Registrar’s Advisory Committee

Monday, October 3, 2016
Bruininks Hall 131A
9:30 a.m.-11:00 a.m.
Prepared by: Kate Sophia
Presentations

Approval of September minutes

The minutes of the September meeting of the Registrar’s Advisory Committee were approved without changes.

Announcements

<u>Registration times</u>

Julie Selander announced the dates students will be able to begin registering for spring classes.

Stage 1	Graduate/professional students and undergraduates with 90+ cumulative credits	November 8-15
Stage 2	Undergraduates with 60+ cumulative credits	November 16-21
Stage 3	Undergraduates with 30+ cumulative credits	November 21-28
Stage 4	Undergraduates with fewer than 30 cumulative credits	November 28-December 1
Stage 5	Open enrollment (non-degree, senior citizens, and visiting students)	December 2

These dates will be posted on the One Stop website. Individual student registration times will be available to students to view in MyU on October 25.

<u>Office of the Registrar director search</u>

Sue Van Voorhis provided an update on the director search for the Office of the Registrar (the position formerly held by Ingrid Nuttall). The search committee has interviewed all of the candidates. The committee will check with references and make a recommendation on a candidate. The hope is that an offer can be made and have somebody in place in the next three months.

Data & Analytics Update

Jeff Idle, the student data and analytics team lead for Academic Support Resources (ASR), joined the University in May to lead this team. Student data and analytics efforts shifted from the Office of Information Technology to ASR after the PeopleSoft Upgrade was complete last year. The group is still in its early stages of forming.

Jeff indicated that his first task was to develop a strategy for the workgroup to inform their current priorities (see presentation for detail). Key points:

- They will be leveraging data to support ASR's mission for student success and operational excellence
- The strategy is based on four things:
  - Focus areas: student retention, degree progress, student context and operational excellence
  - Insight: Leverage data for strategic decision-making in addition to operational & tactical decision-making
  - Collaboration: Stay connected and networked
  - Enterprise solutions: Leverage existing or develop new
- Current priorities: student degree progress, enterprise data warehouse, enrollment/registration, course dashboards and reports, and GPAS reporting & analytics.

Jeff then provided a live demonstration of a visualization of the project work. One example was a graduation rate report for the Duluth. This is something available for the Twin Cities campus, but is new for Duluth. Another example was a transportation study that was done quickly with existing data. They were able to accomplish this quickly because it was a one-time need and didn't require a long-term enterprise data plan.

Looking forward, the kinds of things the team would like to work with RAC on are items such as section status.

<u>Questions</u>

Alison Blomster: Does OBIEE tool demonstrated record late degrees?
Jeff: The OBIEE tool is refreshed daily from the data warehouse. Understanding the need for the frequency of data is important for developing the solutions.

Mike Galegher: Sometimes the challenge is in getting information into PeopleSoft that isn't there, so they can write reports. Is the team building reports from outside of the warehouse?
Jeff: it depends. With the transportation study, we started with PeopleSoft, but had to work to pull in external data (e.g., a list of all the bus stops). Doing this adds a layer of complexity, so it's much easier to do that on an ad hoc basis. Before bringing data into the Data Warehouse, would need to evaluate if it makes sense.

Sue Van Voorhis mentioned that she had met with the steering committee the previous Friday. This team will need to focus on student retention. The committee provided ideas on what we can look at and the things we can zero in on with the data. RAC will be involved in the prioritization of that effort.

Summer Registration Update - Julie Selander

Julie Selander provided an update on an effort underway to evaluate the possibility of moving registration for summer classes from April to February. The reasons for investigating this possibility are that it would provide a longer window for students to register for summer classes, would allow students to solidify their summer plans earlier, it could increase the classroom utilization over the summer, and could help colleges with their advising load (because summer and fall advising wouldn't overlap as much). All of this could have a positive impact on timely graduation.

The committee is currently collecting pros and cons to this idea at the college-level. Those with thoughts or feedback should provide them directly to Julie (goode021@umn.edu).

The next step will be a decision from the undergraduate associate deans and the Graduate School.

<u>Questions</u>

Alison Blomster: Is there a place to view the collected pros/cons?
Julie: There isn't. You can contact me if you would like to make sure an item is included.

Policy Update

Stacey Tidball said that there are two policies up for comprehensive review for SCEP:
- Managing student records
- Maintaining course records

There are no substantive changes expected with these policies, just minor language edits. If you have any concerns or comments on these two policies, contact Stacey (tidball@umn.edu).

She mentioned that the grading and transcripts policy is also due for comprehensive review, but not taking to SCEP right away in order to discuss with various groups (including RAC) because it is a large and complex policy. We will discuss this policy in-depth at a future meeting. Some particular points that need to be addressed:
- S/N limits
- Incompletes (lapsing/contracts and procedures)
- Auditing a course. This is where it is listed that a student needs to be registered in order to attend a class. Perhaps pull this out and make more prominent.

<u>Questions</u>

Rebecca Rassier: Is there anything in the policy about ‘K’ grades?
Stacey: Yes, and there is a definition about how it should be used. Reviewing this language to make it more clear is on the list of items to address.

Question: Will you be looking at lapsing NR marks?
Stacey: That is something we want to discuss

One Stop and MyU Statistics/Update - Julie Selander and William Dana

Julie Selander, director of One Stop, provided information on student contact with One Stop (see presentation for detail). Key points:

- Saw a slight decrease in call volume from last year, but an increased volume last year was expected as it was the first term start after the completion of the Upgrade.
- Average call wait times are up. A lot of things factor into this: staff resources, the types of calls coming in, the length of the calls.
- There are fewer emails coming to One Stop compared to the same time period last year.
- There are fewer students coming to walk-in counseling.
- Wait/service time for walk-ins are up. Found a way to separate the wait time from the service time last week, so will start reporting those separately.
- Very large decrease in traffic to website. This is understandable now that MyU is the site where students get their business done rather than One Stop.

William Dana, director of the MyU portal, provided an overview of interactions in MyU (see presentation for detail). Key points:

- The start of term last year was challenging (technical issues preventing people from accessing MyU), but that was not repeated this year.
- There is growth in average session duration and pages per session.
- It remains difficult to get a precise answer of who is accessing MyU because users have multiple roles, but vast majority of users have a student role.
- Mobile usage is on the rise. On the first day of TC Fall term, 28% of student traffic came from mobile devices. This is up nearly 6% from last year. Faculty and staff are also increasingly using mobile devices, though at lower percentages.
- The most popular browsers used to access MyU are Chrome and Safari
- The notifications and news items are being seen. The most clicked on was a notification to students that they bill was ready to view.

One Stop Website Project Update

Stacey Tidball provided an update on the project to redesign the One Stop website. Since the last meeting, another round of usability was completed and the site underwent an accessibility review. There were very positive reviews from both and an increase in usability score.

The project is still on track to launch the new site on the afternoon of October 20. Prior to that, there will be work done on setting redirects from top pages from current site as well as communicating with those in the University community to provide the information they need for updating their sites.

Sue Van Voorhis said that there are some items that are still under development that will not be available at launch (e.g., GPA calculator, web activation form). They will be made available as soon as they are ready.

Undergraduate education agenda items

Transferology

Stephanie Sutton provided a walk-through on how to complete common tasks in Transferology (formerly u.select).

If you do not have an account and would like one, you can request one here.

There is now one common password for your Transferology and TES accounts. If you have a problem, just follow the “can’t sign in” prompt. Most people use the “Lab” account. Students have a different page. If you are interested in seeing what students see, you can have an account on that side as well.

All the programs listed in transferology are the ones in the “What if” report listing on the APAS webpage. These listings are manually updated, so contact apasle@umn.edu if there is a program that needs to be added or removed.

If you are looking for a single equivalency of a course, it’s easy to use the equivalency tool and enter the school name (e.g., Century College Biology course) You can then see the equivalency. The “Alternates” listed are the LEs that are fulfilled by that course. These equivalencies are updated weekly.

There is a new feature that allows you to share course bundles. Example: a group of courses that many students bring with them from another institution can be created as a bundle and shared with others. These bundles do not automatically update, so would need to be manually updated if something changed.

You can also create a bundle to see the LEs for all of the courses at once (vs one by one).

To apply courses to a program, choose “A Transfer Report” and “See how courses apply” then choose the bundle, and select the school. You’ll then have a report with the LEs included.

Stephanie asked the group if there were any pain points or requests for enhancements. Bavi Weston said that she would like to be able to see other U of M campuses (e.g., Duluth, Rochester) in Transferology. Stacey Tidball said that they are currently working on a solution for managing this. The core issue is that students from our other campuses are not considered transfer students, which is what this tool is for. The current recommendation is to run a “What If” APAS report for those students. Some discussion followed on the limitations of that recommendation and Stacey reiterated that they are working on a solution.

Leave of Absence

Angela Bowlus provided an update on the work of the policy and procedure working group regarding the leave of absence policy. After a lot of discussion, the group has developed a modified process for leave of absence that can be applied starting in spring 2017 (see provided documents within the presentations).

To arrive at this solution, the group looked a lot at how different colleges were approaching the process. The group realized that the language surrounding the process could be improved, including changes to the checklist for students withdrawing.

The biggest change to process is that students will not be able to access the leave of absence form from One Stop. The form will instead be available to advisors within the Advising Toolkit. This requires students to contact an advisor to get the form.

There will also be a web page dedicated to leave of absence. Among the information available on the page will be the reasons a student may want to take a leave of absence, the benefits of requesting a leave of absence, and details about when a student would not be eligible for a leave of absence. The form will be updated to include the specific reasons a leave of absence is allowed.

The best practice recommendation moving forward is that RLOA should not be entered. This is because it is extremely common for students to either not return or to return early, requiring manual intervention. Having a RLOA entered also allows students to start registering for classes without an advising contact, which can be problematic (based on their activity since leaving).

Advisors will receive a notice each term (for the four academic terms allowed for the leave) to prompt a contact to the student asking for an update on where they are in their plan. After the four academic terms, the student will be automatically discontinued.

There is a very small percentage of students who have a very short and specific plan, it may be appropriate in these cases to enter the RLOA.

Feedback can be provided directly to Angela (abowlus@umn.edu) or Stacey Tidball (tidball@umn.edu).

<u>Questions</u>

Alison Blomster: Is it prudent to show students what reasons would be eligible for a leave of absence as they could then manipulate their answers to conform to those reasons.
Angela: We want student to be informed and we want to be transparent so that they go into the advising appointment understanding the process.

Alison Blomster: What’s the deadline for feedback?
Stacey Tidball: The sooner, the better. Would like for this information to be updated in time for the new One Stop web site at the end of October (though it can be updated after the launch).
Angela: The latest would be the end of October and this will go to the Advising Steering committee and will be included in the Advising Update.

MyU Degree Progress

Allie Cummelin and Travis Trautman provided an overview of a new tool that will be available to students in MyU at the end of the month (see presentation for details). Students will see a visual representation of their degree progress on the Academics > Degree Progress sub-tab within MyU. The data will come from their APAS report. The information displayed will only display for degree programs (i.e., not second majors, minors, or certificates) due to limitations in the data source.

What students will see:

- Fall NHS students will see their progress against a benchmark which indicates where they should be at the end of the term, based on the sum of earned and in-progress credits, to stay on track for 4-year graduation. This is only provided to students that are within the four year timeframe (i.e. for the 2016-17 AY, it will appears for fall 2013 NHS admits and later). It will move forward to subsequent terms when the student registers for at least one class for that term.
- A percent complete calculation. This calculation only uses coursework that is degree applicable.
- If a student has a dual program, there will be an option to toggle between the two in a drop-down.
- A timestamp is included to identify when the data is accurate as of. The data is updated monthly unless something triggers it to be run again prior (i.e. registration, grade posting, etc).
- Students will select the “What to do next” button to access a second page. This page includes items such as:
    - The graph for the first page.
    - An “Action Plan” section which gives students recommendations based on their progress vs. their benchmark
    - The ability to look at the courses which make up their degree-applicable earned & in-progress totals, as well as a listing of courses which are not applicable to the degree program being viewed.

The development team did a usability evaluation at the end of August. Students were excited in general about the tool. Another round of usability will be completed mid-October. In this round, students will be able to see their own data (instead of fake data) for the evaluation. The team has struggled with the language in the tool, particularly when students are behind the benchmark. The team is hopeful this round of usability will inform that aspect in particular. Tracey Fischer mentioned that some advisors will observe the usability sessions so that they can provide additional feedback based on what the students experience.

The target for the launch of the tool is October 23.

Tina Falkner mentioned that there is discussion on how to tie this information to student borrowing history and other financial resources in future development.

The development is a collaboration between ASR's Student Degree Progress team, ASR's Custom Solutions Team, MyU Portal, and the Office of Information Technology.

Student Degree Progress Update

Rachel McKessock said that the 4-, 5-, and 6- year graduation rates will be snapped at the end of the month. The "quick wins" were send out the last week in September with a due date of Friday, October 7. If students are still on the list after that, the student degree progress team might reach out for an update.