

Registrar's Advisory Committee
Monday, June 2, 2014
Walter Library, room 402 (East Bank)
9:30 a.m. - 11 a.m.
Prepared by: Elyse Paxton

Present: Chris Allen, Gary Andersen, Amber Cellotti, Agnes Chagani, Pam Cook, Molly Diethelm, Clare Dingley, Erin Edwards, Tina Falkner, Tracy Fischer, Carol Francis, Teresa Fruen, Jennifer Franko, Laurie Gardner, Amanda Grimm, Liz Goebel, Lindsay Gundecha, Amber Hodges, Emily Holt, Sarah Ihrig, Kess Knight, Stephanie Lawson, Pa Lee, Jennifer Love, Aya Maruyama, Rachel McKessock, Rose Miskowiec, Mary Moga, Emily Mraz, Ken Myers, Jenna Parks, Elyse Paxton, Ben Resman, Kathrine Russell, Leslie Schiff, Mary Ellen Shaw, Fritz Skinner, Roopa Sukumaran, Stephanie Sutton, Stacey Tidball, Matt Tveter, Laura Walker, Ellyn Woo

Undergraduate education agenda items

General announcements

MnTC policy

Katie Russell announced that students intending to transfer to the University of Minnesota Twin Cities must complete the Minnesota Transfer Curriculum (MnTC) prior to enrolling as a degree seeking student at the University in order to receive credit for the U of M liberal education curriculum as a package. This information should be shared with advisors.

A RAC member asked whether there is a one semester grace period. Katie said no.

OTR academic records contact changes

Emily Holt announced there has been some reorganization within the Office of the Registrar (ORT) in Saint Paul. Some assignment changes with staff will be made after spring degree clearance.

SDP: ODL Policy & Degree Clearance Grid for Administrative Degree Clearance

Rachel McKessock shared an update regarding student degree progress. Data shows that students don't finish extended term nine month Online and Distance Learning (ODL) courses well. The goal is to encourage students to think about whether they want to take this type of course during their last term of enrollment. (There are instances where allowing students to enroll in ODLs makes sense, but these instances are based on individual circumstances and require the approval of the student's advising office.)

The following includes a **draft** of extended term ODL policy guidelines:

- Students are only allowed to enroll in extended term ODLs if they are not expecting to complete their program within the next academic year.
 - If the course is only offered as an ODL, and the student needs the course to complete their program, then it would be permissible.
- Students who enroll in extended term ODLs must sign a completion contract with their collegiate advisor. The contract will outline the completion plan, along with appropriate due dates of all assignments, if applicable.
- Students may not take “incompletes” or obtain extensions in an extended term ODL course, unless extenuating circumstances arise.
- If a student does not access the extended term ODL course within the first 30 days of the course date, they will receive an automated e-mail reminding them they are enrolled in the course.
 - If a student does not access the course within 30 days, the student will need to confirm, in writing, to his or her advisor the intent to remain in the course.
 - If the student does not contact the advisor to state intentions within 45 days of the start date of the course, the student will be discontinued from the course.

Examples when ODL registration may be appropriate:

- If it is necessary for a student to have a heavy course load (more than 13 semester hours without the extended term ODL) for timely graduation purposes.
- A student wants to add the extended term ODL for financial purposes.

It is important to keep an eye on these students to ensure we’re performing appropriate follow up.

A RAC member asked whether college advisors are authorized to make exceptions for seniors that have a good track record with ODLs. Rachel said yes. The policy is not meant to penalize students that need to take the course.

Other questions were asked, including whether the contracts would be for everyone (yes), and what is the mechanism for reinforcement (not yet decided). A RAC member also mentioned that the College of Liberal Arts (CLA) is cutting back on the number of ODL extended term classes it offers.

Rachel also discussed draft language for the Administrative Degree Clearance Procedure. She outlined when a student would be eligible for Administrative Degree Clearance and when they would not. The requirements are as follows:

Not eligible for Administrative Degree Clearance

- APAS degree requirements not met (this includes honors, minors, and second majors and minors if the student has been steadily making progress toward those programs)
- Enrolled and receiving aid
- Completed degree requirements but has requested to push out graduation to finish something else within reason
- If a student is registered for the next term, but not for any degree applicable courses, the

student will need to state his/her intention of why they intend to take these classes (e.g., grad school prep, planning to declare minor, second major, etc.).

Eligible for Administrative Degree Clearance

- Finished all degree requirements, no application for degree, attempts to contact student have failed
 - No courses IP (past, present, or future)
 - No awarded financial aid
- If student has multiple plans but has finished one degree, the student must indicate if he/she wishes to pursue all plans. If not, the student could be cleared to graduate (within the proper communication guidelines).
 - This includes students who have future term IP courses if they have not declared a program for those courses (minor, second major, honors, etc.)

What to do if a student has completed degree requirements and is unresponsive to requests from the college to complete an Application for Undergraduate Degree (or provide acceptable rationale for delaying graduation):

- At least three attempts to contact the student through his/her U of M email address should be made over the course of at least three weeks.
- The third attempt should state that the college will clear the student for his/her degree unless the student responds with additional information within 10 business days. Sample language is below:

Dear Student,

We have attempted to contact you on multiple occasions dating back to June 17, 2013. This will serve as our last attempt to contact you regarding your future academic plans. You will have ten (10) business days to respond to this e-mail. If we do not hear from you we will move forward with posting your degree.

If you would like to continue taking courses as a degree-seeking student please respond stating your intentions. If you have any questions, please contact your adviser.

General SDP Updates

Rachel McKessock announced the SDP group is hoping to schedule a meeting during the month of June.

Tracy Fischer and Rachel McKessock are also beginning the review of graduates for the four, five, and six year cohorts.

OUe: student degree progress/curriculum

Leslie Schiff introduced herself to RAC members as the Associate Dean for the University Curriculum, as well as a professor of microbiology and Director of Undergraduate Studies in Microbiology. She said she works with the Student Degree Progress group but also has meetings with key decision makers, so she wants to reach out to RAC members to let them know her job was created to have someone in the Office of Undergraduate Education (OUE) focus on the undergraduate curriculum and understand strengths, weaknesses, and opportunities. Leslie said she has received a lot of feedback from the SDP group and is going to work on addressing those particular issues. She encouraged RAC members to let her know about issues of concern.

Follow-up on LE policy discussion

Katie Russell announced to the group that she wanted to follow up on some concerns that arose from last month's RAC meeting when she and Margo Mueller discussed changes to partial credit waivers.

Current Liberal Education requirements specify a minimum of 4 semester credits for 2 of the cores (Physical Science, Biological Science), and a minimum of 3 semester credits for the remaining core and theme requirements. LE requirements are satisfied by *an entire course that meets the requirements*, not by piecing together credits from multiple courses (the exception to this is when a lecture and lab together fulfill the Physical Sciences or Biological Sciences LE requirements).

Effective for students entering the University of Minnesota Twin Cities campus fall 2014 and thereafter, partial credit waivers, which allow the transfer course to fulfill the LE requirement, can be granted for:

- Courses from domestic, quarter-based institutions transferring at 2.67 or more credits. No limit per student.
- Up to 3 total per student in these categories:
 - Courses from international institutions transferring at one-half or more of the LE credit requirement
 - Courses from domestic institutions transferring at one-half or more of the LE credit requirement

Academic advisers with questions about the granting of partial credit waivers should contact apasle@umn.edu.

Effective for students entering the University of Minnesota Twin Cities campus fall 2014 and thereafter, partial credit waivers, which allow the transfer course to fulfill the LE requirement, are **not granted** for:

- Courses of less than one-half the credit requirement (for example: a 1.3 credit course cannot fulfill a 3 credit LE requirement)

- An LE requirement can be fulfilled by one course, not by applying multiple partial credit courses to a particular requirement (exception: the Biological and Physical Sciences LE requirements can be fulfilled by multiple courses when fulfilled by a separate lecture and lab)

Grad Rate Reports

Fritz Skinner provided RAC members with a demonstration of ASR's new graduation rate reports. The reports, which are for the Twin Cities campus only, provide current and potential unofficial graduate rates that are updated daily.

The reports provide data based on the college of a student's most recent enrollment. This differs from the Office of Institutional Research (OIR) reports, where data is presented based on the college of admission. Limited access will be given to authorized users (associate deans and members of the Student Degree Progress group).

Links to these reports can be found on the [Office of Institutional Research Student Data page](#).

Fritz explained that if you have questions when looking at the reports, there are several help documents located in them. The reports allow you to search by college, and a student is counted as enrolled if he or she is taking a class in the current or future term. Data is run each evening.

Fritz also explained that the reports do not perform any algorithm to project or predict future graduation rates; the focus is to complement the other information already displayed. RAC members were encouraged to provide feedback on anything within the reports that seemed confusing.

A RAC member asked whether the reports reflect honors students. Tracey Fischer said that is something the Student Degree Progress (SDP) team has looked into, along with students who have second majors.

Sue Van Voorhis said some people may have access to these reports and others will not, but the purpose of showing them is to provide background information in case RAC members receive questions about them.

Emily Holt said sending out the help documents would be helpful, even if you don't have access. Sue said that should be possible.

Promoting timely graduation policy

Tina Falkner facilitated a continued discussion of the proposed changes to the Promoting Timely Graduation policy. She said the policy group has debated what new language can be included in the policy that would not be limiting to students but also still encourage timely graduation. Currently, language is also needed to address ICT/IUT limitations but the policy committee wasn't in agreement on a direction and admissions needs to be part of the conversation so it was "tabled" for the time being.

One of the areas the policy will focus on is more mechanisms to encourage students to choose a major that they can finish in 4 years. The proposed new language provides for an earlier requirement that students declare a major and allows colleges to hold students accountable for the steps required to be admitted to a major.

Proposed text to be included in the policy is below:

Declaring a major:

New High School (NHS) Students:

During their fourth regular academic term of enrollment after matriculation (this excludes summer term), regardless of total credit completion, students are expected to declare and be accepted into a major. Failure to do so may result in a hold (MDR) being placed on the student's record, requiring adviser permission to register. Registration permission will normally be given upon evidence of a realistic plan to declare and be accepted into a major within a reasonable frame of time not to exceed two semesters, depending on the student's circumstances. Colleges may ask students to sign an academic contract, specifying registration and academic performance expectations, for this purpose.

New Advanced Standing (transfer) undeclared students:

- Students entering with 0-26 credits are expected to declare and be accepted into a major during their fourth regular semester of enrollment at the University.
- Students entering with 27-59 credits are expected to declare and be accepted into a major during their third regular semester of enrollment at the University.
- Students entering with 60 or more credits are expected to declare and be accepted into a major during their second regular semester of enrollment at the University.

Failure to declare and be admitted into a major by these benchmarks may result in a hold (MDR) being placed on the student's record, requiring adviser permission to register. Registration permission will be given upon evidence of a realistic plan to declare and be accepted into a major within a reasonable frame of time not to exceed two semesters, depending on the student's circumstances. Colleges may ask students to sign an academic contract, specifying registration and academic performance expectations, for this purpose.

Modified benchmarks for students with permanent 13-credit exemptions:

Students entering directly from high school (NHS students) who are granted permanent 13-credit exemptions must declare and be admitted to a major before or upon earning 45 credits, or earlier if programmatically warranted.

Students transferring into the University as undeclared students (NAS students) who are granted permanent 13-credit exemptions must declare and be accepted into a major according to the following benchmarks, or earlier if programmatically warranted:

- admitted with 1-26 credits, upon completion of 45 credits;
- admitted with 27-44 credits, upon completion of 60 credits;

- admitted with 45 or more credits, upon completion of their second regular term of enrollment at the University.

Program requirements:

All departments and programs must have in place a published or publicly available curricular plan that enables students to graduate in four years. Such a plan should assume that students will enroll for at least 15 degree-applicable credits per semester, on average, but the plan may not require that students enroll for more than 17 credits per semester, on average.

Enrollment requirements:

Campuses, colleges, and central admissions office must ensure that students are informed that they must complete at least 15 degree-applicable credits per semester on average to graduate within four years.

Degree Process Requirement:

After declaring/being accepted into a major, students are expected to enroll in required major courses and continue to complete University graduation requirements. Colleges will periodically review student records to determine students' progress in meeting degree requirements. When students' records show a persistent pattern of not registering for or failing to be successful in required courses for their program, the college may impose a Degree Progress Warning hold, and college advisers may control subsequent student registrations (including withdrawing) to ensure better progress toward degree completion, or counsel the student toward a change of major where warranted. Colleges may ask students to sign an academic contract, specifying registration and academic performance expectations, for this purpose.

Graduation requirement:

Students may not earn a degree in a program or college to which they have not been admitted, irrespective of any accumulation of required credits and courses on their record. Similarly, no college may award a degree to a student who has not been admitted to that college.

Administrative graduation:

Upon collegiate recommendation, the University may graduate students once they have completed all of the required degree and University requirements for their declared program(s), regardless of whether the students have applied to graduate.

ICT/IUT limitations:

**Need to draft this language.*

A RAC member said her college only admits juniors during the fall semester, so they would not be able to apply during their fourth semester. Tina said language could be added to the policy that would encompass this type of exception. And, since the current language states that declaration happens during their fourth semester it might be OK. The idea behind the change was to move away from a credit threshold (since so many students come with PSEO or AP

credits that they hit the current 60 credit mark very early on in their undergraduate career, they aren't ready to declare).

Emily Holt said benchmarks to promoting timely graduation could be included in the future communication portal, thus allowing alerts/notifications to be scheduled in the system.

Tina said the policy group also discussed the idea of a degree progress warning hold, if students showed a consistent pattern of consistently registering for courses that don't improve degree progress. The hold would stop a student from being able to register, as well as being able to drop a course.

A RAC member asked how this policy will work with the probation contract. Tina said she is not sure yet and does not see them as mutually exclusive. She said the policy group will continue to hone this policy and share drafts at future RAC meetings.

ESUP general updates

John Vollum provided an update on ESUP Student outreach. Two hundred fifty-one people participated in the Student Town Hall on May 15. The meeting's intention was to provide a broad look at what's going on and what changes will relate to student activities. After soliciting feedback, John said people most wanted to learn more about scheduling, wait lists, Course Guide, and grading.

During June and July, the change management team will meet with colleges to discuss changes affecting them. Each college will be given the opportunity to ask questions. Invitations will be sent shortly. The meetings are open to the system campuses but will have a mostly Twin Cities focus.