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| AGENDA/MINUTES | |
| Team Name | Learning, Instruction and Curriculum Committee (LICC) |
| Date | 9/14/20222 |
| Time | 3:30 – 4:30 pm |
| Location | Zoom <https://zoom.us/j/5354602075> |

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| Facilitator | | Brian Howe | | | | Recorder | Sarah Riegel | | | | | |
| Team members | | | | | | | | | | | Present X  Absent O | |
|  | **Team 1** | |  | **Team 2** |  | **Team 3** | |  |  | |  | **Non-voting** |
| o | Renae Skelton | | o | Laura Schlessiger | x | Mary Doyle | |  |  | | o | Kathy Kottas |
| x | Brian Howe | | x | Lee Miller | x | Megan Schiffelbein | |  |  | | x | Elaine Simmons |
| x | John Mack | | x | Lori Crowther | x | Claudia Mather | |  |  | |  |  |
|  |  | | x | Karen Kratzer | x | Kurt Teal | |  |  | |  |  |
| Guest | | | | | | | | | | | | |
| x | Darren Ivey | | o | Chris Baker |  |  | |  |  | |  |  |
| x | Mary Foley | |  |  |  |  | |  |  | |  |  |
| Action Items | | | | | | | Reporter | | | New/  Revised | | Effective Semester |
| n/a | | | | | | |  | | |  | |  |
| Syllabi Submitted to Inactivate | | | | | | | Reporter | | | Inactivate | | Effective Semester |
| n/a | | | | | | |  | | |  | |  |
| Other Items | | | | | | | Reporter | | |  | |  |
| Charter Review   * Edits:   Committee Purpose  This committee supports the Vice President of Instruction with focus on academic and curricular matters. ~~Focusing on academic and curricular matters,~~ The committee’s goal is to ensure instructional integrity and to provide quality learning experiences for all Barton students regardless of venue or modality.   * Need to bring the instructional review process template annually (September) to LICC for informational awareness * Brian will draft a new Terms of Service paragraph – remove the references to Faculty Council * Add a statement about committee participation to the Terms of Service | | | | | | | Brian Howe | | |  | |  |
| Concourse Syllabus Template   * As part of our accreditation visit the reviewers will look at a sampling of our syllabi * Need to add more specific instructions for faculty when completing their course syllabi. Consider the following items:   + Course Outcomes/Course Competencies – The course description, outcomes and competencies for each class were prepopulated into the system. No check required.   + Class Meeting Times – Review will check for days of the week, meeting times, specifics associated with hybrid scheduling and reference to an online section in the “Meeting Times” of the syllabus.   + Faculty’s office hours/availability for student inquiry – Review will check for Information included in the “Contact Information” section of the syllabus.   + What is the faculty contact information?  How do students contact the instructor? Review will check for information included in the “Contact Information” section of the syllabus.   + What is the grading information?  Is it clear what students must do to pass the course? – Review will check for this information included in the “Grading Methods” of the syllabus.   + Is textbook and supplemental materials listed for the class?  Is the textbook ISBN number and publisher listed?  If not, is there a link to where this information is provided (e.g. book store, virtual vendor, OER)? – Review will check for this information included in the “Materials” section of the syllabus.   + Check syllabi for the same course in different modalities or offered by weeks to see if the same amount of material and same topics is covered.  Are the student outcomes the same for different modalities or for compressed classes? – Reviews will check for this information in the “Course Outline” section of the syllabus. Faculty who direct students to the outline in the course Canvas shell have met this standard. * Brian, Claudia and Karen will work to create more instructions to include in the template to ensure more complete and consistent syllabi | | | | | | | Brian Howe | | |  | |  |
| KBOR Performance Funding (fka Performance Agreements)   * New model moves from indicator/goal based actions to project based for funding effective Fall 2024 * Institutions won’t choose projects, KBOR will determine the projects and all institutions must complete them * First four projects:   + Co-requisites – remediation placed into the college level courses (math, English)   + Math pathways – reasoning, statistics, algebra   + Course placement – based on GPA, grades   + Degree maps/academic advising – sample schedule, recommended minimum grades, milestone courses, employment opportunities | | | | | | | Elaine Simmons | | |  | |  |
| Kansas First/Diploma Plus   * This would pay high school students’ tuition on up to 9 college credit hours * Still a proposal in early drafting stage | | | | | | | Elaine Simmons | | |  | |  |

Absent: have no concerns. Voted in advance to approve should majority agree.

**ENDS:**

**1. Fundamental Skills  
2. Work Preparedness  
3. Academic Advancement  
4. Barton Experience  
5. Regional Workforce Needs  
6. Barton Services and Regional Locations  
7. Strategic Planning  
8. Contingency Planning**



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

**Drive Student Success**

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

2. Foster excellence in teaching and learning.

**Cultivate Community Engagement**

3. Expand partnerships & public recognition of Barton Community College.

**Optimize the Barton Experience**

4. Promote a welcoming environment that recognizes and supports student and employee engagement, integrity,    
  inclusivity, value, and growth.

**Emphasize Institutional Effectiveness**

5. Develop, enhance, and align business processes.