

Registrar's Advisory Committee  
Monday, February 1, 2016  
Rapson Hall, room 43  
9:30-11:30 a.m.  
Prepared by Julia Marshall

## **Undergraduate education agenda items**

### **Transfer Credit Working Group**

Ingrid Nuttall and Leslie Schiff said the group's goal is to create a more transparent system; it is currently wrapping up recommendations. Transfer course applicability to degree programs (course equivalence) is in the hands of the colleges to determine, but the University has to have policies to assure the quality of credits accepted as transfer credits.

Current issues with documenting and processing transfer credit:

- Transfer coursework is often reviewed on individual student basis - credits aren't applied consistently across campus.
- Processes are largely paper-based, most people are interested in moving online (paper system is labor intensive and not transparent).

Recommendations:

- Create an electronic system for transfer course review and common materials to be used as guidelines to help faculty.
- Clarify difference between transferability and degree applicability as well as best practices for evaluating international courses.
- Improve the turnaround time for completed materials - transfer courses should be reviewed as courses and not as artifacts brought by individual students.
- Colleges have the ability to waive requirements, need more education on when that is appropriate.
- System should be proactive - more communication from Office of Admissions to transfer students about what materials are needed. Better support for timelines for proper orientation.
- Invest in a stable, central system of record that defines transferability and documents degree applicability. The system should be accessible and allow faculty/advisors to see when a course was last reviewed.
  - Include syllabi and other related course materials that were received for evaluation
  - Catalog information from the sending institution
  - Record date of last review
  - Automatically ping the unit that did the evaluation, request new materials, and reevaluate the course on regular basis
  - Status of transferability and applicability, including when things were denied

- The name of faculty reviewer (will not be shown externally)
- Communicate the system: the credit gets evaluated in admissions, there is collaboration as necessary, it gets sent to the most appropriate college, the course is evaluated, it loops back to the college to make sure faculty are making thoughtful decisions, then it goes back to the system of record.
  - Unified and transparent process for the student
  - Replace separate forms and lists

The University still has decentralized processes; paper provides flexibility, and the working group wants to be respectful of that and is keeping it in mind with these recommendations. When the course goes to the college for evaluation, the processes at the collegiate level would be individualized like they are now; it's just where a course is and what is happening to the student waiting for that information that would be more transparent. A central system would not replace the need for people to talk to each other.

Questions:

Q: Is there a system for appeals?

A: There are exceptions to everything, so I imagine there will be a system for appeals.

But

the system would need to be documented, and the impact on a broad range of students needs to be considered.

Q: I'd like transfer credit requirements to be explained to students.

A: Revamp admissions

Q: How would you include syllabi for international courses when most don't have them?

A: That is a consideration. I don't have a good answer. We know that we need to consider issues that are specific to reviewing international credit.

Q: What do you mean by courses, not artifacts?

A: We shouldn't keep reviewing materials on an individual basis. If that course is good for one student, it should be good for all students. Artifacts include the syllabus and other materials that show at what level the course is performing.

Response: Some courses don't fall into that paradigm (i.e., religious studies courses).

A: There is a policy that states there have to be exceptions.

### **Education Advisory Board (EAB) update**

Sue Van Voorhis said the Board is struggling to get data into a predictive model, so the risk assessment has been delayed. The plan is to train pilot colleges in order to determine if the University wants to move forward with this system by the end of May. Three delivery items:

- Risk and predictive analytics for student graduation information
- Success prediction markers of students

- Explorer data to help students figure out what other majors/programs they could be successful

### **Student degree progress group charge**

Tracy Fischer said the student degree progress group has officially disbanded as of the December meeting, because it accomplished its task (which was getting colleges into same room to talk about the data shared with them). Now there will be meetings with colleges on an individual basis. Student degree progress representatives from each college will continue to be the contacts.

Last minute non-enrollment outreach to students enrolled in fall 2015 but not spring 2016 just days before and on the first day of the spring 2016 term:

- Reached out to these students (78 ended up enrolling, 190 did not)
  - Students had financial holds, financial and academic holds, academic holds, or miscellaneous holds (over 50% of students had holds)

### **Completion funds update for spring**

Tracy Fischer said a student degree progress SWAT team was created in collaboration within ASR that includes people in Records, Office of Student Finance, APAS team, IT, Student Account Assistance and One Stop among others. The group was charged with reviewing the possibility of providing students with funds so they can complete their degree (funds can be applied to past balances and/or current/future enrollment).

Questions:

Q: Are those funds available for international students?

A: Most international students aren't eligible for most forms of aid.

## **Common session agenda items**

### **Introductions and approval of January minutes**

There were no changes to the January minutes.

### **Announcements**

#### *Position announcements*

- Program of Mortuary Science: Student Services Professional I, job ID 307335
- CEHD Undergraduate Student Services: Undergraduate Advising Assistant (Student Services Prof 2), job ID 307368

### **CFANS Undergraduate and Graduate Program Initiatives**

Lisa Wiley and Bill Ganzlin gave an overview of the College of Food, Agricultural, and Natural Resource Sciences (CFANS) undergraduate and graduate program initiatives.

#### Overview of CFANS undergraduate programs:

- 13 majors, 22 minors
- Fall 2015 enrollment: 2,018
- Experiential learning requirement & interdisciplinary learning requirement for all majors
- Initiative to provide more flexibility in undergrad programs (implemented in fall 2013)

#### Undergraduate advising task force recommendations 2015:

- All students will be provided with an academic advisor for 4 years
- Every major will have 2 professional academic advisor capable of serving students
- All students will be assigned a faculty mentor in their majors
- New Advising Center and drop-in advising services will be established in 130 Coffey Hall

#### Graduate education model:

- Associate Dean for Research and Graduate Education is Greg Cuomo
- Graduate Program Coordinators report to Directors of Graduate Studies
- Graduate and Research Policy Review Committee
- New Graduate Student Board

#### CFANS graduate programs:

- 12 programs, 2 free-standing minors, 3 joint graduate degree programs
- About 700 applications every year; about 270 admitted
- Enrollment is around 750 students
- About 150 degrees are awarded

#### Graduate programs are committed to:

- Impacting well-being locally and globally
- Attracting the brightest faculty and students to conduct innovative research
- Training the next generation of scientists
- Graduate students who assume leadership positions in private industry, government, academia, and NGOs

#### Graduate education initiatives:

- OHR Grad Education Assessment
- Grad Student Board/Life Center (made up of 1 student from each of the grad programs) - serves as communication line between grad students and leadership
- GOF Fellowship - works to increase students of color (provides a stipend, health care expense, and money toward development opportunities)
- Integrated undergraduate/graduate degree
- Advising Best Practices: student/advisor relationship, the responsibility of advisor, the responsibility of student
  - Brief and student-centered - talk about the rights of student
- Orientation
- Commencement

- GPAS (Graduate Planning & Audit System)
- Staff Training/Onboarding

International programs:

- Strategic planning is underway to enhance international research and grad program opportunities
- Robust MAST international program - hundreds of students from across the world are placed in agricultural, horticultural, etc. hands-on opportunities
- Strong partnership with LAC/GPS - shared staff position, 15+ short-term programs offered
- Around \$50,000 annual study abroad grants awarded

Working Across Difference Initiative (WADI): “All CFANS undergraduate students will demonstrate the ability to work effectively across difference as a core competence upon graduation.”

- 3 goals:
  - Enhance our ability to prepare students to work across difference, engage in complex problem solving, and enter into an increasingly diverse and globalized workforce.
  - Intentionally integrate culturally relevant course content and pedagogy that reflects the needs and interests of diverse undergraduate students and addresses the unequal impact of difference.
  - Create and integrate effective best practices to help students develop intercultural and global competencies and an increased awareness of issues relating to diversity and social justice.
- Created Teaching Across Difference fellowship for faculty, pairing currently engaged faculty with interested faculty to extend our reach, build capacity, and develop tools for the classroom in support of WADI.
- Approx. 25% of instructional faculty are currently involved in curriculum revision and introducing intercultural/diversity related course content.

E-Learning Initiative: Created eLS support team, encourages/supports the use of e-learning, creates processes/resources for CFANS instructors.

### **Scholarship tool demo**

Dianne Danov said there needed to be a more efficient process for scholarship administrators and students; colleges/departments were looking for a common online application. The University community wanted a more efficient tool - available to all colleges and campuses, containing a common format, simple to use, less labor intensive, with automatic electronic storage.

Students can apply online in one location by logging in with their x.500. The system knows information about the student already (i.e., GPA, major and minor). The student can apply for different scholarships within their college(s) or across the University, all on one application.

### Demo

For students:

- Starts out with basic information about applying; how to apply, tips
- Then shows the student's college's scholarships as well as OSF's (the student won't see scholarships of colleges they aren't admitted to)
- There are instructions specific to that college
- Students answer questions & upload the required documents
- They can review their responses, then submit

*For staff:*

- Can add/edit college users and view the list of applications
- Staff enter college-specific information and instructions
- Create and enter scholarship questions, which can be moved into the application as needed
- Can access student application data immediately upon submission, review an individual applicant's responses, and export all the students' data to an Excel spreadsheet
- Sample Student Scholarship Selector creates one spreadsheet with all students, including financial aid data

Questions:

Q: I think it's important that people know this is not only a tool for undergraduate students. It can be applied within grad and professional area.

A: Yes. The system pulls data right from PeopleSoft. The caveat is that it's only for admitted students.

Q: Is there a way for letters of recommendation to come in directly?

A: That's not something we were able to accommodate - in order to get into the system, people have to enter an x.500, and letters of recommendation often come from outside the

University. But you can set up an email box where people can send in letters of recommendation.

### **Policy update**

Stacey Tidball said the revisions to the [Promoting Timely Graduation policy](#) are now live.

Policies up for comprehensive review at SCEP:

- [Academic Calendar](#)
- [Awarding Posthumous Degrees](#) - passed without any changes
- [Educational Materials Conflict of Interest](#) - passed without any changes

- [Instructional Time per Course Credit](#): Language changes being recommended to clarify the policy
- [Intercollegiate Athletic Events during Study Day and Finals Weeks](#): Not recommending any language changes, comprehensive review will be in March

Undergrad Policy Group: focuses on best practices and policies; language refinement

- Recommending it be more college-led
- Should stay aligned with recommendations coming out of the Advising Task Force

Questions:

Q: Could you say more about what you mean by college-led?

A: There are reps from colleges, Office of Undergraduate Education (OUE), etc., but currently it has been structured as more ASR-led, and we want to transition it to being more college-owned.

### **Start of term summary/feedback**

Sue Van Voorhis said the University had contingencies in place for the start of this semester. With end-of-term grading, the University has a deadline when grades are due. After that, the system puts an NR (not recorded) grade in. If a deadline is missed, faculty or staff have to enter those grades in individually.

### **Proposed reevaluation of the transfer credit form**

Stacey Tidball said the reevaluation came out of work the undergraduate policy group had done. Will draft instructions on how it should be used by different colleges. The goal is to get at the problem of routing this information.

### **Auto-enroll at beginning of term**

Ingrid Nuttall said many people have been contacting her because auto-enroll seems to end earlier than they would like. The move away from permission numbers has impacted students (those on a waitlist not being able to get into a class because they didn't know about the auto-enroll). Ingrid and her team will be looking at this process to see how it can be improved in the future.

### **Leavers Update**

Nate Peterson and Julie Selander said the purpose of the leavers group is to retain 1st year students (specifically those who haven't enrolled for the following term) and reach out to them to understand student stories and why they're leaving the University. The goal is to identify and address barriers. Target populations: Twin Cities NHS (new high school) & NAS.

Two outreach campaigns: those who begin in the fall and don't enroll for spring; those who enroll in the spring and don't enroll in the next fall term. The process involves the academic advisors tagging students in the APLUS system and indicating their reasons for not enrolling.

One Stop staff focused on students with financial past-due holds that had not re-enrolled for the next semester.

Initially, the group was given a list of 123 students that had a past-due balance on their accounts in the middle of December (which is starting to run up against financial aid deadlines). The group derived a plan to reach out to these students. The students are hearing from multiple different sources (their advisor, student finance, etc.), and the Leavers group addressed that in their email.

The group called students in addition to emailing them, and tried to help the students pay their bills and get registered for spring. The group connected with all of the students on the list (whether or not they responded); 77 are now registered (63% return rate). Many of the students have started to pay off their bills.

Lessons learned: The earlier the University can work with these students, the better. Students complete their FAFSA and accept their aid, but do not complete all the necessary paperwork and steps to obtain their financial aid. The Leavers group also wants to start reaching out to students before the financial aid deadline.

Questions:

Q: Does the AU hold hold two very different buckets of students - those who didn't pay and those who didn't finish the process?

A: An AU hold means they have an account that isn't paid. There's no indicator that the student hasn't finished the financial aid paperwork, so those students should be referred so they can be helped. Sometimes students didn't even know they had a bill (because they ignored notifications).

Q: Bookstore charges need to be paid, otherwise students will get an AU hold. Students are spending way too much at the Bookstore, and the University is looking into putting a hold on students so they can't spend so much. There's also talk of providing students with financial aid counseling to help them long-term.

Clarification: The SDP team checked in with One Stop before moving forward with the non-enrollment project; left out first-year students so ASR didn't contact these students twice.

### **One Stop survey results and stats**

Julie Selander said that participants were selected through a random sampling process (among students who had a service experience during September); 1,450 students responded during the survey period in October. A change in the rating scales makes it difficult to compare this year's data to last year's.

84% of customers were satisfied overall

- 84% satisfied with the knowledge of the One Stop staff
- 84% with their empathy



- 81% with their efficiency
- 87% with their friendliness

Satisfaction ratings across the types of service offered: 83% with phone, 82% with email, 88% with in-person

The Upgrade in April plus the usual peak period in September caused a 26% phone call increase, 35% email increase, and 17% walk-in increase from the previous year.

Questions:

Q: How did you capture the number of contacts?

A: We have Salesforce (CRM system), which records every interaction with customers.

Spring term (first week of classes): 2,400 in-person customers in first four days, 2,000 phone calls with an average wait time of about 3 minutes 45 seconds, and 2500 emails.

## **Graduate education agenda items**

### **GPAS and PCAS update**

Emily Ronning, Karen Starry, and Stacia Madsen: the deadline to have everything in is March 25. Once it gets into the PCAS approval queue, it'll take some time. There are resources specifically for GPAS with PCAS in mind. Lab sessions are available - the sessions are designed for employees to sit down and finish this work, and they can ask questions.

Part of the GPAS project has been structured around the recent priority on PCAS. If PCAS isn't updated within this time frame, other things will get pushed back.

Questions:

Q: Who are the types of people (in what roles) coming to these sessions?

A: Both PCAS editors and GPCs. There are lot of editors who are not curriculum experts.

Q: There's a session on the 16th that overlaps with kickoff of a GPC coordinators network meeting.

A: As long as the session's not full, you can drop in and ask questions. Just sign up and come late.

### **Readmission for one term only**

Dean Tsantir said there is no longer a fee for students who are returning to graduate. In order to do this without requiring a fee, the student has to send an email specifying they're only returning for one term in order to graduate. The student will be readmitted for one term but will have a future-dated registration hold placed on their account that will prevent them from registering beyond the term of readmission.

If a student does need to register beyond that term, it will require an application and a fee. There are requests for retroactive actions right now, but it's not possible, because 200 programs are making retroactive requests. Students may have to pay a late registration fee if they want to register for this current term.

### **Graduate Program Coordinators Network**

Ingrid Nuttall said the date and time for the kickoff meeting is now on calendars for everyone who's defined in the system as a PLC. The meeting will be February 16 from 8:30-10 AM, with an option to attend virtually via WebEx. The meeting will also be recorded. The coordinators of the meeting are working with people in the colleges to get this kicked off and to have people volunteer to take over the meeting and keep it going.

### **Adjourn**

The next Registrar's Advisory Committee meeting will be Monday, March 7.