



- ATTENDEES:** Nick Arnold, Janet Baynham, Mike Carter, Jayna Cheesman, Debra Claunch, Jacquie Hager, Gary Lindle, Bill Pfeifle, Tonya Prince, Ruby Watts
- PRESIDING:** Jayna Cheesman
- PROJECT COORDINATOR:** Jayna Cheesman, Kathy Hamperian

AGENDA ITEM	DISCUSSION
<ul style="list-style-type: none"> Smart Classroom database 	<ul style="list-style-type: none"> Jayna explained Deb has almost completed the smart classroom database. Deb is able to produce reports for each room. The original spreadsheets contain a small percentage of the information now being requested for tracking. Jayna asked if it would be better to send a partially completed printout, and ask the users to update and complete these manually; or if it would be better to provide a blank MS Word form they could access from a web site, comprised primarily of check boxes and drop-down lists. General discussion concluded a committee comprised of various campus offices and areas should be established sometime after March 1, 2003 to help audit classrooms for smart technology. The purpose for the data collection would be explained, and the committee would be responsible for performing walk-throughs to collect the data for entry in the database. A recommendation will be made the Registrar's Office (Jacquie Hager) should be responsible for maintaining the database. <ul style="list-style-type: none"> ACTION: Jayna will talk with Bill Pfeifle in March for recommendations on whom to contact to comprise the team for smart classroom walk-throughs and data collection. ACTION: After a decision is made on what area and personnel will maintain the smart classroom database, systems personnel (Tom Hanna, Vicki Purvis –Superone server) will be contacted to load the necessary software and determine where to locate the database for mulit-user access. ACTION: Deb will send a copy of the MS Word form to Bill and Jacquie, so they can review the fields and the attributes available for each field. (Completed 2/13/03.)
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <u>Response 8: How is a first time, full time “student” defined? And Response 9: What is the definition of a full-time student?</u> Tonya’s clarifications per email dated 2/10/03: “Response 8: How is first time, full time student defined? (Question pertains to the new GRS Cohort and another Registration Type) There was a question about how students who attend college for the first time in the summer should be counted in the fall if they continue into the fall semester. Beginning in Fall 2002, CPE required that we report students who attended college for the first time during the prior summer session (either full or part time) and enrolled in the fall as first time full time. The student could have been enrolled at UK, or any other college in the state or in the country or another college in another country in order to be counted in this cohort. In the fall we coded the registration type (screen 111 RT215/ RegisTypCD) of students who attended UK in the prior summer session who continued to Fall 2002 as 'RPS' (Readmit from first time freshman from summer). We did not find students who attended another school in the summer and enrolled at UK in the fall, so none of these were coded. NOTE: I did not address other freshman admit types in this response.”

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	<p>“Response 9: What is the definition of a full time student? (I believe question was about grade types and how they impact full time part time status)</p> <p>I believe there was a question about the full time part time status on 111 and what the codes mean. These are the values that can appear in the Full/Part field on 111.</p> <p>F : Full-time (system maintained) FM : Full-time (user maintained) P : Part-time (system maintained) PM : Part-time (user maintained) Z : Student has ZERO enrolled hours (system maintained)</p> <p>01. A course taken with a grade type of AU does not count in a student's attempted hours, earned hours, quality hours or quality points.</p> <p>02. A course taken with a grade type of XC (most commonly associated with 748, 749, 769 courses) does not count in earned hours, quality hours or quality points but does count in attempted hours. If the student enrolled in the course with a grade type of XC is enrolled in the course for hours then the full time part time status is determined based on how many hours they are attempting. The student is also charged tuition and fees based on the number of hours they are taking the course for. Or, if the student is enrolled in the course with a grade type of XC with no hours, then the full part code is Z and they are not charged tuition and fees.</p> <p>03. A course taken with a grade type of XD does not count in earned hours, quality hours or quality points but does count in the attempted hours. An example of a course taken with this grade type is SPA, FR, GER 011. These are language courses taken to fulfill the foreign language requirement for a graduate degree.”</p>
<ul style="list-style-type: none"> Review CMDM Policy/Definition Reporting Chart 	<ul style="list-style-type: none"> Response 10: How are duplicated room counts to be defined and handled? Bill said the recommendation is to break out what appears as one course into two courses. These courses should be ‘married’ in the system somehow. If a LAB is married to a LEC, the student would not be able to register for one without also registering for the other. Ruby said there are some areas reluctant to split these courses. For instance, PHYS 211 is a 5 credit hour course consisting of a 4 hour LEC and 1 hour LAB. This is comparable to PHYS 201 which is a 4 credit hour LEC without the LAB. There is no separate LAB offered. If the courses are separated, and a student passes one without passing the other, faculty want both to be repeated. In addition, because the courses are ‘tied together’ regarding content, if a LAB is re-taken at a later date, additions and updates to the content of the LEC would not be acquired by the student if they did not retake both. Issues were raised about who teaches the courses. TAs generally teach a LAB, but don’t usually get the credit for it. Other issues raised were the grading issue, and who gets credit for teaching the course and whether or not they have the credentials to teach it. Jacque said there are some courses which consist of a 2 credit hour LEC and a 1 credit hour Recitation (discussion). There is nothing in the system now to force the student to take the adjoining course. Ruby said the system has these link capabilities, but does not force registration of linked courses. Ruby said there was a previous contact hour proposal made which would tie courses together, allow for 3 different delivery modes, the student couldn’t drop one course without dropping the courses it is tied to, and they couldn’t register for one course without registering for the courses it is tied to. Bill said these changes would require Faculty Senate approval and the aggregates could be produced off-line, as they are now. <ul style="list-style-type: none"> DATA ISSUE: The logic to eliminate the inaccurate duplication of classroom use should be included as part

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	<p style="text-align: center;">of the extract logic, and an easy method to summarize room use for all courses should be included in the design of the data mart.</p> <ul style="list-style-type: none"> • Response 11: How will multiple majors be handled? • Ruby said the problem relates to individuals taking a single major with 3 or more minors. These can't be recorded in the system. The system has a Primary Program and a Secondary Program. Each allows recording of 2 majors and 1 minor per program. <ul style="list-style-type: none"> ○ Primary Program = 2 majors & 1 minor ○ Secondary Program = 2 majors & 1 minor ○ Total = 4 majors and 2 minors • Both programs can be the same, but CPE questions it if the CIP codes are the same. These are seen as the same program and the Council flags these as errors. Tonya said CPE reports off the CIP code. UK has multiple majors and minors with the same CIP code. CPE doesn't see the majors and minors in the reports. • Ruby said a degree allows 3 majors and 2 minors in one program. Records to look at are in IARRCRT (2 programs, each with 2 majors and 1 minor) and IARRCRA (3 majors and 2 minors). <ul style="list-style-type: none"> ○ ACTION: Jayna will talk to Connie Ray about what to use as a basis for reporting major and minors (i.e. the degree record IARRCRA or the student's record IARRCRA.
	<ul style="list-style-type: none"> • Response 12: How are Independent Study Courses identified? • Jayna asked if the logic included in the response was the same as the logic from the CLASSTBA reports. It was decided they are the same. • Jayna asked if the type of Independent Study was information needed by others. Jacquie said it depends on the definitions used for Independent Study. Some courses are classified as research, but are independent study courses. <ul style="list-style-type: none"> ○ ACTION: RES (research) and EXP (experiential education) should be added to the logic for independent study courses. ○ ACTION: Jayna will talk with Connie about how to define Independent Study courses. (Jayna talked to Connie on 2/20/03, and she is interested in identifying all types of Independent Study Courses.) • Ruby said correspondence courses do not require a meeting pattern and are not identified as independent study courses, but are generally accepted as being independent study courses. Jayna said we need to identify such courses and include them as one type of independent study course. • The faculty amount of effort for independent study courses is different from the faculty amount of effort for traditional courses. • The section number for independent study courses begins with "I" -. • Jacquie asked if internet courses are considered independent study. Bill said independent study courses generally are defined as a faculty/student relationship only. The student doesn't talk with or interact with anyone but the instructor. Distance learning courses (internet courses) involve a lot of interaction between the student and instructor, as well as the student with other students. • All correspondence courses offered through the Office of Independent Study are identified with an "I" in the first character of the three character section number field. For instance, ENG 101-I01 indicates the course is offered through the Office of Independent Study. <ul style="list-style-type: none"> ○ ACTION: Jacquie will send Jayna a memo to update the logic provided, explaining the various categories of independent study, along with any pre-calculated flags that will be required for the warehouse. She will identify the activity types that are considered for Independent Study. • Course numbers equal to 395 and 396 can be protected as independent study.

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	<ul style="list-style-type: none"> • Independent study courses are not on a semester basis. <ul style="list-style-type: none"> ○ ACTION: Jayna will talk with Connie and let her know this is how we believe the data is now structured. (Completed 2/20/03.) • Jacquie said the independent study classification is assigned based on the application received when the course is put through. If the course changes, the Registrar's office is unaware of these changes unless it's reported by the department or college. <ul style="list-style-type: none"> ○ DATA QUALITY: A report needs to be run based on the independent study course logic to identify independent study courses and send to the deans for verification.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 13: The Academic Year is defined as Fall, Spring, Summer 1, and Summer 2. Should this be changed?</u> • General discussion said that LCC offers two summer sessions, each 6 weeks in length. UK also offers two summers sessions, one is 4 weeks in length and one is 8 weeks in length. The data from the two sessions is merged for reporting purposes for the CPE. <ul style="list-style-type: none"> • ACTION: Jayna will talk with Judy to see if a student attending two summer sessions is reported as a full-time or part-time student. • There may be budgetary issues if a session crosses an academic year. • Bill said one summer term is common at other universities. • Jayna said for institutional reporting, she would recommend the summer terms be merged. • Six hours minimum are required as an undergraduate during the 8-week session to be considered full-time. Paying full-time tuition is less expensive than paying by credit hour. Some departments start courses early and students are able to take courses across terms, taking advantage of the full-time tuition benefit versus paying by credit hour. <ul style="list-style-type: none"> • DATA ISSUE: There may be registration and billing issues with combining the 4-week and 8 week terms. • DATA ISSUE: The fiscal year rollover and funding for faculty may also be an issue. Some 8 week effort and revenues are counted in one fiscal year and the rest of the effort and revenues are counted in the next fiscal year. • ACTION: Jayna will talk with Connie about combining the 4-week and 8 week summer terms.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 14: How are changes in Major to be handled?</u> • No changes.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 15: What is the definition of "Prime Time?"</u> <ul style="list-style-type: none"> • ACTION: Jayna will run two analysis reports of course demand data and enrollment persistence over the semester to test the accuracy of the Senate's definition of "prime time" being 8:00 AM to 3:00 PM for MWF classes and 8:00 AM to 3:15 PM for TR classes, versus the recommended revised definition of 9:00 AM to 3:00/3:15 PM.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Response 10 through 48 will be carried forward to the next meeting.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • NEXT MEETING: February 19, 2003, 149 ASTeCC