

## Registrar's Advisory Committee Agenda and Minutes

Date: January 23, 2023, from 9:00 to 10:00 a.m.

Zoom link: [https://z.umn.edu/RAC2023\\_01zoom](https://z.umn.edu/RAC2023_01zoom)

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## Presentations

### Grading best practices

*Ingrid Nuttall, [ingridn@umn.edu](mailto:ingridn@umn.edu)*

For several years, ASR has sent a late grade communication to Associate Deans asking for their support in working with faculty and instructors to submit grades as soon as possible. We will share some numbers for how this has been working and have an open discussion on the group's thoughts on effective practices for removing barriers to timely grade submission.

High-level grading milestones:

- Grading Best Practices email sent to faculty and instructors the day after grade rosters are created.
- Grades are due 72 hours after the end of the term.

- Instructor gets an “NR email” the first day grades are late.
- Grades day late + 7 days (per session), an email is sent to Associate Deans with specific details regarding courses with outstanding grades.
  - This email is sent only one time

#### Grade entry best practices email data:

- Open rate: 83.8%
- Open rate vs unique opens indicate that people are returning to the email more than once to review the information

#### Late grade submission data

- Fall 2021
  - # of late grades: 7,911
  - # of late grade emails: 19
  - # of late grades a week after emails: 3,051
- Fall 2022
  - # of late grades: 6,842
  - # of late grade emails: 17
  - # of late grades a week after emails: 1,742

#### Additional insights

- Associate Deans have been good about following up with instructors.
- Late grades are dropping a bit!
- Notable number of help inquiries post-due date are related to grade roster issues--addressing this could significantly help with late grades.

#### Open discussion

What additional insights do you have and/or what questions do you have about what has been shared?

- Agnes Chagani: Could a summary of your first slide be included on the ASR grades page?
  - Ingrid: Yes, we can do that.
- Amber Hodges: Is there a reminder in the communication about the best practice for incomplete grades and contract to get them to that information?
  - Ingrid: Yes
    - Stacey: There is also an email about Incompletes that automatically is sent to instructors when they've put an incomplete on the roster. This refers them to the contract.
  - Rebecca: There's a lot of communication about incompletes, but I think the more support around incompletes can help.
- Alison Blomster: This is great support especially in December/Jan when there's such a short turn around time for probation/suspension review

- Natan Paradise: Auditors are retained on the grade roster even when they have never shown up, and that always gives instructors pause assigning an AUD to a student who never showed up. That generates inquiries internally at least
  - Ingrid: I don't think we say anything at all about that in the best practices email.
- Agnes: Do the emails go into the I vs. K?
  - Ingrid: Yes, the first email goes into the nuances between them and links to the policy. That was one of the changes we made to the email.
- Colleen Harms: A lot of the requests that came in can be resolved by sending them the guides. Maybe some of it can be resolved by discussions with faculty vs. adding additional content to the email.
- Katie Russell: Leslie does a great job talking to departments about the benefits of submitting the earned grade. In case you'd like to invite her to a faculty meeting.
- Rebecca Rassier: I tell instructors often that they can always change a grade if they have to post a grade without an incomplete setup.

## Student services fee policy

Stacey Tidball, [tidball@umn.edu](mailto:tidball@umn.edu)

- Comprehensive Review of [Regents policy on Student Services Fee](#)
  - Changes in how programs and classes are offered
  - Impacts to availability of student health insurance plan
- New approaches to subd. 3 of the policy are being considered. Current language:
  - *Designated students shall mean all students registered for: (a) six or more credits per semester; or (b) three or more credits per summer session. Credits for off-campus distance classes are excluded from the total credit count*

### Questions

- Gina Brewington: Thanks for bringing this up. I was not aware that online students may not necessarily have access to certain campus resources (until this impacted a student) and I am wondering how students are made aware of the implications of not paying the student service fee if they are online.
  - Stacey: This is happening at the credit basis generally, it's not at the program-level unless the program has a specific exemption. Those exempt programs communicate with their students. For individual students, they see information about the Student Services Fee as part of their bill, see Nate's comment below. Stefanie: Yes, thank you! Because of growth of online courses in the School of Public Health, we have had students caught unaware of their ineligibility for student health insurance if they take more online coursework.
  - Stacey: Yes, public health is one area where we have had a lot of discussions because we know this has been an issue for some students.
  - Nate Peterson: quick reminder, students should always be encouraged to pay attention to their bill, where they will be charged for/not charged for health insurance as well as the

student services fee. students can also see up to date/live charges and activity by looking at their "account activity" in MyU. I fully acknowledge that not all students may be actively looking at their account, but this is a small plug to have them be aware!

## Academic program modalities

*Ingrid Nuttall, ingridn@umn.edu*

ASR, the Provost's Office, and the Enterprise Data and Reporting office have been working on creating University-governed data definitions for academic program and program modality – not courses or classes. As part of this work, we will be introducing the new term of "hybrid" for program modality and using our current terms of "primarily online" and "partially online" as further refined subsets of "hybrid." These definitions will likely go into place prior to the Coursedog implementation but programs will not be coded with the new definitions until after Coursedog goes live.

Modality options in PCAS today

- Classroom: Majority of Program is face-to-face
- Completely Online: All coursework for programs designated as online should be able to be completed online. For programs that require a practicum/rotation, as long as students can complete these in their own community, the program is considered online.
- Primarily Online: At least 80% of instruction in the entire program is online. Intensive, but short periods of face-to-face coursework may be required (e.g., two weeks summer session). No required course in the program should necessitate that students travel to a classroom location weekly.
- Partially Online: Between 50% and 80% of the instruction in the entire program is online.

Issues

- Ungoverned data definitions
- Confusion between "Primarily" and "Partially"
- Inconsistent tracking in PeopleSoft (PCAS is the source of truth)
- Data for program modality can be difficult to use for reporting or other needs

Opportunities

- Address all those things on the other slide!
- Move in the direction of national conversations on modality definitions (i.e., a "big bucket" approach).
- Reflect feedback gained in student usability.
- Consistent use across all campuses.
- Improve HLC reporting and be responsive to emerging needs in this area.

Moving forward

- Move from four definitions to three:
  - Classroom/In Person

- Completely Online
- Hybrid
- Create University-governed data definitions that account for variability/synonyms.
- Create alignment between our future curriculum management system and PeopleSoft .

#### Example of how this could work

- Program delivery: Select the primary way this program is delivered to students? (Select one):
  - In-Person/Classroom (Majority face-to-face; students may choose online courses, but program is designed as an in-person/classroom experience)
  - Hybrid (Partially or Primarily online. Students have some required in-person experiences in addition to online)
  - Completely Online (100 percent online)

#### If Hybrid is selected, and additional modalities

- Which description best fits the Hybrid delivery of this program? (Select one)
  - Primarily Online (80% online)
  - Partially Online (50-80% online)
- Additional program delivery: What are all the ways students can complete this program: (Select all that apply)
  - In-Person/Classroom (Majority face-to-face; students may choose online courses, but program is designed as an in-person/classroom experience)
  - Hybrid - (Partially or Primarily online. Students have some required in-person experiences in addition to online)
  - Completely Online (100 percent online)
- Which description best fits the Hybrid delivery of this program? (Select one)
  - Primarily Online (80% online)
  - Partially Online (50-80% online)

#### Key points

- We will keep data points for Primarily Online and Partially Online to facilitate consistent reporting.
- This approach and these definitions have been approved by UDIR, VP for Distributed Learning, and the Provost's Office.
- Coursera will be the source of truth for program modality information and PeopleSoft will reflect this.
  - Still have choices to make regarding how we do this in PeopleSoft

#### Questions

- Katie Kocourek: As a part of this discussion, are you considering ways to specify the modality of program sub-plans? In the Carlson School MBA Program, we have several sub-plans for the MBA Program that each have their own modality (ex. some are completely online and others are hybrid).
  - Ingrid: Yes. We do understand there may be a sub-plan of a plan that has a different modality. We have a direction we want to go but we haven't totally made that call.

- Ingrid: It should be a lot more transparent to students, and hopefully that is helpful for your colleges.

## Dean's List discussion

*Ingrid Nuttall, ingridn@umn.edu*

[The Grading and Transcripts policy](#) outlines the requirements for a student to be named to the Dean's List. In April 2022, the policy was amended to allow for an exception for a specific program on the Rochester campus that is structured in such a way that no student in the program could ever be on the Dean's List because of their required credit load. This change and further inquiries from campus partners in the Disability Resource Center have raised questions regarding the equity of the policy for students who have approved exemptions for the minimum credit requirement.

Dean's list in policy, considerations

- UGRAD, DENT, PHAR
- Exclude non-degree, cannot have NR, W, or I grades
- Amended in April 2022 to support Rochester program (exception language).
- Equity of policy for students who have approved exemptions for minimum credit registration credits

This is an open discussion regarding some key questions for college partners regarding the Dean's List:

- How does the Dean's List benefit your students?
  - Alison Blomster: I'll bring this back to my leadership team to ask.
- Are you aware of equity issues similar to the ones described that ASR should be aware of regarding Dean's List eligibility?
  - Natan Paradise: The full-time exempt students through DRC is an important population to consider, and it does come up with disappointment and frustration.
    - Ingrid: Yes, this is an important population, and there are students who don't register and don't qualify for the exception.

Announcements & Questions

## Written updates

### Coursedog (pre-recorded)

*coursedog@umn.edu*

The [Coursedog project](#) manager, Sara Cokl, has created a pre-recorded video update. This is a new format for RAC presentations that we are trying this month. This approximately 13-minute video provides an updated overview of the project that can be easily shared with others.

A project representative will be available at the meeting to answer questions.

[Coursedog updates video >>](#)

## TES Transfer Guides (major-specific)

*Stephanie Sutton & Laura Butchko, [tes@umn.edu](mailto:tes@umn.edu)*

The College of Science and Engineering (CSE) and Carlson School of Management (CSOM) major-specific transfer guides are now live on the [Transfer Evaluation System \(TES\) Public View site!](#)

CSE and CSOM join CCAPS, CDES, CFANS, CEHD, CBS, and Mortuary Science with current pre-major and major-specific transfer guides. The guides allow prospective and current students, as well as internal and external academic advisors, to determine how transfer credits from surrounding area community colleges can apply to UMNTC majors. The transfer guides, built within the TES system, connect directly to course equivalency decisions within TES and are updated automatically if new course equivalencies are granted and/or extended by an academic department. This minimizes the manual maintenance needed from the colleges and provides a centralized website for students and staff to view all major transfer guides for each college in one location.

## Expected Graduation Term & Scheduled to Graduate dates

*Amber Cellotti, [knq0071@umn.edu](mailto:knq0071@umn.edu)*

Here are the dates for when the expected graduation term (EGT) will be applied to spring 2023 NAS/NHS students and when students who have completed 75%+ progress towards degree (PTD) will be scheduled to graduate.

**Tuesday, January 31:** EGTs added for Spring 2023 NAS/NHS students

**Week of February 7:** First run of “scheduled to graduate” (i.e., applied to graduate row added to program/plan) for students who have met 75%+ PTD

**Week of March 28:** Second run of “scheduled to graduate” (i.e., applied to graduate row added to program/plan) for students who have met 75%+ PTD

## APAS User Group meeting

*Stephanie Sutton, [suttonst@umn.edu](mailto:suttonst@umn.edu)*

Did you know there are quarterly APAS User group meetings and you are invited?

The APAS and TES teams would love to have you join us if you are interested in learning more about APAS and TES. We share helpful information for advisors and user training along with tips and tricks for processing exceptions on students' APAS reports.

The Q1 APAS User group meeting is scheduled for **February 15 from 2:00 to 3:00 p.m. via Zoom**. If you are interested in attending please send an email to [apasle@umn.edu](mailto:apasle@umn.edu) and we will gladly add you to the invite.

## **GPAS User Group meeting**

*Stephanie Sutton, [suttonst@umn.edu](mailto:suttonst@umn.edu)*

The GPAS User Group meets quarterly in January, April, July & October on the last Monday of the month 9am-10:30am. Best practices, training, helpful tips, and tricks are shared along with timely information.

The next meeting is scheduled for **January 30 from 9:00 to 10:30 a.m. via Zoom**. If you are interested in attending please send an email to [gpas-analysts@umn.edu](mailto:gpas-analysts@umn.edu) and we will gladly add you to the invite.

## **TransferologyLab/TES Training**

*Stephanie Sutton, [suttonst@umn.edu](mailto:suttonst@umn.edu)*

Please join us for a TransferologyLab and TES training session. This training is for any new and current users of Transferology and TES. We will go over key features in Transferology and TES (Submit a Course for Review and Transfer Guides).

The next training is scheduled for **Wednesday, February 8, from 10:00 to 11:00 a.m. via Zoom**. Please email [tes@umn.edu](mailto:tes@umn.edu) to be added to the meeting invite if you are interested in attending.