



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

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•	<ul style="list-style-type: none"> • Response 12: How are Independent Study Courses identified? • Jayna discussed the email received from Jacquie which lists the course activity types which may include some or all independent study activity. She asked if there were firm definitions for each of these or if they need to be developed. Jacquie said the definitions included in Response 26 are the approved activity types, and there is already an action item to address this. • Jacquie said some departments put restrictions on the number of independent study hours a student can use to count towards the program. • Jacquie said there are no definitions in SIS for each of the activity types. If the activity type and definition are not included in Response 26, the activity type is no longer needed. • Jacquie said efforts have been taken to explore the possibilities of including the activity type as part of the section number. • Jacquie said that RES in a hospital setting is different than RES in a graduate course. Phyllis Nash helped develop the current definitions. <ul style="list-style-type: none"> ○ ACTION: All members should identify any additional activity types and definitions which may be needed. ○ ACTION: Compare Response 26 with the SIS Project Analysis Report document produced by an earlier committee. • Ruby said it's not important to worry about the labels on a course but about defining the delivery modes. The responsibility for dividing/assigning the different activity types to a course lies with the colleges. • Ruby stipulated the activity type applies to the course and not to the section number. SIS cannot accommodate an activity type on the section number. There could be two instructors teaching the same course in different manners. • Bill said a new definition for compute- based learning should be added. For instance, MA114 or MA123, some of the sections are taught using computers and other sections are not. • Ruby said if another way of offering the course is needed then the course needs to be redefined or a new course number created, and this is not happening. For instance, CHE105 offers a chemistry course through the internet. A section number of 2XX identifies it as a Distance Learning course, but it is still a LEC no matter what the delivery mode is. • Gary said there are some course descriptions with activity types that may need to be changed. • Ruby said valid and appropriate combinations of the activity type and delivery mode are not consistent. <ul style="list-style-type: none"> ○ ACTION: Do we need to develop a list of valid activity type and delivery mode combinations? • Bill said the definition for 'clinical' implies a definition of space. He suggests changing LEC to 'Didactic', which is a more general definition for conveying instruction and information. He also said the activity types need to be different enough from each other to avoid confusion.

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	<ul style="list-style-type: none"> Ruby said a course is assumed to be LEC unless it is specified otherwise. Bill said applying LEC attracts the least amount of attention in getting courses approved. Correspondence courses are identified with 'I' as the first character of the section number. Jacque said when Raleigh looked at what programming changes would be required, he found he would have to look at the contact hours between faculty and students, as well as the hours a student is in a class, and it was becoming very complex.
<ul style="list-style-type: none"> Review CMDM Policy/Definition Reporting Chart 	<ul style="list-style-type: none"> <u>Response 16: Does the Facilities Review calendar need to be changed to be in sync with the calendar for course enrollment snapshots?</u> <ul style="list-style-type: none"> Jayna said there were no changes to this response. Jayna asked who classifies the Room Use Code? Ruby said that Courtney Higdon wants to be involved in any discussions regarding room use code changes, as it could affect the Utilization Reports to CPE. Jacque said the Registrar's office does not care what the use code for a particular room is. Jacque suggested that this be someone designated by the Provost's Office to reduce conflicts. <ul style="list-style-type: none"> ACTION: Jayna will talk to Connie about having the Provost's Office appoint a designee for classifying room use codes. Gary asked about using a room classified with a room use to indicate a laboratory to teach a lecture class if necessary. He admitted it would not be the most ideal situation for learning, but could be a possibility. Jacque said there is an assumption of risk and responsibility putting students in a class laboratory without an instructor from that discipline, and this is not done.
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Jayna said Connie has talked to the Provost about the performance measures he would like from the data mart. These include historical trends, characteristics of courses, and low demand courses.
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <u>Response 17: Define the security levels to be maintained within the Data Warehouse.</u> <ul style="list-style-type: none"> Jayna said the logic would need to be defined on whether or not student names and social security numbers should be extracted and how they will be handled in the data warehouse. Perhaps these will be in a separate table with limited access to the table. Gary asked if students would have a student ID in SIS instead of a social security number. Jayna said this issue is being addressed with the ERP implementation, but would require massive changes in SIS.
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <u>Response 18: Who should collect and maintain information about percentage allocations of multiple mode courses.</u> <ul style="list-style-type: none"> Jacque said the CPE definition for a course is, if more than 50% of a course is offered over the internet, even though there may be an instructor in the class and the course is offered on campus, this course needs to be listed as Distance Learning. Ruby said, in the past, the section number was used to reflect different delivery modes. <ul style="list-style-type: none"> 200 series courses were off campus, or distance learning courses 400 series courses were evening and weekend courses 450 series courses were honors courses SIS does not accommodate multiple delivery modes for one course. Site codes are now attached to the course on Screen 37. Jacque said if a course is taught here on campus, but has a satellite feed to other locations, this course is owned by and coded as a Distance Learning course. Ruby said CEP only wants the major delivery mode of a course. Jacque said LEC is always primary over any other modes. <ul style="list-style-type: none"> ACTION: Jayna will set up a meeting with Ruby, Jacque and Mike Cantrell to further discuss multiple delivery modes. Jayna asked what percentage of courses have multiple delivery modes. Jacque said there was no way to tell, but the

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	<p>delivery modes are changing due to the technology being used. Janet said there are different definitions for how internet use in a class is defined. John said putting a syllabus for each course on the web is not required at this time. He said it is important to know the contact hours though.</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 19: Do retention rates for groups other than first time students need to be looked at, such as graduate level; and if so, what other groups?</u> • Jayna asked how transfer students are identified in SIS. The admit type is TRC. <ul style="list-style-type: none"> ○ ACTION: Ruby will send definitions for identifying each of the Recommendations listed in Response 19 to Jayna. • If a student took 12 hours at a community college then transferred to UK he would be identified as a freshman. If he took 30 hours at a community college then transferred to UK he would be identified as a transfer student. <ul style="list-style-type: none"> ○ ACTION: Ruby will send the institutional codes used to identify which students are transfer students to Jayna. ○ ACTION: Jayna will compare the logic for identifying different retention rate groups with the logic in the CPE files. • Gary said transfer students on the CPE files are identified as yes/no. • John said another group that should be looked at for retention rates is first generation college students. Currently these are identified in the application process. He said the Learning Center has a grant to track these students. He said 1300 of the 3700 freshman this year are first generation college students. • Janet said the legacy scholarship students should be included as well. Are these students graduating, are they being retained? There is a flag in SIS to indicate legacy scholarship students. • Jayna said she may recommend this requirement be part of the Enrollment Management Data Mart. • Gary said the professional areas should be reviewed. Law is ok. The medical schools, Pharmacy and dental schools are not consistent in entering the first professional flag in SIS. This was identified as a Data Quality issue on 7/17/02. <ul style="list-style-type: none"> ○ ACTION: Jayna will schedule a meeting with Gary to discuss retention. There are two fields now on the CPE report, GRS Cohort and first time, full-time. Retention is reported fall to fall.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 20: Should student SSN and/or NAME be part of the Data Mart or hidden from most or all users?</u> • Jayna said this is the same as Response 17.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 21: How is the cost to be calculated for developing and delivering a course through differing delivery modes?</u> <ul style="list-style-type: none"> • ACTION: Jayna will talk to Connie about how the cost is to be calculated for developing and delivering a course through differing delivery modes.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 22: What is the basis for defining “contact hours” for a course, student and faculty? How is each to be calculated?</u> • Jayna said she talked to Connie about this and Connie said not to worry about faculty contact hours at this time, it is beyond the scope of this project. Can calculate class contact hours, but nothing more right now.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 23: Should it be recommended that LEC and LAB be entered so that they can be tied to meeting patterns?</u> • Jayna said this has been documented as Addendum 1 to the CMDM Project Request Form: http://www.uky.edu/IS/DataAdmin/DOCS/ware/IUUN0012-CourseManagement/CMDMHandouts/CMDMAddendum1.pdf • This is not currently listed on the SIS Task List.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 24: How should the percent allocation of effort be handled in calculating contact hours, cost of course,</u>

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	<p><u>percent of faculty effort, etc.?</u></p> <ul style="list-style-type: none"> ACTION: Jayna will ask Connie to address how the percent allocation of effort should be handled in calculating contact hours, cost of course, percent of faculty effort, etc. with the Provost for recommendation to the Faculty/Senate.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 25: What are the rules to be for defining full-time/part-time students?</u> • This is the same as Response 9.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 26: Definitions of various activity types, i.e. laboratory, discussion, seminar, etc. are not clear and consistently used across colleges. There are labs for physics, computer science, and engineering, but each mean something different. In some cases, it may be a team or group meeting. The current definitions do not address computer-assisted courses and others.</u> • No programming is required to add additional activity types. When asked, Ruby said he is unaware of any reports that would need to be altered if additional activity types are added. Jacquie said the activity type prints as the first and third record in the Schedule Book, and it is deleted from the third record before the book is printed.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 27: (Currently under review by Senate Council) Departments are given only two options, LEC or LAB, and asked to give the ratio between the two on the form used to create a new course. Usually the ratio is 2 contact hours to 1 hour LAB. Part of the problem is that departments are not given the categories they need to work with, and these offerings should be expanded to include Discussion, Team, Seminar, etc.</u> • This is part of the activity type issues raised above.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 28: How should courses taught off-campus or in leased facilities be handled in institutional reporting? Patrick indicated they have received mixed messages from CPE in the past. For instance, a building owned by Morehead State University, but we use it for scheduling a course.</u> <ul style="list-style-type: none"> ACTION: Jayna will talk with Phyllis about how ownership of buildings, how it is changed in the Facilities file, and how it relates to courses. • Nick said PPD owns some buildings which are scheduled by others. These are coded as if they are not part of the institution which is the reverse of Response 28. These could be buildings at the community college built by UK when the community colleges were part of UK.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 29: Recommend that the Chancellor Review of Activity Type be reactivated and put on a yearly schedule.</u> <ul style="list-style-type: none"> ACTION: Jayna will talk to Connie about recommending that the Chancellor Review of Activity Type be reactivated and put on a yearly schedule.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 30: Need to look at the room number standard to see if it needs revision. Jayna indicates there could be one in existence but it is not followed or enforced. Facilities Management maintains the official record but does not accommodate the Medical Center room numbers.</u> • Jayna said this is in progress. Brian Hughes is in the process of adding a 10-character room number and 15-character room number to the Facilities file. The 10-character room number will accommodate the room numbers in the Medical Center Space system. The 15-character room number will be used to correspond with the room signage. Brian is also working with Hugo Hempel to upload the data from the MC Space system to the Facilities file.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <u>Response 31: Meeting patterns in Schedule 25 for Medical Center courses are not the same in SIS.</u> • Jayna asked if there was a limit on the number of meeting patterns that could be reported to CPE. Ruby said SIS can handle 99 meeting patterns. The issue with CPE is they cannot handle individual dates for courses which are part of MC Schedule 25. They want to see Monday, Tuesday, Friday, etc. not 3/5/03, 6/5/03, etc. <ul style="list-style-type: none"> ACTION: Jayna will talk with Courtney about how meeting patterns in Schedule 25 are reported to CPE.

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	<ul style="list-style-type: none"> <li data-bbox="443 86 1997 147">• ACTION: Jayna will talk with Connie about how to handle the different meeting pattern formats, Schedule 25 versus SIS.
<ul style="list-style-type: none"> <li data-bbox="92 155 113 191">• 	<ul style="list-style-type: none"> <li data-bbox="394 155 1335 191">• Response 32 through 48 will be carried forward to the next meeting.
<ul style="list-style-type: none"> <li data-bbox="50 191 71 224">• 	<ul style="list-style-type: none"> <li data-bbox="394 191 1066 224">• NEXT MEETING: March 5, 2003, 149 ASTeCC