transfer students are not included.

Readmission form

Frank Blalark informed the group that questions will be added to the Readmission form to determine whether or not a returning student has been convicted of a criminal offense.

Non-credit system

Frank Blalark informed the group that the University has purchased an enterprise-wide non-credit system. The pilot group for the system will include the College of Continuing Education, Extension, Public Health, and the College of Education and Human Development.

Graduate education (10:30 a.m. – 12 noon)

Project updates

ImageNow. Robert Bode informed the group that two ImageNow training sessions are planned for August 16 (275 Nicholson Hall) and August 30 (Walter Library). Both sessions will be held from 11 a.m. – 12 noon. An invitation to attend the sessions will be sent with a request to RSVP.

PCAS. Travis Trautman informed the group that the go-live of PCAS enhancements to allow for the entry of graduate curriculum information has been delayed. Hopefully, the changes will go into place at the end of the month (August). The delay should have a minimal impact on the overall timeline for data entry and review of program information.

UM Reports for fall 2011. Kristeen Anderson informed the group that the Degrees Awarded report will not be ready until late September (though the current report will function through the third week of August). The GO42 summary by major report will not be ready by the end of August, but there is a possibility that an off-cycle build by OIT will allow the report to be ready before the end of September. Academic Support Resources will provide queries for any reports that will not be available when they are needed by graduate education staff and faculty.

The future of forms

Matt Nuttall reframed the “future of forms” as the “future of workflow.” A future goal is to not have students or staff have to work with paper in order to complete the steps of a workflow. Systems like PCAS speak to large workflows; institutionally, we have a harder time automating smaller workflows, of which there are many. Right now, the University has invested in an online workflow tool called WorkFlow Gen.

The best online workflow is built as simply as possible; this will require changes and compromises in process. The more steps and notifications that are built into a workflow, the more complex, time consuming and costly it is to automate. This will mean that information that might have once been on a single form will be broken up into separate workflows in order to keep things as simple as possible.

Sue Van Voorhis brought up the example of exceptions; if there is always an automatic exception, there does not need to be an approval step built into the workflow. A summary report might be more beneficial.

One thing WorkFlow Gen cannot do is store information. Ultimately, data that is passed back and forth through WorkFlow Gen will need to be retained in a system of record (i.e., PeopleSoft or ImageNow).

Katherine Murphy asked if a workflow can be set up to flow outside (and back into) the University. Right now, this isn't possible, because there is authentication that is required and outside constituents don't have an Internet ID. However, this is something that should be able to be added in the future.

Someone asked if the registration exceptions workflow will ultimately feed into UM Reports so that from a college perspective, a staff member can look at the programs to see where the exceptions are occurring. Dan Delaney said that there is a specific role level in WorkFlow Gen that will allow a user to see statistics. If a staff member has access to that role, he or she will be able to see some statistical information, but it will not be in UM Reports. Heather McLaughlin noted that registration exception forms will also be in ImageNow and can be viewed there.

Registration exceptions best practices discussion

Dan Delaney, Eric Eklund, Heather McLaughlin, and Stacia Madsen showed the group the registration exceptions form and facilitated a discussion regarding best practices in four use cases. The four use cases are:

- Late add
- Late drop
- Late swap
- Late grade base change

(Note: There is also a use case of “Requesting more than 18 credits that was not covered in this presentation.)

When a student initiates an online workflow by filling out a form requesting permission to complete any of the above cases, an email will be sent to the appropriate program staff member (i.e., DGS Assistant) notifying them they have an action to be completed. The email will include the information the student completed in the form. When the staff member clicks on the link in the email to complete the action, he or she will see additional information, including the instructor’s approval.

When reviewing a registration exception, the form includes some general points to consider when making a decision whether to approve or deny a request.

Late add

Stacia Madsen encouraged the group to consider the following points when making registration exceptions for late adds:

- Have there been previous requests? This can be viewed in ImageNow. In the past, the Graduate School typically approved the first request but was more stringent on subsequent requests.
- How many credits is the student registered for?

Other communication with the student that might be needed in order to make an informed decision should take place either face-to-face or via email outside the email generated by the workflow. If a program staff member wants to communicate with a DGS or others about an exception, he or she should forward a copy of the form as notification.

There is a section for “comments” in workflow, but those comments should not be used to initiate a conversation; they should be used to record additional information that is useful to explaining why a decision has been made.

Someone asked if there is a section outlining the adviser’s approval; the adviser does not need to approve the registration exception, but he or she is notified.

Someone asked how the workflow will work for a late add to a course that does not have an instructor assigned; in these cases, the workflow will route directly to the program staff person.

Genny Rosing noted that there needs to be clarity regarding whether or not the request is for a late add and is an initial registration. Dan Delany noted that students cannot use this form unless they have already registered.

Carol Francis expressed concern that the subject line of the email that is sent to the instructor will not be descriptive enough to notify him or her that there is something requiring action in the email itself. Matt Nuttall noted that it is possible to reassign a workflow task if it is sitting in someone’s queue too long, and that multiple notifications are sent that there is something requiring action. Also, program staff are notified if an instructor does not approve an exception.

It was clarified that this form applies to all GRD programs.

Late drop

Stacia Madsen encouraged the group to whether or not a student has a pattern of W’s or late drops when making registration exceptions for late drops. Also, it is possible that the student intends to add a course later; if this is the case, a request for a late swap is more appropriate.

Katherine Murphy expressed concern that the points to consider are focused on the impact for students rather than the impact for the institution (e.g., transcript and program integrity). Stacia Madsen noted that a W will appear on the transcript for a student who has a late drop; previously, the Graduate School did not approve requests for the W to be removed.

Late swap

Stacia Madsen encouraged the group to consider the following points when making registration exceptions for late swaps:

- Look at the student’s degree program form; there might be a requirement on there that is necessitating the swap.
- “Swap” can be a challenging term for international students to understand; if possible, communicate that a “swap” is dropping and adding a course at the same time. If a student adds a course on one day and drops on another, they might be charged extra tuition.

Someone asked how approval is granted to the student once the exception is approved; the program staff member enters student specific permission into PeopleSoft. Once that is granted, the swap functionality will work and the student can register. Student specific permission works

through the 8th week of the term; after the 8th week, the approval would have to be granted by One Stop Student Services.

Someone noted that any additional action the student must take (e.g., registering for the course) should be included in any final communication to the student.

Grade Basis

The group deferred this item until the September meeting.