Registrar's Advisory Committee

Monday, February 3, 2020
Walter 402
9:30-11:00 a.m.

Approval of the December minutes and announcements
No changes to December minutes.

MyU Reporting Center Upgrade project community feedback

Elysia Wallace, Enterprise Data Management & Reporting (EDMR) user engagement coordinator, presented on EDMR's work to update MyU's Reporting Center noting that the Reporting Center hasn't been updated since 2015.

EDMR has conducted a review of the Reporting Center with high-use groups across the University of Minnesota community and distributed a survey on February 3, 2020, to a random selection of Reporting Center users. Through this work, the team has begun to identify key concerns and has been able to evaluate what the Reporting Center's value is to the University. EDMR is planning to do usability testing on any changes that get implemented into the Reporting Center.

Elysia began a discussion of the Reporting Center with RAC attendees covering the following questions and topics:

- Does the MyU Reporting Center serve the purpose of a single enterprise report location for your area?
  - It's not enterprise wide, but I use the CLA Orientation database.
  - I often go to APLUS, but I don't think there's a great advantage to connecting MyU Reporting Center with APLUS, the purpose seems different.
  - Might be helpful to include OIR reports, as well.
- Does the MyU Reporting Center meet the needs of all system campuses?
- Is the MyU Reporting Center user-friendly, easy or intuitive to use?
  - The naming of reports is not intuitive or use-friendly, and you have to be super specific when using the search feature. It's difficult to find anything if you don't know exactly what you're looking for.
  - Saving a report is not intuitive, but it is useful.
  - Description of reports only helps slightly, and doesn't always describe what you would use the report for.
  - Confusing when links go between different platforms or tools, e.g. UM Analytics vs. PeopleSoft, etc. It can be jarring.
- Is there any content missing from the MyU Reporting Center?
- Are there specific features you find useful/not useful? I.e. Filter by Title, Notification Board, Reports Run for Me, My Favorite Reports, Reporting Tools, Needs Assistance, etc.
  - Filtering or searching for reports based on types of data or dimensions included in a report. For example, advisor name, students group, field name, etc.
  - It would be nice if reports were formatted consistently and could be downloaded in a CSV file, i.e. for Probation review.

- ○ I would like to use a way to to use multiple filter options, or an ability to be able to filter on multiple data points at the same time within a report.
- What do you like most or least about the MyU Reporting Center?
  - ○ I like that all the reports are visible to everyone.
  - ○ It's nice that it's organized by pillar, but HR's subcategories can be really confusing.
  - ○ An Undergraduate vs. Graduate subcategory might be useful, to see reports that are relevant only to each population.

RAC attendees were encouraged to contact Elysia Wallace or Amy Schult with any additional thoughts or feedback they had on the MyU Reporting Center.

Big Ten Academic Alliance for women in STEM

Sue Van Voorhis discussed the Big Ten Academic Alliance (BTAA) initiative led by Rutgers University -- a multi-year initiative started to help advance women in STEM. The alliance was designed to improve:

- Recruitment and retention of women faculty, post-docs, graduate and undergraduate students in STEM.
- Special focus on women of color in STEM.

The BTAA Summit Series seeks to:

- Create new pathways for women
- Share & develop best practices
- Bring together experiences
- Collaborate on scalable and transferable practices
- Build a community of practice across BTAA

The University of Minnesota Twin Cities campus has participated in the first summit held on these topics for undergraduate education, follow-up meetings, and phone calls to discuss the next steps.

Next steps:

- Planning for April summit
- Survey to prioritize focus areas for the BTAA STEM group
- A letter to provosts being drafted/created for support
- Talking about these topics for graduate-level next

The Twin Cities has spoken with Undergraduate Associate Deans about efforts at the University and we should participate in the effort minimally. The Associate Deans felt like there is already a lot happening at the University of Minnesota. They want to remain committed to participation in the BTAA, but continue to develop their own STEM goals and initiatives.

To help document these efforts, Sue asked the RAC attendees to think about what their colleges are doing at the undergraduate and graduate levels for women and students of color in STEM and email her (vanvo002@umn.edu) about those efforts in the next month.

A new University Catalogs website

Kate Sophia shared a current iteration of a new University Catalogs website.

- **Current site:** catalogs.umn.edu
- **New version of site:** catalogs.dl8.umn.edu

The existing system-wide catalogs website brings together a lot of links to a lot of other places in the University community. The design of the site is old and can be complicated to navigate. A new version of the site has been drafted based on feedback from site visitors to try and prioritize highly used content and simplify navigation pathways.

Why now? The technology used to build and maintain the current site is outdated. The draft site would likely only be in place for 2-3 years as there is planned work to PCAS and ECAS in the future that could change how a "catalog" site functions.

If you have any feedback on the new version of the site fill out this short form: z.umn.edu/catalog-feedback

Let the ASR communications team (asrcomm@umn.edu) know your college is linking to the existing website. We can work with you all and your colleges to build redirects and make sure the proper links are distributed.

Question: Is the program search still available?

Kate: Yes, in the Major and Minors section of the landing page. We can also help you get links for "deep" linking to your specific programs if necessary.

Waitlist process (revisited)
Adrienne Bricker followed up on a waitlist process discussion that last happened at RAC in March 2019. At that time, ASR had received feedback about waitlist processing times and Adrienne wanted to follow-up again as those discussions have progressed.

Currently, the process runs through the first day of classes. But, we have received additional feedback about:
- Better communications about how the waitlist works for students
- A desire to end the process before the term starts

Adrienne asked the group for feedback on the timing of the process. Should we end earlier, keep it the same, extend?

Feedback from attendees:
- No right answer. Doing it one way or another will work for some departments and programs but not for others.
- Matching up with census date would bring a level of consistency.
- We don't currently use the waitlist process at all. We've opted out.
- An issue we've encountered is that lots of students are on waitlists who don't even want the class, and students below them want to know why they aren't being enrolled when there are open seats. Could we purge the waitlists when the auto-enroll process ends?
- Visibility of the tool should be turned off or cleared to reduce confusion with students and faculty.

- Psych uses this list on the second day of class to communicate with students about the process for them to actually enroll in a class as it's somewhat confusing (drop a class to enroll, etc.).
- More upfront proactive communication about what students can expect when enrolling on a waitlist and process timing.
  - Communication Friday before?
  - Targeting this communication for students who are on a waitlist.
  - Additional information for orientation students.

Adrienne asked if anyone had feedback about beginning the auto-enroll process when sophomore queue times begin, as feedback had been received that starting it earlier was preferred. The RAC group was in favor of beginning the auto-enroll process on the first day of queue times.

Undergraduate education agenda items

13 credit exemption automation

Julie Selander provided updates on the ongoing 13-credit exemption automation work planned for fall 2020 on the University of Minnesota Twin Cities and Rochester campuses. This project seeks to make the process easier for students and reduce the administrative burden for staff around exemptions.

The current initiative would automatically grant an exemption to the 13-credit requirement for students needing fewer than 26 credits to graduation. Technical work is planned to be completed this month so that exemptions are placed prior to fall 2020 registration. Students would be identified as having fewer than 26 credits to complete degree program based on their degree progress data within APAS, so it is important that APAS exceptions are processed ahead of the 13-credit exemption process.

The automated process will run prior to enrollment appointment times being assigned during the seventh week of term (both spring and fall). A "clean up" run will be done in summer around the census date in early June to make sure all students have been caught for those with enrollment in the fall.

In addition to this new automatic exemption being placed, the online electronic request will have some updates. Any students who already have an exemption, will be unable to access the request form. They will instead be told that they already have an exemption in place via a pop-up interruptive message. The form will also only be available to make requests for one term at a time:

- Fall: April 1 through October 31
- Spring: November 1 through March 31

In the rare occasion that a student wasn't picked up in our query of eligible students (e.g., an APAS exception was placed after the job was run), the student can complete the online request and select the "other" reason option. There will still also be a printable PDF form for circumstances that fall outside of the online request (e.g., for a term not available).

Question: How were the date ranges decided?

Julie: We needed a date for the form to automatically switch over. This will help with students who apply very early or very late, which can prevent challenges for the colleges who process these. There is a stated deadline on the form to file these by the 4th week of the term, but we know that students file the form after these dates and colleges approve them after this date. The automatic process should catch most students, so hopefully any impact will be minimal.

Question: How will students be communicated with or know about having an exemption? Is there a way for them to double-check for an exemption?

Answer: If a student logs into the exemption request form, they will know that there is an exemption already on their account. Also, students who are registered for less than 13 credits receive an email from ASR informing them to either encourage enrollment or to file an exemption form. Advisers can view APLUS to see if a student has a 13 credit exemption (either a temporary exemption for the term or a permanent exemption).

Anyone with questions can email Julie Selander (goode021@umn.edu) or Richard Campo (campo035@umn.edu). The team would love to hear how the first runs of the process have gone.

International TES & Transferology updates

Stephanie Sutton presented on recent changes to the University of Minnesota Twin Cities Transfer Evaluation System (TES) process which will now include a process for the review of some international coursework. A new, third tab exists for submitting international credits on the Admissions website

- No prospective student reviews for international courses, have to have UMNTC login credentials.
- Learning Abroad courses will continue to be reviewed by the Learning Abroad Center.

How will international course evaluation work?

- Students will submit a syllabus.
- International Admissions will review to see if credit is transferable and evaluate for LEs.
- Request is routed to departments for direct equivalency review.
- TES will communicate the results of the review with students.
- Expected turnaround is 45 business days.

A note about CSE transfer guides: They will live where they currently are for existing courses; however, new courses will be submitted through TES. If a course has been evaluated in a CSE guide, we will note that in communication with the student, but we are trying to get those data points and approval in TES so that it is documented and transparent moving forward.

Question: How does Int'l Admissions choose the 3 courses for LEs, is there a standard? Can a student see that a decision was made and why courses were chosen?

Stephanie: There isn't a standard. But we will try to communicate some of the ins and outs in the future as these things develop and we start to get clarity.

Question: Where do we see the decisions that have been made?

Answer: You can't. But we are working with Int'l Admissions about how we can start to display this information for advisors or students. You can look at the TES monthly reports that will show which courses have been evaluated. We are also working towards a public-facing guides solution with CSE.

A few more notes:

- Upcoming [Transferology training](#) on February 11, 2:00-3:00 p.m. in 220 Bruininks Hall.

- Transferology guides for students are on the [One Stop website](#).

- Transferology link for UMNTC specific: https:www.transferology.com/school/umn

APAS enhancement for advisors to view student-run reports

Stephanie Sutton said that the team has been able to configure the APAS system to allow advisors to view APAS reports run by students.

These reports will appear in the same "Completed APAS Requests" page as reports that advisors have previously run for the student. The student-run APAS reports will only be retained for seven days. Students will continue to be able to only view reports they run themselves.

All APAS questions can be directed to apasle@umn.edu.

TADA update

Santiago Fernández-Giménez presented some recent highlights from the TADA project as that team has done a lot of user engagement around the graduation planner RFP for the past few months. Some of what they've learned:

- Students would love a tool that would do these things, but they don't trust the tools that are already doing these things. Some of the biggest pain points are around data not being accurate (particularly with prerequisites and the term typically offered).
- Students also don't understand the components that make up a degree. One example is around electives. It repeatedly came up that electives were not useful or a way to explore areas of interest or prepare them for the job market. Students expressed that the electives didn't "count for something."

Feedback: CLA has a new student checklist video that we use to try and communicate about what the components are.

Santiago noted that there have been some struggles with transfer details data. The project is a little bit behind the planned schedule, but the team feels that there isn't too much risk with being off schedule quite yet.

Santiago will be back in March to present more updates.

Adjourn