ACADEMIC SUPPORT RESOURCES
Office of Undergraduate Education

UNIVERSITY OF MINNESOTA

Registrar's Advisory Committee

Monday, March 2, 2020
Walter 402
9:30-10:40 a.m.

Approval of the February minutes

February minutes were approved with no changes.

Announcements

The April RAC meeting is canceled. Many ASR staff will be attending the AACRO annual meeting. The next RAC meeting will be held on Monday, May 4, 2020.

Systems impact of PeopleTools upgrade

While there will be no changes for end users, some MyU and PeopleSoft systems will experience a service disruption from 12:00 p.m. on Saturday, April 18, through 12:00 p.m. on Sunday, April 19. Here's what to expect during the planned upgrade:

Unavailable systems:

- MyU
- PeopleSoft
- APAS
- ECAS and PCAS
- Graduation Planner
- UM Pay
- Perceptive Content
- Transcript ordering through Parchment

Available systems:

- Canvas
- Schedule Builder
- APLUS

However, APLUS comments and Schedule Builder courses will not sync to PeopleSoft until it is back up.

Policy updates

Stacey Tidball presented on recent and in-progress policy updates.

The Course Enrollment Limits and Cancellation policy will be completed in March. These updates have been reviewed by SCEP and PAC and we expect the updated policy will be in place starting this summer and for all future terms.

The Posthumous Degrees policy review is expected to be completed in March or April, no substantive changes are proposed.

Work on the Enrolling in Overlapping or Back-to-Back Classes policy is underway. Workflow feedback has been shared with the team; however, there hasn't been any substantial feedback on the policy itself. The plan is to make minor changes clarifying the existing policy and updating the language slightly. There is still plenty of time for feedback, though, which can be sent to Stacey Tidball, tidball@umn.edu.

Stacey presented on the draft language for an internships policy and called attention to some key points and remaining questions. What is challenging about this policy is that it would provide guidance for such varied opportunities. Feedback on Internships draft policy:

- Feedback: Credit commensurate with effort is a hard balance to find and this policy seems to be missing some sort of guidance.
- Question: There is some gray area around what counts as "academic," is it that you must be working with an instructor?
  - Answer: A useful example could be a written report that is created for the field experience, but for the academic component there may be additional requirements including citations of other academic works. Another example is the academic component might include a reflective portion such as journaling about the experience which is shared with the instructor for the review but not necessarily the internship provider.
- Question: How will this expectation be delivered to folks University-wide, especially if the internship decision for individual internships is at the department level?
  - Answer: People are informed through the consultative process, but also in the publishing of the policy publicly. We've been working with curriculum contacts in the colleges to work through some feedback and expectations before this gets published.
- Feedback: This is a big ask of students in the pro/grad realm. Since they have a lot of practicum hours, it's difficult to create an expectation for the requirements of academic experience and ask students to complete those additional pieces of work.
  - Response: We'd love to work through this and get additional feedback about how this policy language might work for grade and professional students, particularly in fields with licensure requirements.

Stacey discussed the ongoing work around the Student Education Records policy. This is a Board of Regents (BoR) policy that sets guidelines around directory information at the University: what would stay fully public and/or what would exist in the limited directory? A small policy committee that works on BoR policies will review a draft in March. We'll have a better sense about how this policy moves forward after those discussions.

Stacey asked the group for feedback and discussion on: **How do we get policy feedback?**

- Feedback: Maybe in The Brief? Once a quarter, perhaps. That seems like it may be a fairly broad audience and reaches a lot of varied folks in the University community.
- Question: How do we make sure that this info goes from top down or bottom up? How can we make sure this information is more intentionally distributed? Could we discuss some of this information at Associate Deans meetings?
  - Answer: Currently the approach depends on the policy that is being worked on. For something like the Internships policy, that moves slower than a quick comprehensive

review where no changes are anticipated. We have a range of options including college meetings, RAC, Associate Deans meetings, etc. It is not always transparent about what communication has happened within a college or what a college prefers.

- Feedback: I think it might be beneficial to try and get feedback on the policies when folks are using these policies.
    - Response: There is a feedback link on the policies, it's not used terribly much, but the opportunity does exist for folks to provide feedback directly on a policy and some of this information is brought into the comprehensive reviews of policy.
- Feedback: Depends on the type of feedback you are requesting and timing is important, March through May is tough for us in our unit. But, if you did something twice annually and had a consistent schedule then we'd know the structure and guidelines for what is expected (and when).
    - Response: Maybe after our summer policy planning sessions we could survey folks to assist in the planning of policy review for the upcoming academic year. Perhaps there is a chance to be sharing more Google docs with suggestions and comments also.

Catalogs website update

Stacey provided updates on a new catalogs website and follow-up to last month's updates. ASR is working on an update for the Catalogs website. As a reminder, this website is really only a shell to get you into the actual catalog information in PCAS. Nothing about the curriculum information provided by departments is changing at this time.

After sharing the draft site at last month's RAC, the team received some feedback:

- It was difficult to find a specific campus and college.
    - We have rebuilt that page to reorganize that information and provide some direct links to the categories that folks were looking for.
- The next biggest piece of feedback was about the distinction between the website and the application.
    - Stacey showed the relationship of the website to PCAS.

The team is planning to get the new site launched in the upcoming weeks. After launch, there will be a feedback link to share any ideas or thoughts that you have.

- Feedback: The new site looks amazing, it's really great.

Waitlist purge: When does it occur?

Adrienne Bricker revisited the waitlist process and timing for the various parts of the process will occur.

This new process will be happening for fall 2020:

1. Start the auto-enroll process on the first day of queue times.

2. Finish the auto-enroll process before the first day of classes, any session.
3. Purge of waitlists will happen on the first day of classes, so the day after the auto-enroll process ends.
4. Communication to students in advance of purge, with a focus on helping students understand what is happening or what happens next for them.

- Question: Is there a way to provide any kind of hover over information for students?
    - Answer: I don't know that that is technically possible within PeopleSoft. I suspect that it might not be.
- Question: Can we provide this information to instructors as well?
    - Answer: We can consider doing a reminder at a similar time as students.
- Question: Do students understand being on a waitlist without the intention of taking those courses and the impact that that has on other students?
    - Answer: I don't know! But I also don't know if that is behavior we'll be able to change too much.
    - Answer: I suspect that students will likely side on self-preservation and they won't truly be that motivated until they get to more than 20 credits.

COVID-19 updates

Tina Falkner discussed some of the work ASR and University is doing to start addressing concerns. ASR has proactively reached out to the MN Department of Higher Education to ask them if they would be or are they thinking about allowing any changes to the regulations that govern how/when state funds are returned the state if students' enrollment changes for those students who have had their study abroad experiences canceled in the middle of the term.

ASR has done the same with the U.S. Department of Education and we are not alone as other Universities are trying to get this information as well. Thus far we have not been provided any sort of regulatory relief guidance.

Julie Selander added that students who have their study abroad program canceled and have no other enrollment for spring term may not be eligible for student employment, but there seems to be a willingness to hire those students as temp/casual positions. Please check with your local human resources unit to confirm.

TADA project update

Santiago Fernández-Giménez presented on the TADA project.

The project team is currently focused on degree audit and transfer articulation work including:

- Technical design for transfer details
- Looking at transcript changes

- Designing Course Catalog additions
- Defining Special Exam data as part of the “Other Credit” bucket
- Advisor view of student-run APAS reports

Advisors can now see student-run APAS reports. Student-run APAS reports are available for seven days and then they are deleted. Students continue to see only the reports they run.

The TADA project released the degree planning tools/Grad Planner RFP on February 27. The expected timeline is:

- Review in early April
- Finalists decided in April
- Demos from finalists throughout April and May
- Scheduling accessibility and usability assessments/reviews in April and May

Snapshot dates have been defined for APAS data.

- Four snapshots per semester, nearly one per month depending on the term’s schedule
- Average student APAS updated nine times per semester, most often near registration and final grades.
- These snapshots will be available to folks supporting students as well, so that they can see how much something has changed for a student throughout a semester.

The team has also worked on a proof of concept for course-level analytics using the APAS audit output data tables. We think there is real value in providing course-level information about requirements: What courses are students taking to fulfill requirements and when are students taking them? We are getting closer to a pilot for this work.

- Feedback: Right now we can see all of the APAS reports that are run for a student.
    - Response: You can and will be able to see all APAS reports that you have run for a student. Those will only be purged after a student graduates. However, another advisor may delete an APAS report that has been run since all advisors can see a list of all advisor-run APAS reports for a student. The ability to delete is unfortunately not functionality that we can turn off.

Automatic 13-credit exemption update

[Editor note: following the meeting, some details regarding the timing of the process were updated. What follows below is an accurate reflection of the process, though it differs slightly from what was presented during the meeting.]

Richard Campo came to give an update and reminder about the new, automatic 13-credit exemption process.

A handout about this work was provided to advisors and staff through the Advising Update and the Record.

ASR will be applying automatic exemptions for students who require fewer than 26 credits to graduate (based on APAS data).These exemptions will be placed for both fall and spring semesters approximately three weeks before queued registration starts for those terms (shortly after term activation). This means that fall 2020 exemptions will be placed the week of March 16.

When a student with an exemption in place goes to the 13-credit exemption request page, they will receive a message that an exemption has already been applied for them.

One Stop will continue to stay engaged with advisors to receive feedback on how the process is working or if adjustments are needed.

- Feedback: How often does this run?
    - Answer: We will run it now and then we will run it again in summer to catch additional students. We don't think this needs to be happening every day, but our BA who is running this has expressed a great amount of excitement about this process and may run it additional times.
- Feedback: Is this ever pulled back for students, if they fail a class or drop a class?
    - Answer: No, because there is a minimal risk in applying the exemption to those students. Students know how many credits they need to take. Advisors know how many credits they need to take. Colleges will still have the power to remove an exemption in specific cases. Reach out to Richard or One Stop if this comes up for you. Richard will work with you on that specific case. The downside is that if it is removed the process will catch and re-apply the exemption for that student who is eligible the next time it is run.