Registrar's Advisory Committee Minutes

November 7, 2016
9:30-11:30 a.m.
402 Walter Library

Attendees: Chris Abts, Carin Anderson, Mychal Anderson, Betsy Ryan, Alison Blomster, Richard Campo, Amber Cellotti, Allie Cummelin, Tina Falkner, Teresa Fruen, Laurie Garner, Charles Grafstrom, Ashlee Haluptzok, Barbara Jensen, Jennifer Koontz, Sarah Kussow, Pa Lee, Emily Mraz, Robyn Meunier, Natan Paradise, Jenna Parks, Cathy Parlin, Rebecca Rassier, Katherine Russell, Douglas Saldana, Julie Selander, Mary Ellen Shaw, Kate Sophia, Stephanie Sutton, Paula Swanson, Stacey Tidball, Jeremy Todd, Darlene Toedter, Nancy Welch, Susan Westacott, Bavi Weston, Giselle Wynia

Approval of October minutes

Approved without changes.

Announcements

C4 Project update

Sue Van Voorhis provided an update on C4 (Courses, Classes, Calendars, Classrooms) activities. Those working in this area will continue to look at compliance issues, but will be taking a step back to create guidelines and procedures as they are noticing that things are not getting updated correctly in systems and this has an impact on students.

Veterans Appreciation event, November 15

Julie Selander announced the 10th annual event for veterans appreciation. It will be held on November 15 in the Coffman Union Great Hall from 11:30 a.m. to 1:30 p.m. The event is open to everyone and includes food and activities.

Change of college form

Julie Selander also provided a reminder to the group that the change of college process is now completely online (except for discontinued students). One Stop is still receiving the retired paper forms from students. While these students aren't turned away, they aren't getting the more streamlined experience that the online process provides.

Time conflict workflow

Amber Cellotti announced that faculty and staff were notified last week that the paper form is no longer available for time conflict resolution and that the online process should be used. Students will receive notification in the next Undergrad Update.

CollegiateLink

Erik Dussault presented on CollegiateLink, which is part of Campus Labs. The purpose of CollegiateLink is to promote, track, and reflect on experiences outside the classroom and help students compile a record of their experiences to complement their academic record (transcript).

https://gopherlink.umn.edu

Gopherlink has been in use with student groups since August and now allows other experiences to be tracked. The student can record them or the University can compile experiences and assign them to students. Examples of experiences placed on the record by the University: Sexual Assault Prevention program (required of all students), Financial Literacy workshops, Social Justice Leadership certificate.

There is a public view and student groups have the ability to upload events viewable there. There is a directory of organizations (similar to what is on the student group site).

When signed in, it will show experiences already associated with the student and then show some opportunities that are aligned with their self-identified interests (that they set in the settings area).

Students can record details of their involvement, which can be used when preparing resumes or when preparing for job interviews. These experiences are often brought up in those situations and students frequently aren't completely clear on the details, so recording it at the time allows them to keep that information for their own use. The student can self report experiences and those reports can be verified (e.g., by an advisor or college office).

The student's "Experience Record" can be provided to others electronically or printed. This document view of the record can be customized by the student (e.g., omit student group involvement, show or hide personal reflection).

Janet Crittenden mentioned that there are reports available to retrieve a list of students by classification (e.g., students who completed one specific experience).

QUESTIONS

Q: Are student able to omit specific instances of involvement (and not just whole categories) on their shared Experience Record?
A: Yes, there are a variety of options for students to customize the record when they share it.

Q: Will this ultimately replace engage.umn.edu?
A: That's part of the conversation moving forward. Need to look at what is useful in both systems (they do different things).

Q: What does a "curriculum" look like?
A: Some look like a checklist (e.g., a plan to enter medical school). University side can upload a list of students who completed certain tasks.

Q: Is there any integration with MyU?
A: Not currently, but looking at the possibilities of connecting. Perhaps a link to it within MyU.

Q: How long would a student have access after they leave?
A: As long as they have active login access.

Q: What are the built-in privacy features?
A: It depends on how the event is set up, but there are options for students for what is visible. University staff cannot see RSVPs.

Q: How could students provide the information electronically?
A: Email the PDF.

Q: Is there a resource for students to guide them on how to complete a reflection in a meaningful way?
A: There are best practices in terms of using the system. Campus Labs have resources and tutorials that are student-facing.

Q: Are there plans to work with Career Services?
A: That is the hope. This is a Student Affairs initiative, so currently working with Career Services within Student Affairs, but would hope to have more contact with other .

Sue Van Voorhis said that this will be a topic at a two-day Big Ten meeting. Some schools want this kind of information combined with the academic record, but that doesn't seem appropriate.

9.2 CS Upgrade

See presentation for more details.

Carrie Otto provided an update on the upcoming effort to upgrade PeopleSoft Campus Solutions to version 9.2. This upgrade is not a big upgrade like the upgrade to 9.0. This will be a technical upgrade with minimal impact to end users. Following the technical upgrade, there will be a second phase for implementing new functionality (including some that was available during the 9.0 Upgrade that we did not implement). Analysis is being conducted now to see what new functionality would be used and how it would impact end users.

"Fluid" is a new term we will hear a lot. It's the new user interface that should be more intuitive. It will lay the foundation for a mobile-friendly experience. Implementing that could be part of the second phase.

QUESTIONS

Q: So the mobile capability is further down the road?
A: Yes, and that is if we decided to implement any fluid pages or until the University decides to use the full fluid navigation. If any fluid pages are implemented for end users, those changes would not go into effect until late 2017/early 2018.

One Stop website update

[See presentation for more details.](#)

Carrie Otto provided an update on the new One Stop website that launched at the end of October. She reminded the group that the focus on the effort was on on being aligned with content and language with MyU as well as being mobile-friendly. The site was also moved to Drupal platform which facilitates a shared content system for all five campuses.

The site launched on October 20. There is one site and one background, but five different sites from a student perspective. There is a lot of shared content, but campus-specific content when needed.

There was a content strategy developed and tested with students. It went through several rounds of usability with favorable results.

Since launch, there have been some improvements made:
- Change of major/college/campus content was added
- Course fees information was added
- GPA calculator developed by Rochester has been linked to

Future improvements
- Cancel/add deadlines — looking for more ways to present this information. The Chart from the old site was not accessible, so need to find another solution.
- Final exam information — working to make that easier to find, currently in several places.
- Withdrawal info — students strongly reacted to the language about leaving. Team will keep working on it, but the Leave of Absence information should have everything you need to guide students through withdrawing.
- Mobile menu — continue to work on improving this
- May/summer financial aid content — this information is still on the way. It is part of the information that wasn't needed immediately at launch.
- Financial literacy site — more content coming on this

Tips
- Email — that button is not going back. It went away with the change to the University-required header. People should access email through MyU or

http://mail.umn.edu. This is a pain point for alumni (who don't use MyU) and those with departmental accounts. Both of these groups should use http://mail.umn.edu.
- Terms and conditions section (found in footer) has a lot of valuable information about FERPA, grievances, consumer information.
- Faculty/Staff resources — encourage faculty and staff to use the page on the ASR website. Resources can also be bookmarked in MyU. Eventually this page will go away from the One Stop site as the site is for students.

Feedback form will be removed soon. The "Comment Card" will go back in the footer. Can also contact asrcomm@umn.edu or Stacey/Carin.

Policy Discussion

See presentation for more details.

Grading and transcripts

Stacey Tidball led a discussion on the grading and transcripts policy. She commented that the size of this policy makes it difficult to keep it updated, but also for people to find what they need.

Stacey asked the group how they are using the policy now. Responses included:
- Reviewing the incomplete policy to work with faculty (e.g., the need for a contract, including a time limit in contract)
- Probation/suspension content as a point of reference related to academic standing

Stacey asked the group what was missing from the policy. There was one response:
- Not enough information on what the expectations are. Especially around what counts as a contract for incomplete work.

Stacey said that they would like to add to the information on incomplete course work and assigning an "I" to the student. Perhaps this would include adding some FAQs. She said there is some discussion surrounding the timeframe on lapsing the I. It is currently set to lapse to an F after one year. Compared to our peers, a year is long. Should it be after one term?

There was general agreement that a shorter timeframe sounded better as it needs to spur action from the student. Some considerations brought up by the group about specifying term:
- Students might think about their course load for the next term and what it would mean to add on completing the work for the class, possibly leading them to reduce their credit load. This could have consequences for degree completion.

- Would need to have exceptions for students starting a leave of absence. (There was agreement that it would need to be clear when the "clock is ticking.")
- ISSS recommends that international students not take summer courses due to probation/suspension review, so the suggestion would be to not include summer as a "term."

There was a suggestion to consider defining it in terms of months rather than term.

Someone mentioned that there are courses that are part of a full-year series and if they miss a fall component, they wouldn't be able to complete that component until the following fall, so they couldn't make up for it in the next term. Stacey said that those would be handled differently as they are potentially K or X-graded sequenced courses.

Stacey asked the group about how they are handling contracts and procedures for incomplete grades. Are there standard contracts? The College of Liberal Arts has a standard contract, but there is not a consequence for not following it. There was mention that it would be ideal to prevent assigning the I grade if there is no evidence of a contract. Others said it would be good to have documentation of the contract and the I (e.g., in APLUS) so that other instructors are aware of the complete situation. Some in the group mentioned the need for contracts and processes for the benefit of the students as there are sometimes students who are surprised to receive the I.

Stacey noted that X and K symbols do not lapse and we're seeing cases of instructors assigning those marks when an I would be appropriate (to avoid the automatic lapse to F). She asked for the group's thoughts on making the X and K marks only available on courses that have been approved for those marks. There was consensus that this is a good idea.

Stacey asked the group about the "NR" (No Grade reported) marking, which is new as of the upgrade. Most of these are resolved and changed to a grade, but it's possible that they could sit there forever. So far, there are currently 24,200 NR marks assigned on the Twin Cities campus. For spring 2016 term, there have 75 NRs still unresolved for undergraduates and 217 unresolved for graduates. Currently, we put a lot of pressure on the student to contact the instructor to make sure that the grade is changed.

Stacey asked the group if we should consider lapsing the NR mark. There was general agreement that it doesn't seem fair to have a negative consequence for students when it is the instructor's fault for not having a grade entered. There was also agreement that the burden should be put on the colleges to resolve this, not the student. Several people supported sending reports to department chairs and deans regarding outstanding NRs.

Stacey noted that they are seeing zero credit courses being used to document an experience. It would be good to discuss this as there are other options for documenting experience (such as GopherLink). Additionally, this doesn't seem to be the appropriate policy to cover the topic.

S/N Limits

Stacey said they they are looking at the S/N Limits (in the credit and grade points requirements policy). The proposal is to limit it to 20 credits as 98 percent of students have 20 or fewer credits as S/N. There was a question about what happens when a student has reached that limit, but then still needs to complete a course required for their degree that is only offered as S/N. Stacey indicated that there would need to be further conversation around S/N only courses.

Instructional Time

Tina Falker joined Stacey Tidball in leading the discussion on the instructional time policy. There has been an increase in course proposals that have meeting patterns that are less straight-forward than in the past. Courses must meet the instructional time parameters set forth in University policy (that is based on federal guidelines) and if they don't, the course may be determined to not be eligible to count in a student's financial aid units.

Tina said it was important to accurately reflect the instructional time. We will be working with the undergraduate deans on this on how to communicate with faculty.

Sue Van Voorhis said that it is really important to get out in front of this to avoid an institutional monetary penalty for not being in compliance.

QUESTIONS

Q: A "credit hour" is really 50 minutes, correct?
A: Yes

Q: How do we document different combinations of time?
A: That is in ECAS and where you would be attaching a syllabus. Make sure those are updated.

Q: Are departments are getting clear information so they know what to do proactively?
A: This is getting out in a lot of different ways. We have a regular communication to schedulers and when we have a catalog year, we include it in the instructions for that. There is an FAQ with a lot of common questions addressed.

Q: What is the process to identify the classes marked as ineligible
A: One of the most common things ASR is asking departments "why is it set up this way or why does it need to be set up this way"? We haven't made any changes yet. We're anticipating hearing "we've just always done it this way." We need to understand who to talk to. Sue said that this is being looked at during ECAS review — Leslie Schiff is checking the syllabus and sending back if there is a mismatch. Sometimes we just stumble upon them. Our data and analytics group is also going to help us identify them.

Q: What about when there is both an in-person and an online version of the course with differences?
A: When those in-person to online changes happen, they need to go through approval

again. We need the syllabi for both versions to be submitted to see if it meets the instructional time.

A: What are you looking for in an online class as far as instructional time?
Q: Times meeting in discussion. Times you have to log in and do certain items. There is a list from the federal government that we have included in the policy.

Individual Career Transcript Ordering

[See presentation for more details.](#)

Mike Brown discussed a new feature added to ordering transcripts. As of October 23, students can order a transcript with just one career (if they have multiple careers). Students will be stopped in their order process if they try to order a transcript with a career not available to them. Cost for this transcript is the same as a full transcript. Since launch, 12 percent of orders have used the feature.

Students with questions should be directed to One Stop. Other feedback can be sent to otr@umn.edu.

Sue Van Voorhis mentioned that the graduate and professional schools excited to have this option.

Undergraduate-only items

MyU Portal Degree Progress Feedback

[See presentation for more details.](#)

Allie Cummelin provided an update on the degree progress tab in MyU. The new content launched on Oct 23. It was demonstrated to Academic Advising Network on November 1. This demonstration was recorded and is available on the ASR website. A survey is planned to go to students after registration.

QUESTIONS
Q: Are there any plans in the future for advisors to be able to access this content?
A: They are looking at different options. The information itself is pulled directly from a student's APAS report, so advisors do have access to the information, it's just in a different format.

Student Degree Progress

Rachel McKessock said that the final snap happened last week. The 4-, 5-, and 6-year graduation rates all went up. They are watching the 2015 cohort closely as that cohort will be the one needed to hit 82% for the 6 year rate in 2021 per the Regents'

Scorecard. The SDP team will be looking at the percentage of students from the Fall 2012 cohort that are no longer at the University and have not received a degree. Historically, the University has not had enough students retained in order to hit the 6 year rate goals.

The Student Degree Progress (SDP) group is still looking for nominations for Completion Funds. If the college is also considering funds for students, be certain to communicate that with the SDP team to avoid giving the student too much money (that has to be taken back later). Please do not tell students they have been nominated. The process is messy and do not want to get hopes up. Students should not self-nominate.

She noted that students would not be approved for these funds if they are already registered for their final term or if they have no barriers to registering for their final term.

All nominations should be sent to asr-sdp@umn.edu.

Academic Standing Reports Update

See presentation for more details.

Probation Report (Academic Standing Report)

Mike Brown followed up on a topic from June. There were changes on the probation report that were delayed, but have been rescheduled for December. The report will be renamed "Academic Standing Report." The changes should launch December 18th.

Academic Standing Mismatch Report

The purpose of this report is to show which student's Academic Standing action does not match their Academic Standing service indicator value. The report launched on the Reporting Center November 21st.

Academic Standing Change Report

The purpose of this report is to notify staff of changes to Academic Standing from one run to the next for a particular term, especially for the catch-up run that is done for the prior term before we run the current term. The report launched on the Reporting Center November 21st.

Please reach out to srhelp@umn.edu if there are any questions or concerns regarding these reports.