

## **Minutes from Meeting with Associate and Assistant Deans Workgroup on 2/10/04 PS SAS (PeopleSoft Student Administration System)**

DATE: Tuesday, February 11, 2004

TIME: 1:30pm to 3:30pm

LOCATION: McManus Lounge, Hollister Hall

TOPICS: internal transfer division and first-year writing seminar

### **Course Numbering Template**

Chris Cox reported that the college registrar workgroup is developing the course template, which will be distributed to the AADs (Associate and Assistant Deans) workgroup shortly. He will try to overlay information from the existing SIS (Student Information System) onto the new PS SAS (PeopleSoft Student Administration System) information in the template. The template will be used for course numbering, as well as to start gathering information for course management. When members of the AAD (Associate and Assistant Deans) workgroup distribute the template within their colleges, they will be asked to provide a new course number for each course. Chris would like to start capturing information on courses that colleges plan to offer during both the Summer 2005 and Fall 2005 semesters.

Once the course information is obtained, the data will be entered into the new system. The college registrars have committed to assisting with the required data entry starting in June, 2004. The PS SAS team also has agreed to hire some additional temporary staff to assist with the data entry.

### **Proposed Internal Transfer Process**

*issue: proposed internal transfer process*

Currently, students under sponsorship of the Internal Transfer Division (ITD) have no college affiliation. They are still considered degree matriculants, however. As a special administrative unit, the ITD is the defacto "academic home" for those students unable to transfer directly into another college. Once under the sponsorship of the ITD, a student is no longer considered a degree matriculant in his or her prior college.

In the new PS SAS (PeopleSoft Student Administration System), all students (except non-degree students) will need a college affiliation for reporting and processing purposes. In addition, all students (except non-degree students) will need to apply to and matriculate into a "career."

*recommendation from PS SAS Team:*

Define those students sponsored in the ITD as "conditional transfers" and affiliate them with the program into which they are applying to transfer. Specifically, if the decision is to "transfer" or to "conditionally transfer" a student, his or her "program" would be changed in the PS SAS to that of the target program.

*action taken by AAD workgroup:*

All students who wish to transfer into a new academic program must be sponsored by their target program. If sponsored, they will be “conditionally transferred” into their target program. Until they have transferred successfully into their target program, the academic plan (area of study) listed on their transcripts will be the target program as well as an academic plan of the Internal Transfer Division (ITD). Enrollment rules will be processed accordingly within the target program’s rules.

If a target college is unwilling to sponsor a student who wishes to transfer into their college, that student may not become a “conditional transfer.” There will no longer be any “conditional transfer” students who are solely sponsored by the ITD.

Colleges need to communicate “conditions of transfer” to students who wish to transfer to a different program. “Conditions of transfer” will be set up as a “contract” with students and will include conditions under which students may transfer to their target program, as well as those conditions under which they may return to their “home” or “first” program.

“Conditional transfer” students who do not meet their target programs’ requirements but do remain in good academic standing may return to their original “home” or “first” programs.

*remaining items for consideration (“parking lot” issues):*

When students are unsuccessful in transferring to their target colleges, could the tracking of this movement that is reflected on their transcripts be detrimental to them in their graduate school application process? Should a note be included on “conditional transfer” students’ transcripts explaining that they are in the ITD? Students have trouble explaining what “ITD” means when outside sources are reviewing their transcripts. What should the transcript show about the student’s program during and after the transfer process? What should the transcript show if the transfer is not successful?

How will this proposal affect tuition charges? How do you structure when to start charging for accessory instruction if the student is in the ITD?

Do “conditional transfers” get counted in a given college or school’s official count of students in their program(s)?

How many students are currently not sponsored by a particular program?

How many students are not successful in transferring to a different program? Is the number significant?

What happens to terminal semester students?

Under the proposed system, “target” colleges/programs/schools would need sponsor (take ownership of) students who wish to transfer into their college before the students are truly transferred into that college. Are colleges/programs/schools prepared and willing to take on this responsibility to these students?

*details:*

The PS SAS team’s proposal only differs from what is done today in the way ITD students are affiliated with the system. The current process is not efficient because ITD students are not classified in the system.

One of the main problems with the current approach is that ITD students need to take certain courses to complete their new programs in their target colleges, but because they are still affiliated with their old colleges and subject to their rules, they get shut out of the courses in their target programs.

Under the proposed structure in PS SAS, ITD students’ course work may still be tracked by the ITD for statistical purposes. There are no legal issues as long as the university makes the criteria that must be met by transfer students clear to the students themselves. The system will be able to track students if they transfer out of a given program, later transfer back into their original program, are withdrawn from the university, or voluntarily withdraw from the university.

### **Proposed Process for First-year Writing Seminar (FWS) Enrollment**

*issue: proposed process for first-year writing seminar enrollment*

Currently, all students who must register for a first-year writing seminar (FWS) go through a complex balloting and course-juggling process in order to get registered successfully for the core, required courses in their programs and for their FWSs. Students enter a balloting procedure for their FWS without knowledge of their core course schedule, and are often stuck juggling their course schedules during the Add/Drop period at the beginning of the semester, when classes have already started.

*recommendation from PS SAS Team:*

Re-time the balloting procedure for the FWS and use the features of PS SAS to make FWS and core course enrollment easier for students and colleges alike.

PS SAS can inform students of their pre-assigned course schedules during the balloting process, inform them of their need to enroll in their FWS within a specific timeframe, and

prevent them from dropping core, required courses from their schedules.

The PS SAS also can provide course “swapping” functionality, which allows students to hold a seat in course they are dropping while they are trying to get a seat in a course they want to add. This enables them to keep the old seat in the event that they do not get the new one.

*action taken by AAD workgroup:*

The AAD workgroup accepted proposed changes to the timing of FWS balloting and the core course enrollment process. Under the new PS SAS, students will receive their FWS assignments before the Add/Drop period begins. Informing students about their core course assignments also will be sooner than it has been in the past, but the colleges still need to determine the exact timing for this.

Undergraduate program representatives from the AAD workgroup agreed to have the PS SAS set up to prevent students from double-booking course times, allowing students to take only one course per one timeslot per day. College registrars will be able to override this function for special circumstances (e.g. overlapping course times). The final decision has been tabled for a future AAD workgroup meeting so that graduate and professional program representatives (not present at this meeting) will be able to hear the issues and provide their input.

*remaining items for consideration (“parking lot” issues):*

When do colleges do their course re-assignment? The PS SAS team needs to know when this is done to determine when the FWS balloting should take place. AADs should send this information to David Yeh.

What should be done with students who don’t get registered for their FWS within their first year?

Both undergraduate and graduate units in the AAD workgroup need to sign-off on the proposed FWS process.

The AAD workgroup members would like students to meet with their advisors at the beginning of the semester. How can the FWS and core course enrollment processes accommodate this need?

Undergraduate program representatives from the workgroup agreed to have the PS SAS set up to prevent students from double-booking course times, only allowing students to take one course per one timeslot per day. College registrars will be able to override this function for special circumstances (e.g. overlapping course times). The final decision has been tabled for a future meeting so that graduate program representatives (not present) can hear the issues and provide their input.

The timing of informing students about their core course assignments still needs to be determined within each of the colleges.

*details:*

With the proposed process for FWS enrollment, and CIT's plan to distribute network IDs to new students before their first semester starts, the university could allow new students to begin entering their ballot preferences for their FWSs over the summer instead of during the Add/Drop period at the beginning of the summer. Students also could be given information about their core course assignments sooner, enabling them to make informed decisions as they set up their course schedules. The PS SAS team proposes using the features of the new system to inform incoming students of their FWS balloting and core course scheduling options sooner than they have been informed about this in the past. This would enable students to focus on attending their classes—instead of juggling them—at the beginning of the semester.

Several members of the workgroup raised questions about whether or not the PS SAS could require students to register for core courses while giving them the flexibility to choose from a list of lab or discussion sections (offered at different times) that are associated with that course.

Chris explained that there is a modification to the PS SAS that enables the colleges to define courses that certain groups of students will be unable to drop. This can be used to prevent students from dropping classes to which they've been pre-assigned. The modification currently manages the complete course (course and its associated lab or discussion section) and is not flexible enough to prevent certain components from being blocked while other components (discussion or lab) could be dropped or swapped.

### **Next AAD Workgroup Meeting**

DATE: Friday, February 27, 2004

TIME: 9:00am-11:00am

LOCATION: McManus Lounge, Hollister Hall

TOPICS: course template, forbidden overlaps, and cross-listing courses