

UNIVERSITY OF MINNESOTA

Registrar's Advisory Committee

Monday, August 5

Walter 402

9:30-11:00 a.m.

[August 2019 presentations >>](#)

Approval of the April minutes

Minutes approved for April 2019 without changes.

Announcements

Nate Peterson, One Stop Student Services associate director, has transitioned to a part-time, interim role in Morris in addition to his current duties. Nate will be assisting their Registrar's office and One Stop. This position will likely last until December.

The Office of the Registrar at the University of Minnesota Twin Cities has hired a new assistant registrar: Chris Smith. Chris started in July and will be working with the Expected Graduation Terms (EGT) on the Twin Cities campus.

Transfer Articulation and Degree Audit project update

Santiago Fernández-Giménez provided an update on the Transfer Articulation and Degree Audit (TADA) project which has reached its halfway point.

- Phase I work with College Source is complete.
- A new APAS was launched on July 1.
- Enhanced vendor support is scheduled to end on September 16.

The TADA team experienced a bump in support requests once the new product launched. This was largely around making sure individuals had the correct level of access and understood how to perform common tasks within the system. Access issues have been resolved and new job aids have been added to the [APAS webpage on the ASR website](#) to assist users with the new APAS.

Phase II of the TADA project will shift the focus from building and implementing the new APAS to making user experience improvements and encouraging consistency across the U of M system. This phase will focus on:

- Accessibility and readability of the APAS
- Consistent ordering and wording of requirements
- Bringing transfer details into PeopleSoft, (which will enable prerequisite and repeat checking)
- Preparing for future updates and working with vendor to provide feedback on enhancements

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- Progress to Degree (PTD) data available to Crookston, Duluth, and Morris
- Audit data retention for operations and analytics
- Built-in Google analytics

Question: Is it possible that Stellic will be worked into Grad Planner or will it take over APAS?

Santiago: There is a small pilot happening right now to evaluate if Stellic can meet our needs and requirements. The College of Science and Engineering will pilot this product. Regardless, though, Stellic is specific to Grad Planner and not the degree audit data so no impact on APAS work.

AP/CIS/PSEO credits resource development

Julie Selander spoke about resources for advisors and student services staff to help address the confusion with the AP, CIS and PSEO credits process and procedure for prospective students and their families.

Admissions, PSEO/CIS, the Office of Undergraduate Education, CCAPS, and One Stop Student Services met to discuss. Generally, this information lives on [admissions website](#) and advisors seem to be aware of it. However, admissions has updates planned for these resources to make them easier to understand and more actionable, and will create a z.link so that these resources can be better shared with students and families. One Stop is also considering some updates to content on the One Stop website.

13-credit exemption procedure

Julie Selander and Richard Campo presented on the 13-credit procedure and the exemption process. The 13-credit recommendation exists to help students stay on target for timely graduation, and over the past decade this recommendation has helped with the University's 4-year graduation goals.

The 13-credit procedure will stay in place; however, the exemption process is under review. Graduating seniors have historically been the largest group completing the exemption form. For the most part these exemption requests are approved as it helps the University and the student, i.e. those students are not taking up seats in classrooms, they pay on a per-credit basis, etc.

Academic Support Resources is analyzing how an automated process for students might make it more efficient. Using APAS data and some of the other analytics available, we can easily identify the students that can be automatically granted an exemption. The team is looking at a spring 2020 timeline for implementation for this new automated process, and will continue to reach out to key contacts and stakeholders as this project continues to grow and develop.

Other possibilities for target populations:

- Study abroad students

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- Students returning from suspension
- Who else?

Comment: Int'l students may be another group as some of those students are given permission from International Student & Scholar Services (ISSS) and should maybe be automatically approved for the exemption.

Comment: Engineering co-op programs.

Comment: Athletics would be another group.

Question: When it comes to targeting return from suspension students, is that often from academic suspension? How does this work with probation contracts? Are there any consequences for students who have been given a 13-credit exemption but take more than 13 credits?

Julie: My understanding is that some students want to ease into their academics after returning from suspension and take a less-than-full-time credit load. And, for students with approved exemptions that take more credits, there is really low risk because students will never be charged more than the 13-credit rate.

Question: Should there be some kind of connection between this effort and the 6-credit requirement for financial aid?

Julie: Yes, we think that can be something that is addressed in our communications to staff and students.

Policy discussion and updates

Stacey Tidball provided an update on recent policy developments, discussions and communications plans.

We are considering messaging instructors about “outstanding” grades -- NR, I, X, and K grades that are not resolved in a timely fashion. Currently, Academic Support Resources does NR follow-up, incompletes assigned, etc. When the process is run, instructors are sent messaging to resolve an NR. If, one week later, this isn't resolved another reminder is sent and includes associate deans.

Messaging is also sent to instructors about incompletes to make sure that they have a contract with student to finish that work and resolve the incomplete.

Stacey mentioned that there is the potential for more communications in the future. Such as messaging for X grades one full term after the X is assigned, but need to determine timing for this kind of messaging.

Adrienne: One risk is that if a student doesn't take that second term, we may be communicating about something that is completely appropriate to be there.

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Michelle: These symbol “grades” do need to be cleaned up because they can impact a student’s financial aid eligibility, usually it hurts them.

Another possible messaging opportunity for instructors would be for students with these grades who are nearing their expected graduation term. This may help us resolve missing grades that can impact students’ ability to graduate and to facilitate/remind instructors and students to discuss these statuses/grades.

Question: Are these communications for instructors?

Stacey: Yes, we are only talking about communications for instructors currently. Students have access to this information fairly readily via MyU.

Comment: Send the messages! If instructors receive these and don’t understand, they usually know to find someone in their department to find out what it is or what’s going on. So, sending them seems like a good idea with little risk.

Adrienne: It would be good to try and keep timing consistent across programs, too.

ASR will continue to consult with you all about this work, and build buy-in and awareness from associate deans or colleges before sending any more communications to instructors and faculty.

Stacey provided additional policy updates:

- “Withholding diploma and transcripts” policy has increased the debt limit to \$200.
- “Scheduling Examinations” policy changes will now only require unanimous student consent to move an exam after the term has started.
- Planning some communications work to create consistency and understanding about the “Makeup work” policy, i.e. what this policy means, when to ask for documentation for absences, and what forms of documentation are acceptable.
- Consulting with MSA on their proposal to create a “limited directory” category, within the University this information would act like publicly available info but outside of the University it would be treated like private data.

Potential policy projects:

- Zero credit courses, definition of academic credit
- Reviewing posthumous degrees policy
- Adding internships and consistent terminology for directed research, readings, etc.

None of this work is set in stone, but trying to keep these moving forward. If you have any ideas for things to review or policy items that are confusing, email Stacey at tidball@umn.edu.

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Lindsay Bork Nichols and Erik Sparby provided information about a new Academic Records fee for students. Of course, the academic record is a very important part of a student's experience at the University and historically it has been funded by a per document fee, but this has led to a deficit in support of those documents.

A new, one-time Academic Records fee has been approved and set to begin fall 2019. This fee is based on a student's enrollment type:

- \$75 for non-degree students
- \$150 for undergraduate, professional, and graduate students

\$150 is the max limit for this fee, so once it is assessed in full, it will not be again (for example: students who pay as an Undergraduate will not pay if they enter a Graduate program). A non-degree seeking student who later enrolls as a degree-seeking student will only be charged the remaining 50%, which currently is \$75, and then will reach their lifetime maximum.

This change will benefit students by having a fee included in cost of attendance, and thus financial aid eligible. It also gives students unlimited requests for official documents and improves security by limiting credit card processing. There are several new benefits with this fee as well including standard express shipping with tracking number for non-USA deliveries and Parchment Award (a digital diploma).

More information about the Academic Records fee can be found in the [overview document](#).

Question: What is a digital diploma?

Erik: A digital diploma is a PDF diploma that is an electronic version of the printed diploma. It can be shared easily and uploaded to LinkedIn or submitted with job applications online. Students will have access to it forever.

Question: Where is the handout available? Are students being communicated with?

Lindsay: No communications for students which is standard for fee changes at the University. This information is included in the One Stop website's fees information and charts. The content will be updated to reflect the no-cost for academic records.

Comment: This content should be shared with advisors maybe through the Advising Update.

Question: Is the timing for docs the same?

Erik: Yes, nothing will change about the timing. We are also trying to get ahead of and figure out what to do with students who send us checks or money in the mail.

Question: Does this cover past students?

Erik: Alumni and previously enrolled students will have access to documents at no charge and will not pay the Academic Records Fee unless they re-enroll at the University Fall 2019 and forward.

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Question: Can you say a bit more about the exemption for alumni? If they earn a second degree do they need to pay?

Erik: Yes, they will pay the records fee on any new enrollment. If they don't ever enroll in a second degree they will continue to be exempt from per document fees for the degree they've already earned.

Question: What is the process for non-degree students transitioning to degree-seeking?

Erik: Students transitioning from non-degree to degree seeking will be charged the "other half" of the degree seeking rate. So a student who is non-degree in Fall 2019 will be charged \$75, and if they enter a degree program in Spring 2020 they will be charged the remaining \$75 to meet the \$150 lifetime maximum.

These students will always be eligible for documents at no-charge regardless of whether they transition to a degree seeking program, or remain as a non-degree seeking student.

Adrienne: If students have questions, where should they be referred?

Lindsay: One Stop Student Services.

Reporting Center feedback gathering

Adrienne Bricker told the group about EDMR's plans to review the Reporting Center, which is an opportunity to provide feedback on the student pillar. EDMR is looking for user's experience with:

- Messaging
- Catalog
- Filter
- Reports Run For Me
- Favorites
- Reporting Tools

Feedback is being sought for the look and feel of Reporting Center working? Not looking at specific, individual reports.

Some of what we've heard so far:

- Security, you can see all of the reports but you may not have access to the data in the report. However, if you weren't able to see everything you may not be exposed to reports that you should have or want access to.
- Many areas have their own ways of collecting reports local to a college, unit, or business area (example: Research). So, the Reporting Center isn't really a one-stop for all of the reports that are available.
- Balancing convenience and neatness, the longer a page gets the harder it is to navigate and find content you are looking for.

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Any additional feedback from the group?

Question: What is Reports Run for Me?

Adrienne: There are some PS processes that run automatically based on jobs that run in PS, if you are responsible for those jobs in PS you may see things in this section but if not it may just appear empty.

If you have anything you'd like to share email it to me: abricker@umn.edu.

Federal aid and degree completion project update

Michelle Curtis provided an update on the federal aid and degree completion compliance project. She reminded the group that this project seeks to use available technology and human capital to assist in maintaining compliance with a DOE stipulation that students who have earned their degree requirements are no longer eligible to receive federal financial aid. This exists for all schools but it's difficult to track and comply with.

This fall will be the first term that the process has run fully. There are some resources available for advisors, sent out in Advising Update and shared on the Advising toolkit website.

The project team created an [infographic](#) and [fact sheet](#) to help advisors figure out how long students can receive certain types of aid.

Communications were sent to students 75% and 100% complete with their degrees, including in-progress coursework, this past May 2019. There is a PS comment and service indicator, this information shows up in APLUS, so you can find out which students are receiving these communications.

Michelle asked the group if they've had any response from students?

Comment: I support Honors students in Psychology, the wording in the email is a little bit confusing for students. In combination with the EGT messaging it might be easily missed that there is action required or action needed.

Question: What about students that need to be reviewed?

Michelle: If you have specific students in mind where the process isn't working or students that need review or exemptions from the process, please feel free to contact myself or Amber Cellotti and we can work with folks on an individual basis.

Adjourn

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