

Registrar's Advisory Committee
Monday, August 3, 2015
Bruininks Hall, room 412 (East Bank)
9:30 a.m.-12 p.m.
Prepared by: Kess Knight

Present: Chris Abts, Jill Adams, Meghan Allen Eliason, Bonnie Anderson, Claire Anderson, Mychal Anderson, Maureen Andrew, Jane Birkholz, Alison Blomster, Caitlin Boley, Lori Boucher, Angela Bowlus, Richard Campo, Amber Cellotti, Carla Claussen, Damian Damiani, Katherine DeLong, Caitlan Dibble, Molly Diethelm, Robin Dixon, Jessie Eastman, Eric Eklund, Tina Falkner, Tracy Fischer, Bonny Fleming, Carol Francis, Laurie Gardner, Charles Grafstrom, Melissa Grass, Stacey Grimes, Jeremy Hernandez, Raven Herson Ortolan, Constance Hessburg-Odland, Brandi Hoffman, Emily Holt, Katie James, Rachel Jorgenson, Kess Knight, Jennifer Koontz, Nathan Kopka, Stephanie Lawson, Tracene Marshall, Aya Maruyama, Rachel McKessock, Amanda Miklik, Joel Mixon, Maryanne Moga, Emily Mraz, Katherine Murphy, Ingrid Nuttall, Margie O'Neill, Cindy Pavlowski, Jen Petrie, Eleanor Pijut, Guy Piotrowski, Carol Rachac, Rebecca Rassier, Ann Rausch, Kelley Redmond, Katherine Russell, Douglas Saldana, Cindy Salyers, Julie Selander, Deanne Silvera, Nicole Snow, Kate Sophia, Karen Starry, Susan Suchy, Sarah Summerbell, Paula Swanson, Stacey Tidball, Jeremy Todd, Darlene Toedter, Sue Van Voorhis, John Vllum, Anita Wallace, Jessica Whitcomb-Trance, Tonisha White, Maryanne Williams

Undergraduate education agenda items

NAS vs. NHS and financial impacts for students

Tina Falkner and Ingrid Nuttall announced that while many high school admits come in to the University having completed many college credits, it's important to declare them as a New High School (NHS) admit versus a New Advanced Standing (NAS) admit. One of the major disadvantages of declaring these students as NAS is that they are missing out on a considerable amount of financial aid. Additionally, these students participate in a condensed version of orientation, and their parents don't receive the same communication as NHS admits. Ultimately, they aren't participating in things that are allowing them to be properly acclimated to the college environment. Angela Bowlus mentioned that many of these students coming to the University who already have a considerable amount of credits have already been participating in the college environment, so they don't act like a true, new freshman. Ingrid said that more research needs to be done as to how and why these students are being entered as a NHS vs. NAS by the Admissions Office. Tina suggested we continue this conversation at an upcoming RAC meeting.

Change of College form redesign

Emily Holt announced a new workflow is being created for undergraduate students at the Twin Cities campus to complete and submit their change of college information. An informational

landing page will live on the One Stop website, including a link to the new application workflow. Form features include:

- Once the form is submitted online, it will be automatically sent to OTR and the college the student is applying to for review and approval.
- Colleges can submit their admit decisions back using the workflow.
- Colleges will have the ability to download the applications into an Excel document.
- Students will be prompted to submit any supplemental materials to programs requiring them.

Emily said the workgroup will be meeting with colleges in the coming weeks to discuss the workflow and gather feedback. A soft launch of the workflow is scheduled for November (after most of the deadlines for spring 2016 have passed). More information regarding the workflow will be shared at the September meeting.

Academic Standing

Ingrid Nuttall said the ASR Training Team has almost completed a service indicator job aid; this will be distributed to the AAN listserv and added online once completed. Dates have been updated online for the probation/suspension schedule through spring 2016; however, a date hasn't been published for the last time academic standing is run for fall 2015. The date will be after the fully graded due date for the term; this is how it works within PeopleSoft; the dates for fall and spring will remain the same]

There were a few issues during spring 2015: the Twin Cities campus stopped running about one week early, which was problematic to students who had grade changes. However, this was caught early and those students affected were notified and the errors were fixed. The Crookston campus ran into an issue where it should have stopped running but it continued to run. OTR will continue to work with OIT to ensure these issues don't happen in the future.

A workshop is being scheduled for November to talk further about Academic Standing.

Education Advisory Board (EAB): Student Success Collaborative update

Sue Van Voorhis provided the group with an overview of the University's involvement with the Education Advisory Board (EAB). The University of Minnesota joined EAB as a member in November 2014. There are a total of 150 member institutions in EAB. The EAB Student Success Collaborative (SSC) uses data analysis and predictive modeling to help institutions identify areas of improvement for retention and graduation. In June, we kicked off a project to evaluate if EAB SSC can provide value to the University.

APLUS is a robust and well-used tool that the University has developed. Many institutions using EAB do not have such a tool. EAB can provide additional information that could help us identify at risk students and advise them earlier. We will have a trial period of 60 days with the data and their analysis to evaluate their offerings. If it is a benefit to the University, we would like to incorporate it into APLUS.

Sue will provide regular updates to RAC about the progress of the project. Currently, the statement of work is under review by the Office of the General Counsel and the project plan is being created. No data feeds have been developed yet. Pilot colleges/departments will be important to the success of the evaluation.

Provost Karen Hanson is serving as the project sponsor, and the project co-owners are Bob McMaster (OUE) and Sue Van Voorhis (ASR). Advising representatives include LeeAnn Melin (Assistant Dean for Student Support) and Nikki Letawsky Shultz (Director for Student Support, CBS); technology and analytics representatives are Peter Radcliffe (Data Analyst, OUE) and Grant Clavelle (IT Director, ASR); curriculum representatives are Leslie Schiff (Associate Dean for the University Curriculum) and Tracy Fischer (Student Degree Progress, ASR). Additional members are Christa Nichols, ASR (project manager); Doneka Scott, OUE (EAB coordinator); Eric Anderson & Kate Sophia, ASR (communications); and Grant Clavelle, ASR (data coordinator).

Advising Task Force update

LeeAnn Melin said Provost Hanson has pulled together a group to help enhance and support undergraduate advising on the Twin Cities campus. The group will look at how advising is currently being done on campus and how we can incorporate some new best practices. This group will work with the EAB group to utilize data at the fullest potential.

Deliverables include:

- An advising framework: what is the role of academic advising on campus?
- Common service practices and expectations across all colleges
- What kind of tools are necessary in order for advisers to do their job well (e.g., training, professional development)?

First recommendations will be available at the end of August, followed by listening sessions around campus to gather input from the University community. If you have any feedback such as what types of issues you would like to address, or what kinds of processes we can be doing (centrally) to help the academic advising services, please send them directly to [LeeAnn](#).

One Stop/Student Degree Progress Team Collaboration

Julie Selander and Rachel McKessock announced that One Stop Student Services and the Student Degree Progress team have joined up to provide a more streamlined process for the student planning on returning to the University. Financial assistance was a major concern to many of the students who were contacted during the first outreach. Three One Stop counselors are being trained on how to support these potential returning students with any questions they may have about returning to the University. The next outreach will happen in the coming weeks to those students who are NHS (new high school) only, part of 4, 5, and 6 year cohorts, and have completed 80% of their degree. A list of these students will be shared with the Student

Degree Progress (SDP) group so they are prepared if the student contacts the school or program directly.

Rachel then updated the group on the progress of the project. Out of 150 students contacted, 10 have graduated, and about 40 have reached out directly to SDP team members. Of these, some are attending community colleges to continue their programs, while others won't be able to return to the University until spring or next fall.

With outreach expanding, One Stop will take on a more active role in the process, working with students who have left but also students who are looking at leaving the University before completing their degree. One Stop can act as a starting place for the student, directing them where to go next.

Sue Van Voorhis mentioned that most schools have a policy so that students must meet with someone (e.g., their adviser, registrar's office) before they can completely withdraw from the University. She asked the group if this should be looked into as an option for us here at the U of M, including adding an housing indicator before a student leaves, or adding a hold so a student will not be able to drop below 1 credit before coming in to see their adviser. Sue asked if this was a good idea, and about half the room said yes. She then asked the group, when you hear of a student leaving, what do you, or your department, do? Tracene Marshall said that she would hope that by that point the student has been in to talk to them already; however, if that's not the case, she provides them options, including a leave of absence. She then offered that we be more proactive by sending students information ahead of time so they are aware of options ahead of time (e.g., information about mental health issues, unexpected pregnancies). Molly Diethelm said she offers the student the opportunity to come in and talk, however, most students are leaving for reasons they don't want to share with staff. Another option is to refer students to information on One Stop, such as withdrawing, and maybe to add more information there as a resource.

Common session agenda items

Introductions and approval of June minutes

There were no changes to the June minutes.

Announcements

Returning Students with Children

Susan Warfield from the Student Parent HELP Center came to discuss the services their office provides. SPHC serves undergraduates with children, students who get pregnant while enrolled at the University, or students who come back to the University with children. Child care assistance is available to students through the Post Secondary Child Care Grant. Other services SPHC provides:

- A centrally located, all purpose center with lounge and computer lab with free, unlimited printing with extended hours
- A weekly, professionally facilitated Parents As Students Support (PASS) Group with free lunch
- All staff are social workers and are also trained in basic academic advising practices and intensively trained on financial aid issues that impact parents
- Walk-in and appointment based service delivery model
- SPHC staff able to provide campus or community based referrals and address most family or academic needs either on-site or through appropriate, on-the-spot referrals
- Family friendly events throughout the year
- Staff members who advocate for student parents on the micro and macro level

Population served:

- Must be low income, financial aid eligible and an undergraduate
- Serve mothers, fathers, single, divorced, married, culturally married students
- The largest percentage of students are single mothers (at least 70%)
- Most SPHC registered students have only 1 or 2 children
- Typically have between 200-300 students registered with SPHC at any given time; this is not every undergraduate student at the University; typically there are 900-1,000 UG students listing at least one dependent on their FAFSA every year
- CLA has always been the largest college of attendance for SPHC registered students

Benefits of collaborating with SPHC:

- Have emergency assistance funds available to student parents
- Staff are intimately acquainted with the welfare system and can assist students with application process and verification letters
- Specific point people in One Stop who specialize in student parent issues
- Referring a student in crisis will lead to eligibility for a wide range of programs above and beyond the initial referral
- There is a statistically proven increase in GPA and retention rates for transfer student parents who are registered with SPHC

What SPHC needs from advisers:

- Program visibility: brochures in every office, program familiarity and referrals across colleges
- Active referrals (speak in terms of financial assistance)
- Speed of referrals: refer student to SPHC immediately upon learning the student is pregnant or parenting

For more information, please email Susan directly at warfi002@umn.edu or visit <http://www.sphc.umn.edu/>.

Financial Wellness Appointments in One Stop: One Stop Student Services is excited to announce a new student service: one-on-one financial wellness counseling on campus. One Stop staff frequently present financial wellness topics across campus to staff and students, but this new service will provide individual attention to personal financial issues for students. Appointments have already begun, and so far, the most commonly discussed topics include: creating a spending plan, living like a student now, and issues related to graduation and loan repayment. More One Stop staff members hope to complete their financial training and certification program in the coming weeks as student appointment requests continue to come in. If you know of a student who is interested in discussing financial wellness, please have them contact One Stop.

Student financials set-up, charges and disbursement for fall: Fall 2015 charges will appear in the next week, and all students have been awarded for all campuses and careers.

New payment plan: What used to be called the “installment plan” is now called the “payment plan.” The difference? Students must go and sign up for the payment plan, they will not automatically be added to it if they do not pay their bill in full after the first due date. It’s \$20 to participate in the payment plan, and a guide to sign up will be posted on the One Stop website in the coming weeks. For those students who have participated in the installment plan, they will receive a notification letting them know about the new process.

Class Info needs

Ingrid Nuttall said that course information includes:

- Subject, designator, title(s)
- If a course is offered for enrollment, it has a class(es) associated with it; enrollment data
- Catalog descriptions
- Meeting pattern information
- Prerequisites (enforced and unenforced)
- Notes
- Course Guide information
- Instructor
- Proxies
- Student
- Grades

Ingrid asked the group what other types of course information do they use?

- Liberal education requirements
- Student addresses (demographics)
- Syllabus
- Books
- Location of classes

Current course information issues include:

- Class search
 - Functionality
 - Results (multiple clicks, difficult to read, some information not available at all)
 - No “sticky” navigation in delivered search
 - Online course searching and results
- Loss of Course Guide information
- Multiple tools required to get complete picture (search and reports): changes to reports complicate this (e.g., Class Roster used to have Grade)
- Course scheduling
 - Financial aid compliance
 - Grade roster generation
- Topics
 - No topic titles
 - Repetition of topics, should be a course
- Course titles: typos or inconsistencies
- ERG details showing in class search results

Some resolutions so far:

- [Class search supplemental tool](#) (linked from Staff and Faculty One Stop pages)
 - Terms are hardcoded (it won't update automatically with new terms)
 - Data is real time
 - No connection to registration/shopping cart
- Online course location of online
 - Completely online courses will show as ONLINE for the location in class search results; this is maintained by the Office of Classroom Management
- Removed the auto-check of “Show open classes only”
- Grade roster view access in PeopleSoft; requests to srhelp@umn.edu
- Additional oversight in ECAS review in ASR for course title issues
- Partnership between OUE and ASR on ECAS issues and potential future enhancements

Next steps:

- Gather requirements for course information
 - Focus on needs, not tools
 - System-wide focus
- Timeline: Information gathering between now and December 2015
- Online issue and courses missing from future term (non-FRFY) issues will be resolved
- Create awareness of existing tools: [course info](#) and Schedule Builder enhancements
- More outreach to departments regarding course set-up/financial aid impacts; adjustments on a timely basis with as little disruption as possible
- Continued partnership with OUE: looking at potential ECAS enhancements; supporting their leadership of a variety of course curriculum issues
- Continue to evaluate needs related to grade access

99PRD switching from undergrad to grad career

Ingrid Nuttall reminded the group that last fall, the processing of 99PRD's transitioned from One Stop to the Office of the Registrar; communications to students still come from One Stop. In addition to registration, students use the 99PRD form to move courses from the UGRAD to GRAD career after the fact (sometimes years). To do this, OTR must delete enrollments from the student's record and add them to a graduate career. Students are informed they will be charged graduate tuition rates. However, rather than delete the enrollment, OTR can transfer credits to graduate career and notate the transcript in the appropriate term to indicate the change to the record.

Example:

* * * * * Beginning of Undergraduate Record * * * * *						
Spring Semester 2010						
University of Minnesota, Twin Cities						
Coll of Continuing Education						
Non Degree Non-Degree						
<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
ADDS 5004		Co-Occur Addict Mentl Hlth Dis	2.00	2.00	B	8.000
FSOS 5426		AlcoholDrugs:FamCult	3.00	3.00	A	12.000
ADDS 5004 AND FSOS 5426 CREDITS APPEAR ON THE GRADUATE LEVEL RECORD UNDER "TRANSFER CREDITS" AND COUNT TOWARD A GRADUATE LEVEL PROGRAM						
TERM GPA :		3.800	TERM TOTALS :	5.00	5.00	18.000
Summer Semester 2010						
University of Minnesota, Twin Cities						
Coll of Continuing Education						
Non Degree Non-Degree						
<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
ADDS 5003		Appl Psychopharm Hum Serv Prof	2.00	2.00	A	8.000
ADDS 5003 CREDITS APPEAR ON THE GRADUATE LEVEL RECORD UNDER "TRANSFER CREDITS" AND COUNT TOWARD A GRADUATE LEVEL PROGRAM						
TERM GPA :		4.000	TERM TOTALS :	2.00	2.00	8.000
Undergraduate Career Totals						
CUM GPA:		3.714	UM TOTALS:	7.00	7.00	28.000
				UM + TRANSFER TOTALS:	70.00	

There is a difference between resolving an error and reflecting that a program is making a decision to accept graduate-level coursework that appears on the undergraduate transcript.

What are the common scenarios? The preference is to use this method (transfer credits). The 99PRD form can still be used to facilitate this request. Doing this would not affect the GPA, as it would be a straight credit transfer and credits won't be counted twice for both degrees. A meeting between OTR, One Stop, and a representative from the Graduate School will be held in the coming weeks to discuss this further.

Student reports

(Due to time, this issue was tabled until next month; however, a short announcement was made)

Ingrid Nuttall said that a number of initiatives will be kicking off over the next month, including an Analytics & Data Integration fCoP launches September 21. While there is more structure in place to support report creation, there needs to be an intake process and a better way to analyze requests. More to come.

Communicating post-upgrade work and changes

Due to time, this item was moved to the September meeting.

Discussion: what information would you like about financial aid?

Due to time, this item was moved to the September meeting.

Graduate education agenda items

Soliciting feedback for Graduate Education Degree Clearance

Chris Abts (for Chris Allen) said Graduate Student Services & Progress (GSSP) is currently reevaluating the process for Graduate Education Degree Clearance. For those programs that aren't GRD, have you experienced any issues with the online application for degree? Where do you find it online? There were varied answers from the group, including some still using the paper form, others referring students to MyU, others referring to the website, or back to the program or college. If you have further suggestions for how to improve this process, please email Chris Allen at alle0288@umn.edu.

GSSP customer service update

Chris Abts recently moved into the role of customer service lead (previously this was Mike Brown, who has taken on more responsibilities within OTR). Major functional changes within GSSP occurred because the structure as it stood was unsustainable for the full-time employees.

Additional reasons included:

- Interruption while processing forms and data entry
- Volume of work led to decreased quality of customer service (i.e., couldn't answer phones consistently; complaints from students they couldn't get a hold of a person)
- Relied on institutional knowledge (no central record of interactions with students; hard for new GSSP staff to build up a knowledge base)

- Had a hard time quantifying how much help GSSP needed (no time for stats; no stats for help)

Changes included:

- Consolidation of all email to one central account: gssp@umn.edu and transitioned all phone call and walk-in tracking to Salesforce
- An Auto Caller Distribution (ACD) phone line used as a central number for any GSSP question; can always reach a person during office hours
- Staff duties re-org of FTE in GSSP
- 5 GSSP Customer Relations Representatives (CRRs)
 - 1st tier customer service support for phones, emails, walk-ins
 - Form intake from walk-in, email, fax, campus mail
 - 1 GSSP FTE as customer service lead

Benefits of this new structure:

- Reduced stress and customer service burnout
- Focus on providing higher quality service
- Records of interactions - easier to understand the history of a question
- Electronic tracking of all form submission into GSSP office
- Statistics on email, walk-in, phones, form submission
- Always talk to a person, not a voicemail

Statistics from 1/1/15-7/6/15:

- 4,323 emails
- 2,504 walk-ins (approx. 22/day) with higher volumes closer to deadlines, especially May
- Top email topics:
 - Application for degree
 - Graduate Degree Plan (GDP)
 - Remaining requirements
 - Thesis submission paperwork
 - Final exam form