Welcome!

- Enjoy some food and beverage
- Introduce yourself to others at your table
- We will be starting at 2:30PM
Agenda

- Introduction of Curricular Services Team
- Opening Remarks
- Academic & Curricular Policy Repository Update
- Prerequisite Enforcement Update
- Reserved Capacity
- Permission to Drop
- Curricular & Enrollment Representative Community of Practice
- Closing Remarks
Welcome from Curricular Services!

- Associate Registrar Beth Warner
- Assistant Registrar Connie Chapman
- Chuck Dvorak
- Will Lipske
- Ed McGlinn
- Sherrán Pak
- Randy Windell
Opening Remarks and Welcome
Steve Hahn
Vice Provost for Enrollment Management
Outline

• How did we get here?
• Procurement update
• Project structure
  ▪ ACPRAC
  ▪ Core implementation team
  ▪ Communities of practice
• Timeline
• Q&A
PROVOST CHARGED A TASK FORCE TO INVESTIGATE
Landscape at UW-Madison

- “Homegrown” course proposal process
  - Not integrated with Campus Solutions
- Manual paper-based process for programs, majors, etc
  - Not integrated with Campus Solutions
- “Homegrown” web CMS for current online catalog
- Provost charged a committee to investigate the need for a “single source” for curricular and academic policies
Deciding, Communicating, and Implementing Academic, curricular, and policy matters: Current State

Examples:
- Course created
- Major added

School, College, and/or Department Governance

Gaps in Communication and Implementation

Inefficiency, errors, stymied
Students, Advisors, Staff, Parents...

Update website
Email Advisor Link
Make a checklist
Word of mouth
Email students
Print a Handbook
Update catalog
Deciding, Communicating, and Implementing Academic, curricular, and policy matters: Future State

Examples:
- Course created
- Major added

Single Source Service Unit

- Catalogs
- Websites
- Handbooks
- Other Communication & Training

School, College, and/or Department Governance

Excellent Communication and Implementation

Informed, Efficient, Focused

Students, Advisors, Staff, Parents...
Task Force Recommendations

- Pursue a vendor solution for a consolidated, digital repository for curricular, program, and academic requirements
- Create a service unit to provide coordination and support and to administer the single source repository
CourseLeaf Solutions for UW-Madison

- Developed by Leepfrog Technologies
- Company has a 20-year track record serving higher education institutions such as:
  - University of Texas
  - UC Berkeley
  - University of Alabama
  - Stanford University
  - University of Iowa
  - Marquette University
Organizational Plan for *Single Source Service Unit*

**SSSU Advisory Group** (crossroads/appl-ish)
- Executive Sponsors: VPT&L, VPEM
- Operational Sponsors: Univ. Registrar, Director-APIR;
  - Chair: Dir SSSU

**APIR lead on CIM**

**RO lead on CLSS**

**Dir, APIR**

**University Registrar**

**SSSU Director**

**SSSU Analyst/Admin Program Specialist**

Faculty/Shared Governance
- Policy, process and associated governance

Technical process and solutions, integration

School/College/Department/Student Services Contacts
- (A third dimension that interacts and connects with all players)
PROJECT STRUCTURE
Academic and Curricular Policy Repository Advisory Committee (ACPRAC)
ACPRAC

CAT Implementation Team

CIM Implementation Team

CLSS Implementation Team

DAE Implementation Team

Communities of Practice
ACPRAC Membership Structure

- **Voting Members**
  - University Registrar, co-chair
    - Scott Owczarek
  - Director of Academic Planning and Institutional Research, co-chair
    - Jocelyn Milner
  - Director of the Office of Undergraduate Advising
    - Emily Dickmann (Interim)
  - Associate Dean of Letters and Sciences
    - Wren Singer (Interim)
ACPRAC Membership Structure

- **Voting Members (continued)**
  - Four Academic Advising Policy Leaders (3 year terms, staggered)
    - Annette McDaniel, Human Ecology
    - Karen Mittelstadt, Nursing
    - Manuela Romero, Engineering
    - Judith Strand, Continuing Studies

- Assistant/Associate Dean of the Graduate School (3 year term)
  - Marty Gustafson
ACPRAC Membership Structure

- **Non-Voting Members**
  - Chief Data Officer
    - *Jason Fishbain*
  - Division of Information Technology – Academic Technology (3 year term)
    - *Andy Goldstein*
  - Associate Registrar for Curricular and Academic Management Services
    - *Beth Warner*
  - Associate Vice Provost
    - *Mo Bischof*
Next Steps

- December 2015:
  - ACPRAAC convened and charged
  - CAT Core Implementation members identified and endorsed
  - Collaboration with Leepfrog/CourseLeaf to ensure launch readiness
Next Steps

- January 2016:
  - CAT Core Implementation team convened and charged
  - Welcome Call conducted with Leepfrog/CourseLeaf
  - Project plan for CAT drafted; presented and (hopefully) endorsed by ACPRAC
Questions, Comments, Curiosities?

- Scott Owczarek:
  - scott.owczarek@wisc.edu
  - Beth Warner:
    - beth.warner@wisc.edu
Prerequisite Enforcement Project: Michelle Young, APIR
pre·req·ui·site
prēˈrekwəzət/

noun

1. a thing that is required as a prior condition for something else to happen or exist.
• All course proposals (new and change) that are approved by the University Curriculum Committee after September 1, 2015 must have enforceable prerequisites

• What about the 11,000 courses that already exist?
How do I know if a prerequisite is enforceable?

KnowledgeBase - https://kb.wisc.edu/vesta/page.php?id=25566

Consult with your Office of the Registrar Curricular Services liaison

It will be reviewed during the course proposal review process
Reserved Capacity:
A possible means to manage your enrollment
What is Reserved Capacity?

Reserved Capacity allows Departments to prioritize enrollment for a particular population; it is an enrollment management tool.

Reserved Capacity can be set using requirement groups, which could include: major(s), class standing, GPA, and student groups.

Reserved Capacity is not a prerequisite. Prerequisites are requirements for all students to be prepared for a particular course. Reserved Capacity is a way to manage access to those meeting the approved requisites.
What is Reserved Capacity?

Students with completed requisites

Reserved Capacity

Students in a prioritized group
What is the Business Need?

• Maintaining the integrity of governance-approved requisites

• Prioritizing course access for specific populations

• Communicating to students enrollment management practices

• Potentially automating a labor-intensive process for curricular representatives
A possible use-case

The Prerequisite for Spanish 325 is Spanish 226 or 311.

Spanish wanted to hold seats for declared Spanish majors until April 15th.

<table>
<thead>
<tr>
<th>Enrollment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Requirements</strong></td>
</tr>
<tr>
<td><strong>Class Attributes</strong></td>
</tr>
<tr>
<td><strong>Class Availability</strong></td>
</tr>
<tr>
<td>Class Capacity</td>
</tr>
<tr>
<td>Enrollment Total</td>
</tr>
<tr>
<td>Available Seats</td>
</tr>
<tr>
<td><strong>Wait List Capacity</strong></td>
</tr>
</tbody>
</table>

**Notes**: The enrollment block was removed at 10:00am on Tuesday, November 18. At this time, anyone with the course prerequisite may enroll in this course.
A possible use-case

Students with completed requisites (Students who completed Spanish 226 or 311)

Reserved Capacity (Spanish Majors who completed Spanish 226 or 311)

Students in a prioritized group (Declared Spanish majors)
A possible use-case

Historically, this was done by adding an enrollment requirement group at the Class Association level and then removing it manually during the priority enrollment window.
Challenges with the Status Quo:

- Labor intensive to remove several enrollment requirement groups “at the same time”.

- Students receive a prerequisite “error” message stating when requisites are not satisfied, when the catalog requisites have been completed/are in progress.

<table>
<thead>
<tr>
<th>Class</th>
<th>Message</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH 325</td>
<td>Error: Requisites Not Met for Class, Not Enrolled. Requirements have not been met to enroll in the specified class. Review Enrollment Requirements and footnotes before contacting the department offering the class. <a href="#">Click here for more information</a>. Requisite: Enrollment limited to Spanish Majors only.</td>
<td>✗</td>
</tr>
</tbody>
</table>
Let’s Try a Reserved Cap!
Reserved Capacity: Set-up
Reserved Capacity: the Student Experience

A Spanish major who has completed Spanish 226 tries to enroll...

A non-Spanish major who has completed Spanish 226 tries to enroll...
Reserved Cap: A re-cap

• Departments: they are able to manage enrollment to give a pre-determined population priority over others meeting the prerequisite.

• Students: those who were in the prioritized group successfully enrolled. Those who were not part of the priority group received a different an error message: “at this time…”

• Enrollment Representatives: No action needed to lapse the reserved capacity. Process is automated at Midnight.
Next Steps:

- Pilot Reserved Capacity in the UW-Madison Enrollment ecosystem. (Spanish and Consumer Science are actively piloting now it for Spring 2016 courses).

- Gather feedback from Enrollment Representatives, Departments, Students, and Advisors.

- Investigate training and communication needs for a successful implementation of Reserved Capacity.
What are your thoughts?:

• Please take a minute to write any reactions to Reserved Capacity functionality on the blue index cards on your table.

• Does your Department manage enrollment for a particular population currently?

• Is this something the Office of the Registrar should continue to investigate?

• What questions do you have about Reserved Capacity functionality?
Permission to Drop:
A means to break co-requisites via exception
Permission to Drop

Sometimes a Department desires to permit a student to drop a course which is used as a co-requisite for another course:

- FIGs
- Lab courses as
Permission to Drop

Permit to Drop is just like Permit to Add:

- Session deadlines still are applicable
- You’re only allowing the transaction to occur, the student still must do it.
- Does not override minimum term credit-load.
Communities of Practice:
A curricular & enrollment rep community
Let’s continue the conversation!

- The Office of the Registrar intends to host more frequent gatherings of curricular and enrollment representatives. Our goal is once per semester to host an event similar to this gather.

- We want your feedback and need your help!

- Consider joining the Curricular & Enrollment Representative Community of Practice (CoP).
Communities of Practice:

“A community of practice (CoP) is a group of people who voluntarily engage with each other in a particular subject domain for a sustained period of time, developing aligned practices and imaginations of what is (and is not) possible (Wenger 1998).”

(Laursen 2015)
Communities of Practice:

“CoPs are complex, adaptive systems with emergent properties that are greater than the sum of their parts. They are living, breathing, real communities. None of them can be replicated or controlled…”

(Laursen 2015)
Communities of Practice:

- They help drive strategy
- They start new lines of business
- They solve problems quickly
- They transfer best practices
- They develop professional skills

(Wenger and Snyder 1999)
## How does this compare to other groups?

<table>
<thead>
<tr>
<th>Group</th>
<th>What’s the purpose?</th>
<th>Who belongs?</th>
<th>What holds it together?</th>
<th>Duration?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community of Practice</td>
<td>To develop members’ capabilities; to exchange knowledge</td>
<td>Members who select themselves</td>
<td>Passion, Commitment, and identification with the group’s experience</td>
<td>As long as there is interest in maintaining the group</td>
</tr>
<tr>
<td>Formal Work Group</td>
<td>To deliver a product or service</td>
<td>Everyone who reports to the group’s manager</td>
<td>Job requirements and common goals</td>
<td>Until the next reorganization</td>
</tr>
<tr>
<td>Project Team</td>
<td>To accomplish a specified task</td>
<td>Employees assigned by senior management</td>
<td>The project’s milestones and goals</td>
<td>Until the project has been completed</td>
</tr>
<tr>
<td>Informal Network</td>
<td>To collect and pass on business information</td>
<td>Friends and business acquaintances</td>
<td>Mutual needs</td>
<td>As long as people have a reason to connect</td>
</tr>
</tbody>
</table>
Community of Practice: Getting Started

With the individuals at the table, help us brainstorm ideas which the CoP could influence the Office of the Registrar’s curricular and enrollment business practices:

• What business practices drive you mad?
• What should we be doing that we’re not currently?
• How can we help make your life better?
Next Steps

• Interested in being part of the community? Please complete the survey which will be emailed to you this week! We’ll need to establish:
  • Leadership
  • Frequency of meetings
  • Structure of gatherings

• The Office of the Registrar as the CoP’s infrastructure.
Closing Remarks:
Scott Owczarek
University Registrar
Thanks for joining us!