



**ATTENDEES:** Nick Arnold, Peter Berres, Mike Cantrell, Mike Carter, Jayna Cheesman, Debra Claunch, Phyllis Cooper, Bill Pfeifle, Tonya Prince  
**PRESIDING:** Jayna Cheesman  
**PROJECT COORDINATOR:** Jayna Cheesman, Kathy Hamperian

AGENDA ITEM	DISCUSSION
<ul style="list-style-type: none"> <li>Review CMDM Policy/Definition Reporting Chart</li> </ul>	<ul style="list-style-type: none"> <li>Phyllis reported that Brian Hughes has almost completed the programming request to upload 5 years of data. He has also added the 10-digit and 15-digit Room Number fields to Facilities.               <ul style="list-style-type: none"> <li><b>ACTION: Jayna will let Courtney Higdon know about the progress on the Facilities Room file.</b></li> </ul> </li> <li>Jayna said she was looking for input on the “Policy/Definition Reporting Chart” regarding information on a person or organization that would need to approve various recommendations listed in the document. She also wants to identify data quality reports or programming changes that are required. The “responses” below pertain to the above document as of 1/29/03.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Response 1:</b></li> <li>Bill has the most complete list of courses approved for Distance Education delivery. This list goes back to 2000 and data for the prior two years does exist, but is not a part of his spreadsheet. The list includes online web based course approvals and ITV approvals, which are periodic. The Senate Council approves requests once a month. The Graduate Council approves requests once a semester.</li> <li>Bill’s recommendation is the Distance Learning and Teaching Center should review requests for compliance and recommendations prior to ‘sign-off’ by the Council. His office is often contacted to assist in completing the forms, and is familiar with HAD details.</li> <li>The existing process takes six (6) months or longer for a new graduate course. The infrequency of council meetings contributes to this timeframe. Neither council meets during the summer.               <ul style="list-style-type: none"> <li><b>ACTION: Bill will send a memo to Jayna detailing a preferred procedure for approval of Distance Education courses.</b></li> <li><b>ACTION: Jayna will talk with Connie Ray about presenting Response 1 to the Provost.</b></li> </ul> </li> <li><b>Recommendation 1:</b></li> <li>Tonya said SIS Screen 137 has a Program Reporting Type which could be utilized to record a course approved for distance education delivery. The current codes do not identify Distance Learning courses. They do identify ITV or web based delivery but there are no options for two delivery modes.</li> <li>If the delivery mode of a course section changes, updates should be term to term. Even though records in the system are rolled from term to term, these should be updated each term.</li> <li>Distance education courses are level 200 courses, but this is not followed consistently according to Tonya.</li> <li>Some colleges have moved away from using the section number to identify how courses are offered. For instance, a college may have assigned Section 005 as a distance education course.               <ul style="list-style-type: none"> <li><b>ACTION: Tonya will send a memo to Jayna listing the codes and values used to identify distance education</b></li> </ul> </li> </ul>

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	<p><b>courses.</b></p> <ul style="list-style-type: none"> <li>• SIS Screen 137 is not being used to its full potential. Colleges and departments do not always code courses correctly or completely.</li> <li>• Bill said there are a lot of partial distributed distance education courses. For instance, the class may meet one day a week and the rest of the course is delivered through distance education. He said knowing the percentage of distance education for each course would be helpful. It would help identify traditionally taught courses which are moving online by comparing the percentages from year to year. <ul style="list-style-type: none"> <li>○ <b>ACTION: Bill will send a copy of his spreadsheet for Distance Education courses to Deb.</b></li> </ul> </li> </ul>
•	<ul style="list-style-type: none"> <li>• <b>Response 2:</b></li> <li>• Jayna said Deb has almost completed a first cut of the Access database for smart classrooms.</li> <li>• Phyllis said the Facilities Room file has a lot of fields not being used, but with programming changes they could be used to provide information on smart classrooms. The problem is that there is no way to populate the Room file other than by uploading data from the MC system. That system would need to be modified.</li> <li>• Jayna said Connie Ray is working on coordinating efforts to perform an audit of all rooms on campus. This would include the physical conditions, room use codes, bar coding of equipment in the room, etc. Bill recommends a team approach be used for this audit and that it include faculty who have used the equipment in the past. Just knowing a piece of equipment exists in the room is often not enough information. Knowing how the equipment performs and what may be needed along with the equipment is also important. He wondered if the evaluation of smart classrooms should be performed separately. Bill also suggested that when upgrades for equipment are done, bulk buying should be coordinated to better leverage the available funds. <ul style="list-style-type: none"> <li>○ <b>ACTION: Jayna will talk to Connie Ray about Response 2 on smart classrooms, and adding 'academic' to the team to audit classrooms.</b></li> </ul> </li> <li>• <b>Recommendation 2:</b></li> <li>• The definitions for Electronic Classroom, Multimedia Classroom and Interactive Television Classroom are from Educause and have not been approved.</li> <li>• Bill suggested the Provost charge someone with the responsibility for determining the classifications. <ul style="list-style-type: none"> <li>○ <b>ACTION: Jayna will talk to Connie Ray about the smart classroom classifications.</b></li> </ul> </li> </ul>
•	<ul style="list-style-type: none"> <li>• <b>Response 3:</b></li> <li>• Jayna said she talked with Connie about tracking Strategic Indicators. Connie needs to talk with the Provost. The Strategic Indicators will be changing. Connie suggested looking at the Top 20 Report and SACS requirements.</li> <li>• <b>ADD: Recommendation 3: The Institutional Effectiveness Office should be involved early in the process to identify how data can best be collected for reporting purposes.</b></li> </ul>
•	<ul style="list-style-type: none"> <li>• <b>Response 4:</b></li> <li>• Jayna said she talked with Connie about the metrics for distinguishing high and low demand course sections. Jayna asked if the data for these considerations is in SIS? Tonya and Bill said some of the required data should be in the Degree Audit Report.</li> <li>• Tonya said the history of the definition of when a course began and ended is in SIS. For instance, SPI used to be a combination of courses which have now been split to include both Spanish and Italian.</li> <li>• Mike Cantrell talked briefly about DARWIN, the Degree Audit Reporting system. They are still in the process of building the degree requirements. No degree program has been built in DARWIN yet. Phase I in the CMDM will be to load the enrollment data, how many are in a class and course demand information including frequency. We can look at the historical</li> </ul>

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	<p>data to determine the frequency of courses and then supplement with the Course Demand data. Mike said DARWIN can report on the unmet degree requirements, but does not store any of the results. So, we would not be able to extract the number of students who still need certain courses. He said the CAS part of the project does allow you to key in course work and perform 'what if' scenarios in changing schools. The pilot for this project includes Eastern Kentucky University, Murray State, Morehead University, Lexington Community College and the University of Kentucky.</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 5:</b></li> <li>• Jayna said she has talked with Connie about instructor distribution of effort. Connie said there is a great deal of variability and it may be better to discuss this after an ERP system is purchased.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 6:</b></li> <li>• General discussion about the meaning of 'major calendar event' in SIS. These include the last day to add a course, beginning of term, end of term, etc.</li> <li>• Tonya said Melinda Hendricks in Don Witt's office builds the electronic calendar each year.</li> <li>• Jayna suggested a spreadsheet of chronological dates be maintained since the dates may vary year to year and between academic units. For instance, the last day to add for UK may be different than the last day to add for LCC or the Medical School. <ul style="list-style-type: none"> <li>• <b>ACTION: Tonya will talk with Ruby about who should maintain this spreadsheet of chronological dates for major calendar events in SIS that would be used as a basis for determining when to take snapshots of the data for the CMDM.</b></li> <li>• <b>ACTION: Jayna will talk to Connie about suggestions regarding frequency of the snapshots of the data for the CMDM.</b></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 7:</b></li> <li>• Currently SIS does not have a way to accommodate blended courses. Bill said some courses meet, watch a TV course and then have discussion in class. Another class may meet to watch the TV course and then discussion occurs later online. <ul style="list-style-type: none"> <li>• <b>DATA QUALITY NEED: A conversion table is needed to convert the delivery modes in SIS to the codes used by CPE.</b></li> <li>• <b>DATA NEED: We need to be able to assign percentages to multiple delivery modes per course.</b></li> </ul> </li> <li>• The Registrar's Office currently builds the delivery mode table based on what people ask them to add. Bill said the Distance Learning Teaching Center should be responsible for approving the codes and definitions in this table. He said the trend is moving away from courses delivered in the traditional mode.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 8:</b></li> <li>• General consensus agreed a flag would be required in the Data Warehouse to identify first time, full-time students. This flag would be an umbrella to encompass the four codes (FAP, FRX, FPW, RMP) currently in SIS. It would be a '1' if true and '0' if not. <ul style="list-style-type: none"> <li>• <b>ACTION: Tonya will check SIS to see if a code exists to identify students who started during the 8-week summer session and who are counted as first time, full-time students.</b></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 9:</b></li> <li>• Jayna said her discussions with Connie indicated there may be three calculations to define a full-time student and/or be used in 'interpreting credit hours.'. These include calculations for: <ul style="list-style-type: none"> <li>• 1. General enrollment reporting</li> <li>• 2. Budget reporting</li> <li>• 3. Financial Aid reporting</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• General discussion identified other calculations for defining a full-time student:               <ul style="list-style-type: none"> <li>• 4. Tuition generation</li> <li>• 5. Federal definition for international students                   <ul style="list-style-type: none"> <li>• <b>DATA QUALITY NEED: Definitions for each of the calculations for a full-time student are needed.</b></li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response 10 through 48</b> will be carried forward to the next meeting.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NEXT MEETING: February 5, 2003, 149 ASTeCC</b></li> </ul>