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| AGENDA/MINUTES | |
| Team Name | Programs, Topics & Processes (PTP) |
| Date | 7/15/2021 |
| Time | 8:30 – 10:00 am |
| Location | Zoom <https://zoom.us/j/99482361596> |

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| Facilitator | | Elaine Simmons | | | | | Recorder | Sarah Riegel | | | |
| Team members | | | | | | | | | Present X  Absent O | | |
| x | Whitney Asher | | x | Mary Doyle | o | Stephanie Joiner | | | x | | Jeff Mills |
| x | Chris Baker | | x | Erin Eggers | x | Kathy Kottas | | | x | | Todd Mobray |
| x | Janet Balk | | x | Mary Foley | x | Karen Kratzer | | | x | | Jose Palacios |
| x | Krystall Barnes | | x | Lindsay Holmes | x | Abby Kujath | | | o | | Myrna Perkins |
| o | Matt Connell | | x | Brian Howe | x | Karly Little | | | x | | Samantha Stueder |
| x | Tana Cooper | | x | Judy Jacobs | x | Angie Maddy | | | x | | Laura Stutzman |
| x | Lori Crowther | | x | Erika Jenkins-Moss | x | Claudia Mather | | | x | | Kurt Teal |
| Ex-Officio members | | | | | | | | | | | |
| o | Nicole Berger | | o | Carol Murphy | o | Dee Ann Smith | | |  | |  |
| o | Sasha Bingaman | | x | Denise Schreiber | x | Brandon Steinert | | |  | |  |
| Topics/Notes | | | | | | | | | | Reporter | |
| Check-Up Time! | | | | | | | | | | All | |
| Follow-Up Items:   * **Admit Hub Campaign** – new features Erin will review; Randy pulled data and it showed growth, people are using it * **Fall 2021 – Past Due Balances Paid Before Enrollment (All Students/All Delivery)** – sending out communications regularly and students are paying * **Transition to ArmyIgniteED** – no updates on when it will be available, hopeful by the end of this year it will be ready; this is affecting spring session 2 through summer * **Definition for the term “student”**    + In policy 1132, we actually refer to a definition of the word “student” in a footnote.  I am pretty sure this came “with” the policy/procedure from ATIXA.  However, it’s pretty broad. Might we consider an abbreviated definition…? See below –   + *For the purpose of this policy, Barton defines “student” as any individual ~~who has accepted an offer of admission, or~~ who is registered or enrolled for credit or non-credit bearing coursework, and who maintains an ongoing relationship with Barton.*   + Even this can lend itself to a broad scope – considering how far in advance of “attendance” students may be *enrolled*.   + FERPA: once an enrollment exists they are considered a student   + On our website under graduation requirements: Students who remain continuously enrolled from time of entry to application for graduation will be held to the catalog requirements in effect when they declare their program of study. “Continuous enrollment” refers to annual Fall and Spring semester enrollment (or equivalent) in a minimum of at least one credit bearing course per semester. Should a student’s enrollment be interrupted, they will be held to the guidelines and requirements of the catalog of record at the time of program re-entry.   + IPEDS definition of student counts: The number of individuals for whom instruction is provided in an educational program under the jurisdiction of a school or educational institution. * **Updated Academic Integrity Statement – Effective in Course Syllabi 2022**   Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are the authors of submitted work and shall give credit to outside sources and other’s work or ideas. In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor as a Cougar, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others. Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](https://docs.bartonccc.edu/procedures/2502-academicintegrity.pdf) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.   * + LICC – Approved   + VP Email Sent June 10th   + Concourse Update – Spring 2022   + PTP Discussion – Support & Placement     - Course Syllabus (yes)     - Enrollment Form (yes)     - Enrollment Self-Serve (yes)     - Portal (yes: Claudia/Samantha)     - Other locations: Student Handbook, Tests, Admission Letter, Admissions App, Student Orientation     - Consider putting the honor code instead of the whole statement     - Could we put the statement with a box the student’s check stating they agree or acknowledge     - Consider having annual AI training for all students * **Join the BAND (Board for Achieving Normalized Data)**   + Group that will make sure everyone is on the same page with inputting data into Banner   + Representatives for each area of Banner   + Meet quarterly or bi-monthly, probably start this August with new software | | | | | | | | | | Erin    Laura  Abby  Angie, Lori, Stephanie, Todd, Karly & Tana  Todd | |
| Student Information in Banner   * Ongoing issue with student personal information (address, email, phone number) being outdated * Discussion items:   + Can Banner or other products prompt students to verify/update personal information on a semester basis?   + Do we have the capability when students go in to pay a bill they are prompted to update info?   + Could this be tied to re-enrollment which would create some incentive for them to update their info? Could Banner ask them to confirm at the time of re-enrollment?   + Could the reminder to update address and phone number be in Canvas? | | | | | | | | | | Laura | |
| Student O365 Email Accounts   * Students need direction to log into O365 and to know it’s not tied to Canvas * Discussion items:   + Put this direction on the Portal landing page, put in the announcements   + Have some messaging in Canvas reminding them to check O365 | | | | | | | | | | Laura | |
| OER Open Textbook – additional schedule type   * Open Textbook (OT) – Courses that use an open textbook but are unable to match the Low-Cost threshold for course materials or lab costs. **(NEW)** * OER Web OT, OER Lecture OT, OER Studio OT * Lori will notify Mark, HR and Todd – HR has to work with Elluican to update FLAC * This will be available for Spring 2022 scheduling | | | | | | | | | | Lori | |
| PTP Charter Review | | | | | | | | | | All | |
| 2021-2022 Curriculum Guide Review   * Review process to start Fall 2021   + August 1-September 30 – Teams review guides   + October 1 – Guides due to Sarah/Denise   + October 1-31 – Sarah/Denise review guides   + November 1 – Guides sent to Lori   + November 1 to January 31 – Lori updates Degree Works   + February 1-14 - Sarah/Denise will resave guides on the T: drive   + February 15-28 – Samantha complete web updates and ADA compliance   + February 1 to April 1 – Advisor training (Karen)   + March 1 – Guides posted on the web – effective for Fall 2022 | | | | | | | | | | All | |
| Pre-Professional Healthcare   * The 13 subcategories are on the admissions application but not in Banner * Advising doesn’t know which advisor the student should be assigned to * Admissions can pull a report from Sales Force for the subcategories and send the report to advising * The old curriculum guides for the 13 subcategories will be removed from the web once we do our annual curriculum guide review this fall (Brian, Kathy and Mary Doyle will work on language for the website) * Karen, Mary, Judy, Angie, Brian and Kathy will meet to discuss Pre-Professional Healthcare and STEM programs | | | | | | | | | | Karen | |
| STEM “meta-major”     * Science-Technology-Engineering-Mathematics * Flexible option for students * Effective date – Fall 2022 * Curriculum guides (Sarah) – Done * CIP code (Sarah) – 24.0101 * Major code (Lori) – Done * Banner/Degree Works (Lori) – working on * Advisor assignment/notification (Karen) * Programs of Study page (Samantha/Brian/Kathy) – met and have ideas going * Web updates (Samantha) * Admissions application (Tana) | | | | | | | | | | Brian | |
| AA Digital Communications and Content Strategy     * A student can complete this AA and obtain external certificates * Effective date – Fall 2022 * Curriculum guides (Sarah) * CIP code (Sarah) – 24.0101 * Major code (Lori) * Banner/Degree Works (Lori) * Advisor assignment/notification (Karen) * Programs of Study page (Samantha/Brian) * Web updates (Samantha) * Admissions application (Tana) * HLC/Dept of Ed (Myrna) | | | | | | | | | | Brian | |
| Natural Gas Executive Summary     * Adding electives to AAS so students could transfer to KU * Curriculum guide, KHEDS (Sarah) | | | | | | | | | | Mary | |
| AAS Technical Studies Changes     * Program title changed to Applied Technologies * CIP code changed to 30.0000 * Effective date – Fall 2021 * Curriculum guide (Sarah) * KHEDS (Sarah) * Banner/Degree Works (Lori) * Website | | | | | | | | | | Elaine | |
| Prerequisites   * Workgroup to discuss prerequisites – Lori, Brian, Karen, Kathy, Kurt, Erin, Claudia   + Each department will review the classes with prereqs and confirm   + If it’s determined that the class has a prereq that doesn’t fit into Banner then the course will not be available for web enrollment   + The review will be done by March 1 – most prerequisites have been input into Banner * <https://docs.bartonccc.edu/degrees/programs-of-study/rpt-course-prerequisites-2019.pdf> * <https://bartonccc.edu/programs/prereqs> * <https://bartonccc.edu/online/services/placement> * <https://app.powerbi.com/groups/me/apps/364485b4-0c45-468c-b312-0b33b16566d4/reports/273b96d9-3315-4d90-ae97-24ce10e79548/ReportSection> | | | | | | | | | | Lori | |
| CAM Process   * Updated CAM Timeline      * Phase Zero Program Development Template * Phase Zero Program Development Template (Modified) * Work To Be Done on CAM Spreadsheet   + <http://docs.bartonccc.edu/research/internaldata/Process%20Maps/CAM.xlsx> * Meet with VP Office for CAM guidance and KBOR Timelines * SAPPs – Modified CAMs   + SAPPs are 1 to 15 credit hours and are never PELL eligible   + SAPPs with 16 or more credit hours are Perkins eligible * Stackable Exit Points – this means all courses in CERT1 have to be in CERT2 and then in the Associates degree, if not then they are considered separate programs * Learning More and More on KBOR Requirements & Changes   <https://www.kansasregents.org/resources/PDF/Academic_Affairs/New_Program_Approval/2020-2021_New_Technical_Certificate_and_AAS_Program_Approval_Schedule.pdf> | | | | | | | | | | Elaine/Sarah | |
| CAM Updates   * Cyber Security (Mary) – second read of Phase Zero * Welding (Mary) – first read of proposal – a step before Phase Zero * Dance (Brian) | | | | | | | | | |  | |
| Increased Communication/Information for International Students   * Workgroup (Tana, Karen, Kristan Connell, Kathy Brock, Lisa Peterson, Virginia Fullbright, Stephanie, Lori, Laura, Carol Murphy and Abby Howe) * Organizing a timeline of current processes/activities; identify where adjustments/enhancements need to occur – Post COVID * Stephanie is working on a SharePoint spreadsheet to have a centralized place to track | | | | | | | | | | Elaine | |
| KBOR Performance Agreement Indicator 1 – Barton Degrees & Certificates Awarded   * Goal is 946 for 2020-2021 (total for 2019-2020 was 921)   + 8/25 = 132 (this time last year 159)   + 9/16 = 142 (this time last year 164)   + 10/14 = 215 (last year this time 181)   + 11/10 = 234 (last year this time 209)   + 12/8 = 245 (last year this time 312)   + 1/13 = 368 (last year this time 456)   + 2/10 = 464 (last year this time 464)   + 3/10 = 473 (last year this time 478)   + 4/15 = 643 (last year this time 526)   + 5/12 = 659 (last year this time 875)   + 5/31 = 1,027 (goal 946) * 2021-2022   + 7/15 = 48 (last year this time 64) * Deadline to report completers to KBOR – May 31 (can be reported after 5/31 but students must finish by 5/31) | | | | | | | | | | Jeff | |
| Class Scheduling   * Course Leaf, Course Dog & Digarc Demos * Self-Service Demo | | | | | | | | | | Elaine/Lori | |
| Bulletin of Classes Swim Lane Deadlines   * Still available on the T drive * Spring 2022 & Summer 2022 available * Shifting to three deadlines a year with Interactive Bulletin | | | | | | | | | | Lori | |
| General Education Project   * 2020-2021 guides – done & posted * 2018-2019 guides remain posted through 2021-2022   KBOR General Education Project | | | | | | | | | | Elaine, All | |
| Banner Self-Service 9   * Full implementation for fall 2021 (new students) * Photos – we will be able to attach student photos * Concourse Syllabi – we will be able to add a link to Concourse * Attendance tracking * CougarTALEs | | | | | | | | | | Lori | |
| Web Site Update   * Live! * PR will start looking at the other campus websites next | | | | | | | | | | Samantha | |
| BOL Update | | | | | | | | | | Claudia/Erin | |
| The Center Update | | | | | | | | | | Claudia | |
| Institutional Research Update | | | | | | | | | | Todd | |
| Department of Education Update | | | | | | | | | | Myrna | |
| Student Services Update | | | | | | | | | | Angie | |
| Instruction Update | | | | | | | | | | Elaine | |
| Topics for Future   * Curriculum Guides   + Semester and full program guides   + Addition of legend to guides to assist students with course sequencing and availability of classes   + Guides for full-time and part-time students * Degree Works (Planner) – using Degree Works to make an educational plan for each student | | | | | | | | | |  | |
| Next meeting August 9, 2021 | | | | | | | | | |  | |

**ENDS:**

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| ESSENTIAL SKILLS | REGIONAL WORKFORCE NEEDS |
| WORK PREPAREDNESS | BARTON SERVICES AND REGIONAL LOCATIONS |
| ACADEMIC ADVANCEMENT | STRATEGIC PLAN |
| “BARTON EXPERIENCE” | CONTINGENCY PLANNING |



***Barton Core Priorities/Strategic Plan Goals***

***Drive Student Success***

1. Advance student entry, reentry, retention and completion strategies.

2. Commit to excellence in teaching and learning.

***Cultivate Community Engagement***

3. Expand partnerships across the institution.

4. Reinforce public recognition of Barton Community College.

5. Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

***Emphasize Institutional Effectiveness***

6. Develop, enhance, and align business processes.

7. Manifest an environment that supports the mission of the college.

***Optimize Employee Experience***

8. Promote an environment that recognizes and supports employee engagement, innovation, collaboration, and growth.

9. Develop, enhance, and align business human resource processes.