Registrar's Advisory Committee
Monday, March 4, 2013
Peik Gym G55 (east bank)
9:30 a.m. - 12 noon

Present: Gary Andersen, Maureen Andrew, Rhonda Bjurlin, Danielle Bordeleau, Angela Bowlus, Earlene Bronson, Cortney Carlson, Carla Claussen, Pam Cook, Sarah Cook, Jennifer Decker, Molly Diethelm, Erin Edwards, Eric Eklund, Marta Fahrenz, Tina Falkner, Renae Faunce, Tracy Fischer, Jennifer Franko, Teresa Fruen, Michael Galegher, Kate Gallagher, Kit Gordon, Stacey Grimes, Amanda Grimm, Kevin Havard, Constance Hessburg-Odland, Kim Hindbjorgen, Chris Holland, Jason Holscher, Lisa Hubinger, Mary Beth Iverson, Jill Johnson, Sue Johnson, Bri Keeney, Kess Knight, Jennifer Koontz, Mandee Kuglin, Sarah Kussow, Stephanie Lawson, Aileen Lively, Stacia Madsen, Mary Moga, Emily Mraz, Margo Mueller, Anya Norton, Ingrid Nuttall, Laurie Pape Hadley, Cathy Parlin, Cindy Pavlowski, Elyse Paxton, Kristina Pearson, Katherine Pederson, Nate Peterson, Rebecca Rassier, Ann Rausch, Julie Selander, Mary Ellen Shaw, Deanne Silvera, Kate Sophia, Karen Starry, Susan Suchy, Stephanie Sutton, Georganne Tolaas, Matt Tveter, Sue Van Voorhis, John Vollum, Kathy Walter, Susan Westacott, Jessica Whitcomb-Trance, Lisa Wiley, Sarah Woessner

Undergraduate education agenda items
Sue Van Voorhis gave an update on the AAU (Association of American Universities)Registrar's Conference.

Medical Supplement Form
Tina Falkner and Angela Bowlus (CLA) began the revamp of the form last summer; the form has now been updated and will be used for Tuition Refund Appeal (TRA) and Academic Policy Petitions. This was a collaborative process between One Stop and the academic advisers, the overall goal to make a seamless process students (and to provide the colleges and the TRA committee what they need in order to make decisions). Major changes include: integration of Disability Services into the form – they can now fill out the form in lieu of the medical provider; the question, 'When do you believe the student can/could resume daily activities, including attending classes?' was added; the updated form tries to focus more on the impact of the condition on the students ability to participate in class activities.

Tina said they are planning on housing the form on the One Stop website so that it is more readily identifiable with the Academic Policy Petition form. She also said the form can be revisited to determine effectiveness after it has been live for awhile; however, if there is missing or incorrect information, let Tina know.

Repeat policy enforcement
Tina Falkner reminded the group that effective fall 2013 registration, the repeat policy will now be strictly enforced for all campuses. An announcement has been placed in the TC Undergrad Update twice (end of December and February), and more communication to AAN, CSAA, and Directors of Undergraduate Studies is forthcoming. Even though the language of the policy is not changing, the enforcement of this policy will be a culture change for students; we are expecting feedback from students this spring with fall 2013 registration. An announcement will also be

added to the registration queue time emails. TC students will see information about the enforcement on the rotating content on the One Stop website.

If a student tries to register for a class a third time (excluding W's and transfer courses), PeopleSoft will now put a hard stop on the student's registering of that particular class, and they will no longer be able to register for it . The petition decision to allow a student to take a course a third time rests at the scholastic committee level for the TC campus (not the faculty), which will allow consistency across the campus (students will petition through their home college). Tina asked RAC members for their input in how we communicate this to faculty. There will be new guidelines for students to help them understand when a request to take a course a third time might be approved (not guaranteed). Additionally, there will be guidelines for scholastic committees. ASR will actually process the approval to take a course a third time.

Julie Selander asked if the warning and error messages the student receives should be linked to the policy. Tina explained that system campuses may have separate policies and their petition guidelines a little different than ours; some do not use the scholastic committee the same way the Twin Cities campus does.

PAC update on policies

Tina Falkner gave an update from the recent Policy Advisory Committee (PAC) meeting. PAC approved the revised versions of "Teaching and Learning Student: Responsibilities" that incorporated two new sections (one for class notes and the other for appropriate use of electronic devices) and the "Credit and GPA policy." Changes to the "Credit and GPA policy" will be live shortly.

The updated "Teaching and Learning: Student Responsibilities" policy will include FAQs and definitions of commonly used terms.

Other announcements

All athletic questions and inquiries should go to asrathl@umn.edu. Tracy Fischer is now full-time on student degree process and will start working on SDP (Student Degree Progress). Margo directed all APAS questions to APASle@umn.edu.

University of Minnesota-Duluth received the go-ahead to change their academic calendar. Beginning 2015, fall semester will begin the Monday before Labor Day (adding a two day fall break); spring semester will begin the Wednesday before MLK day. We anticipate that TC students will again question why TC does not have a fall break.

Common session agenda items

Introductions and approval of February minutes

The February minutes on the discussion about X and K grades will be reviewed to make certain that they reflect an accurate representation of the current policy.

Announcements

Julie Selander introduced Nate Peterson, the new assistant director in One Stop Student Services.

Julie also mentioned there is a specific line **only for staff and faculty (this line is not intended for staff to call and handoff to the student they are assisting, nor should it be communicated to students)** to get One Stop help if they have questions; this number is 5-9050.

Julie briefly discussed the One Stop Annual Student Survey (attached) results. Key points were:

- Surveyed 9,100 students; received a 31.5% response rate
- Preferred contact method was in person (50%), with email being second preferred at 25%
- Of the four customer service standards (and overall services) of One Stop, overall satisfaction was:
    - Knowledge (97%)
    - Empathy (97%)
    - Efficiency (97%)
    - Friendliness (98%)
    - Overall services (98%)

Sue Van Voorhis asked RAC members, when we want to go live with the upgrade, around Thanksgiving 2014; what impacts will that have on your units? The system will be down for three days with the upgrade and one day for verification.

ASR-IT update
Laurie Pape Hadley said that as you hear updates about the ESUP project, you can also assume that ASR-IT is cutting back on work against the current PeopleSoft 8.9 release (only compliance and policy changes will be moved forward).

CRM is moving forward for One Stop Student Services. Updates will be provided in future meetings.

As the ASR analysts are working on ESUP please be sure to contact one of the following if you need assistance.

- ASR-IT Assistance - Contact SR Training & User Support at 5-2803 or via email at srhelp@umn.edu.
- Student Financials Assistance - Use sfhelp@umn.edu.
- Financial Aid Assistance - Visit the online FA Help Request site at https://intranet.asr.umn.edu/osf/Fa_Help/

Sue Van Voorhis said the ECAS (Electronic Course Authorization System), in which the provost will have final approval for the course policy, will not take effect until the end of March. Course policies will be automatically approved until March 31.

MOOCs –
Sue Van Voorhis spoke about MOOCs (Massive Open Online Courses). MOOCs are free, online, no credit courses that are open to anyone. The University of Minnesota has partnered with Coursera - a leading massive open online course platform - to develop free, noncredit online

courses. The University currently has 5 MOOC classes, which have the same subject and course number as those offered on campus. They are completely online and separate to the institution; registration is done via Coursera.

Several questions still remain unanswered regarding MOOCs; for instance, how will we handle when a student comes to the University and wants credit for their MOOC class? Research into how other institutions are handling this will be done in the near future (some are using a "credit by exam" approach). If a MOOC course is eligible for credit, how do you certify a student took the course? Another question is, what happens when Coursera no longer exists?

Mike Galegher asked what is the advantage to the University (to offer this)? Sue explained that this may entice students to come to school here; several companies are working on teaming with faculty to offer a MOOC to their employees; for students who aren't in college, it will be a complementary piece to help them be more successful in their career.

Currently, the completion rate is 2% (nationwide); faculty are having a hard time keeping up with the grading, so they are getting students who already took the course to help grade.

Someone asked if MOOC will include both undergraduate and graduate courses. Sue explained that since they don't count for credit, the course technically does not say whether it is grad or undergrad; but yes, there are both.

More information can be found on the Academic Affairs & Provost webpage.

Policy discussion: Grading and Transcripts continued
Tina Falkner said there hasn't been a separation of undergraduate and graduate/professional versions yet, as it seemed best to continue with separating the policies and then working on their wording.

Much of the current section A of the Grading and Transcripts policy will be rewritten into an introduction and a reason for the policy. As it stands now there is very little actual policy wording in this section (section A), the heart of the policy is difficult to find. The rewritten introductory section will show grading and GPA definitions and a statement about grading being the purview of the instructor teaching the course. It will also be made clear that once a student graduates, no further changes to his or her transcript will be made. Existing transcripts will not be modified when there are changes to this policy.

Tina asked if the Course Numbering policy could be renamed to "Course Numbering and Credits" to include verbiage on the credits associated with a particular level of a course. Also, the University currently allows fractional credit (the current scale being from .1-.9), but should this be changed to show fractional credit will be allowed within particular parameters (i.e. .5 credit only)?

Someone said they thought the two should definitely be linked, unless there is no connection to zero credits only being used at a certain level (i.e. zero level courses). Someone then asked what zero credit is used for, a lab associated with a lecture? Tina explained that zero credit courses are often associated with 0xxx remedial courses, in that students do not receive that credit towards their degree, but these courses do count towards financial aid calculations. Someone mentioned the School of Music has 0xxx courses for the junior and senior level recitals, where students complete work, but no credits. It was concluded by those present that renaming to "Course Numbering and Credits" would be beneficial.

Under 'Releasing transcripts' (F.5), the verbiage 'will be released by the University only at the request of the student or in accord with state or federal statutes' will be removed since federal law prohibits release of this information (even if our policy allowed for it). Tina asked if this sentence, "Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript." should go on the FAQ. The group said yes. A draft with these changes will be circulated before the next RAC meeting for discussion.

Enterprise System Upgrade Program (ESUP)

Program update
Kate Sophia said that the Student, HR, and Finance work streams are all on different timelines; the Finance work stream will start phase 1 (Plan & Discover) in May; the Student work stream has officially completed phase 1 and are now solidly into the second phase, Analyze & Design; the HR group started this second phase on Monday, March 4.

The reporting and data management aspects of ESUP will now go by the name Reporting and Data Management (often referenced as simply Reporting). The purpose of the name change is to distinguish this element of ESUP from the ongoing enterprise-wide data management and governance initiative at the University, known as EDMR (for Enterprise Data Management and Reporting) The distinction is an important one, since the work of ESUP's Reporting and Data Management work stream ends with the program, while EDMR will continue for the long term. The ESUP Reporting and Data Management team will be working closely with the EDMR governance structure over the lifecycle of the program to ensure alignment with long-term University strategy.

To see the progress of the Student work stream, visit their website. There is also a Google group for those interested in participating in more opportunities for providing feedback to the Student Records team.

If you would like to receive the weekly email update, please email Kate Sophia.

Portal update
Julie Selander said that more than 400 people in seven different locations around the state attended the Portal Kickoff; about 850 comment cards were received by the portal team. The feedback received after the event was also strong, and the team received 220 survey responses (a 51% response rate). The feedback was overall positive, with 75% of respondents saying they felt part of the conversation about the portal and their input was valuable. The full Portal Kickoff summary can be found here.

Several "Design Thinking Workshops" are scheduled from now through mid-April. The portal team partnered with the College of Design to lead participants through a process of observation, brainstorming, synthesizing, prototyping, and evaluating towards the goal of identifying and ranking possible design elements and portal features. No experience necessary; space is limited and registration is required.

The project is currently in the "plan and discover" stage (click here to find the Portal Process Flow, under "What's Happening Next"), and Julie would greatly appreciate any input from RAC members. Please visit the portal project website for up-to-date information on the portal project. If you were unable to attend the portal kickoff and cannot make any of the Design Thinking Workshops, the portal team still values your input. Please fill out the online feedback form at http://z.umn.edu/portal (click on the link under "Join the Conversation") or email umportal@umn.edu.

John Vollum asked, what is the time frame of the portal project? Julie stated that from now until May is the gathering information phase; after that, the portal team will have a better understanding of what the scope of the project is. The ultimate goal is to have a pilot ready by fall semester. Once the pilot is launched, new features will be launched every couple of weeks to build on what is included in the pilot.

Town Hall feedback
Tina Falkner and Kate Sophia talked about the town hall meetings for the Student Records work stream of ESUP. To engage with the Student Records Team, visit the website. You will be able to find the date/time/location of town hall meetings, designed to collect feedback from key stakeholders on student records business processes as part of the Enterprise System Upgrade Program. Upcoming topics and agendas are also posted there, along with notes from the previous town hall. The first town hall, held Friday, February 22, netted about 60 participants from all campuses. The town hall used interactive technology that allowed remote participants to hear, see the screen, and see the presenter. The purpose of these sessions is to collect feedback from key stakeholders on student records business processes as part of ESUP. We hope to: validate design features and/or seek input on alternative designs; identify stakeholder needs for information, training and other things leading up to implementation; provide information on changes to keep stakeholders engaged, informed and aligned with the project and the program. Feedback from the first town hall was very positive.

Student Records: Decisions
Tina Falkner mentioned the student systems upgrade principles. They include:

1. Utilize delivered "self-service" functionality for students, faculty, and staff.
2. Whenever possible, we will use delivered PeopleSoft functionality without customization or implement the industry-standard, best-practice approach.
3. Improve or retain UM business process best practice solutions not delivered in PeopleSoft.

Operationally, this means that every "gap" or difference in what we currently have in PeopleSoft must be examined, then determine which modifications to put forward to the executive steering committee to maintain and which to retire. Or are there new modifications we need to propose?

The committee has started with the course and class part of Peoplesoft, and looking at every field that is different in our current iteration. Making decisions to retire modifications is difficult as we have made them for good reasons - some were because PeopleSoft didn't offer the functionality, some were due to our unique business processes and policies, still others were a matter of streamlined service for end-users. Thus far the Student Records Functional Steering committee has decided the following:

- Retire the CCE course description
- Move information from course notes to course description
- Enforced information in the course notes goes to the Enrollment Requirement Group (ERG) section; non-enforced information does not
- Retire "lecture workaround"
- Retire modification that always checks "include history"; now a user will have to check this (will be a training issue)
- Create a report that will allow a student to search on Course Attributes (for example, LE, honors, online, etc.)
- Maintain the modification that only displays "active" courses
- Create a combined automated way to do mass data updates; update both course catalog (inserts a new row and change the subject) and schedule of class (all classes subjects for a term and going forward)
- Retain ECAS; retire ECAS Cognos Cube
- Self-service course search - additional search criteria expansion "triangle" is not automatically opened to prompt the user to fill in additional search criteria; decided not to modify self-service to have this "triangle" automatically expanded so users will need to know to do so
- Modify the class search in the drop down to only show active subjects (this is currently a bug in PeopleSoft that when there are over 300 subject offerings that it shows inactive and active subject, we will pursue with PeopleSoft to fix this bug and then retire the modification)
- Modify self-service class search to "Add Class Attribute" and "Attribute Value" as additional search criteria
- Do not modify to have teaching award winners searchable criteria for class search (go without the ability to filter classes based upon characteristics of specific instructors); this is a cross functional question with HR (will try to figure out a different way to allow students to find this information)
- Retire classroom location map modification that links map to class in class search
- Do not modify to create link to instructor contact information (via hyperlink to x.500 information); just list instructor and users must look them up via the search
- Do not modify self-service class search to specifically display ODL courses in their own section or with the global notes header; determine other way to segment these courses and alert students to impact of ODL courses
- Modify to show instructor preferred name in self-service class search instead of primary

Discussion

Waitlists

Question: Should students have the capacity to see the number of seats that are open and the number of students on the waitlist?

Aileen Lively said that the registration system will now show a new icon (yellow triangle) that shows if a class is waitlisted and/or allows a waitlist. There will also be the option to see the waitlist capacity and the waitlist total. Aileen asked RAC members if these new features will be beneficial.

One person said that as a student, it is great, since it allows students to look for another class if they see a waitlist of 100 students (versus, say, 3). From an advising standpoint, it is a good tool to help them work with students to find other options.

Mike Galegher asked how students know if they are on the waitlist? Aileen explained that students are not shown where they are on the waitlist; this has always depended on several different variables and how the departments want to handle waitlists. Mike then added that the Law School posts the first ten names on the waiting list on a bulletin board which allows students to see if they even have a chance of getting into a class. He then asked if it was possible to turn the numbers off and on by course? No, the system will not allow us to do that.

Aileen went on to explain that there will be three different waitlist statuses: waitlist open, waitlist full, and waitlist closed (i.e. the first day of class, etc. when the waitlist is no longer available). Some campuses set the waitlist very high (around 100) so they can see the course demand. A RAC member indicated they are using that format now for upper level courses, as shows good justification for adding sections. Mike said the Law School also uses a lottery process for students on the waitlist.

Ingrid Nuttall asked if departments have the option to close the waitlist at any point during the registration process. Aileen said that the only way for departments to close a waitlist is to set the waitlist capacity to zero.

Someone else mentioned that allowing students to see the numbers on the waitlist may only exasperate the problem, as some faculty honor the waitlist; some use permission numbers; and sometimes a student will be chosen from the waitlist based on several factors (i.e. do they need this course to graduate?). Should there be some sort of institutional policy showing that the first person on the waitlist is not necessarily guaranteed the next available seat (make it a University policy, not a departmental policy)?

Tina asked the group if if they liked the idea of having a policy stating the University’s position on using waitlists and enrolling students off the waitlist, and that it is a good idea to display the waitlist capacity and total. The group overwhelmingly said yes.

Reserve capacity
Question: Would there be an issue if this did not display on the class schedule in PS 9.0?
Problem example: If it is not displayed, and the class shows as open, then someone tries to get in (who isn't part of the particular group) they are told they cannot register for this class – students – WHY?

Mary Ellen Shaw said that it would be a big deal to not show the reserve capacity on the registration system, especially when working with freshmen. Someone then asked if students wouldn't be able to see the reserve capacity, could staff still see it? Aileen said that yes, but there would need to be a shadow system implemented, and staff would only be able to look up course by course, not an aggravate view.

Someone from the MBA program said they reserve seats for people in the part-time and full-time MBA program, and there would be confusion (on the student's part) if they didn't see the reserve capacity and couldn't register for a class that showed available.

Web section status page
Question: Do we need this dynamic webpage? Would a report be sufficient? This feature will show enrollment cap, total, open seats, percent full; how many seats are reserved for (which group), which of those are full.

Pam Cook agreed with Mary Ellen Shaw, in that we need the reserve capacity and the web section status page. Rebecca Rassier agreed, that this information, especially at freshman orientation, is vital and would make orientation an easier and faster process for everyone.

Sue Van Voorhis asked if it would be better at the class schedule level or the section status level? Someone commented that students want to know about class capacity; they feel more at ease when they know they have reserved seats.

One RAC member asked if someone has reached out other institutions using this process; how are they coping with the system? Yes, the consultant on the project is able to see what has been modified before, or if it has remained the same over the years.

Tina Falkner asked If this feature wasn't available, what would their report look like? Do you need this type of report? Most members said they would definitely need this type of report.

Danielle Bordeleau said she wasn't necessarily sure that students would need this information. Another RAC member said that their staff and faculty use this feature all the time, since it shows the most up-to-date information (versus printed out reports). Another person said their program uses this feature constantly in the first two weeks of registration and classes; it helps them determine whether or not to open up a new section, or how they can move things around.

Tina asked RAC members to identify people who would use this report for feedback. This topic will be discussed again at an upcoming RAC meeting.

Graduate education agenda items
Announcements

GSSP staffing
Ingrid Nuttall reminded the group that Renae Faunce has accepted a new position in Academic Support Resources on the Student Records Training and Support Team. Renae's position in Graduate Student Services and Progress has been posted and has been modified a bit. Inquiries regarding master's students should be sent to Amber Cellotti and those regarding doctoral students should be directed to Stacia Madsen; because they are down a staff member, paperwork may take longer to process. Stacia also asked the group to please do their best to get any paperwork in early (especially for degree clearance) so as not to have a negative impact on students.

Time extensions check-in
Stacia Madsen said the transition from the old form to the new form has gone smoothly. Someone asked if a student is graduating in May, and they already filled out the old form, should they update with the new form? Stacia said only if you have a new petition with coursework changes. Stacia gave a reminder about using the forms on the website, as these are the most recent versions.

Discontinue Process recap
Anya Norton stated that beginning fall 2013, if a DMS student is not enrolled in fall or spring semester, they will be discontinued from their program. How to communicate this to students is still being discussed. This does not apply to Public Health.

Preliminary written exam workflow launch
Stacia Madsen said an announcement was sent on Friday, March 1 outlining the new online workflow for the preliminary written exam. The new process will require program staff to login with their x.500; then the student information will be pulled up. There is a new 'pass with reservations' option, and if the program decides to do this, the student must comply with all components of the revised Doctoral Degree: Performance Standards and Progress policy.

To remove reservations, enter the date the reservation has been resolved (not the day of the exam). There is also a field for optional notifications (a notification will automatically go to the student once entered into PeopleSoft). If a student is marked 'pass with reservations' the system will automatically require you to send a notification to the students adviser or DGS.

Policy update – Karen Starry
Karen Starry said that two new policy guides will be available this week: Master's Performance Standards and Progress; Doctoral Performance Standards and Progress. An announcement (with links) will be emailed to DGSs, PLCs, and other stakeholders. Note: there are inconsistencies among the various graduate education policies, and between the policies and related processes. Rather than delay further the dissemination of these two guides, they will be made available now, with notations to highlight where updated information regarding responsibilities will be added as issues are resolved.

The next set of policy guides to be released will be: Master's Degree: Completion; Doctoral Degree: Completion. Note: there will be similar issues with inconsistencies and the same approach will be taken.