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| AGENDA/MINUTES | |
| Team Name | Programs, Topics & Processes (PTP) |
| Date | 11/14/2019 |
| Time | 1:00 – 2:30 pm |
| Location | A-113/Zoom <https://zoom.us/j/181923146> |

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| Facilitator | | Elaine Simmons | | | | | Recorder | Sarah Riegel | | | |
| Team members | | | | | | | | | | Present X  Absent O | |
| x | Whitney Asher | | x | Erin Eggers | x | Kathy Kottas | | | x | | Myrna Perkins |
| x | Krystall Barnes | | x | Mary Foley | o | Karen Kratzer | | | x | | Samantha Stueder |
| x | Tana Cooper | | x | Jane Howard | x | Karly Little | | | x | | Kurt Teal |
| x | Lori Crowther | | x | Brian Howe | x | Angie Maddy | | | o | | Ray Willis |
| x | Caicey Crutcher | | x | Judy Jacobs | x | Claudia Mather | | |  | |  |
| o | Mary Doyle | | x | Stephanie Joiner | x | Jeff Mills | | |  | |  |
| Ex-Officio members | | | | | | | | | | | |
| o | Rita Andress | | o | Carol Murphy | o | Dee Ann Smith | | | o | | Jenna Wornkey |
| o | Nicole Berger | | x | Denise Schreiber | o | Brandon Steinert | | |  | |  |
| Topics/Notes | | | | | | | | | | | Reporter |
| Perkins & High School Students in KHEDs – Information from KBOR  The question was recently posted as to whether Excel in CTE (high school) students should have a declared major, or entered as “none”.   After researching the ramifications of such, I’m sharing our response below.  Please forward to the appropriate people on your campus, as it could affect your Perkins funding.  Thanks so much!  Concentrator Status  For high school students to count as postsecondary concentrators, they have to be EITHER a) entered with a technical declared major (program code, award, award level) or b) entered with a technical major CIP (in the major CIP field). When students have no declared major (none, none, none) and no major CIP, the program evaluates the student for participant status and looks to see if the courses are tied or linked to a technical program. These hours as not considered for concentrator status.  Allocation Formula  The allocation formula is based upon concentrators who are Pell recipients. Since high school students are not Pell eligible (except for some federal pilot programs), then the allocation formula would remain primarily unaffected in the year that a student is in high school, even if they would reach concentrator status.  Further Impact  If the student then enrolls in a program as a postsecondary student, but the student was not in a declared program or have a major CIP during high school enrollment, those ‘participant’ hours do not count toward concentrator status because the code is looking for hours in the technical program for a student, and the students previous hours were not in that program. If the student completes a Perkins approved technical program, however, the student can be in concentrator status.  It would be in the best interest of the college to declare high school students in a program and assign them to a major CIP, as these students could continue on into postsecondary, in the same major, and reach concentrator status which then could affect Perkins funding.  YOUTH Definition in Perkins V (for special populations)  We have determined the definition of youth to be under the age of 21 for data collection purposes with regard to:   1. Youth who are in, or aged out of the foster care system, and 2. Youth with a parent who is a member of the armed forces or on active duty   Team Discussion:   * Lori, Caicey, Karly, Jane, Elaine, Krystall, Myrna and Mary will meet separately to discuss this in more detail   + They met Sept. 30 to make sure students were entered correctly for the program of study   + Per IR and Financial Aide it is okay for high school students to select a major   + Admissions will have a high school student online admission application in 2020   + Advisement – Can they be the advisors while student is in high school? Yes, with the exception of auto and welding. After high school the student will then be allocated to the applicable advisor. * Ray – high school students in Banner with a major are already reported to KBOR by IE * Ray sends Krystall monthly a list of names if they have more than 9 hours in an area; Krystall checks with the Executive Directors to see if they should be identified as a major (these are students that will complete the certificate while in HS) * Karen – Could this cause an issue for a student who took a few classes at Barton while in high school and then going to KU as a freshman and wanting to get a freshman scholarship at KU?   + Karen checked on this and found out for KU our designation of a high school student and hours taken while in high school do not affect their admission status there.   This item is resolved. | | | | | | | | | | | Elaine |
| KBOR Performance Agreement Indicator 1 – Barton Degrees & Certificates Awarded   * 198 as of this morning * Goal is 946 | | | | | | | | | | | Caicey |
| Ending Photography Emphasis in Art Program   * Ending black and white photography and moving towards digital * This affects the graphic design program (may rename)…more to come | | | | | | | | | | | Brian |
| Partnered Online Session Code Descriptor   * Currently only coded in part of term column * Wants a descriptor in the session code column * Lori will check with IR, FA, FLAC | | | | | | | | | | | Karly |
| Electronic Bulletin – Continuing Discussion   * Fall 2020 Goal/Deadline for Operational Planning is Spring 2020   + Print options     - Jane – BTCE instructors were concerned about printed copies, Renetta printed some but they didn’t have all the color coding and symbols   + Hard copy availability   + User friendly across all devices and visually appealing   + Easy to find on the website   + Pdf needs to be continually updated on the web     - Ray/Jeff said there is one on Power BI and it could be published on the web site – Power BI wouldn’t be printable; it’s meant to be viewed on the web     - Update today 4/2: Team needs to see the options of Power BI and what it will look like and set a timeline for use college wide – Samantha, Jeff, Ray, Lori, Karen will work on this for fall 2020   + ADA compliance   + Where will we put the electronic bulletin on the website?     - Have an all in one page with course list with all info about course (other schools do this); PR has a project planned later this year of a redesign of website (PR likes Washington State U website)   Do we want to use only electronic bulletins?   * It would not be feasible to create the current bulletin format in a pdf to post on the web each day * Could the students look at the monitor in the advisor’s office? Or have iPads available for student’s to use when advising? * Should we have a pilot period to try out only using electronic? * Will need training for faculty and advisors if going all electronic * Play around in Power BI and come to the December meeting to discuss your experience and be prepared to settle this conversation | | | | | | | | | | | Elaine |
| Consortium Agreements  Backgroud:   * Students cannot receive federal aid from two different institutions at the same time. Schools can enter into a consortium agreement to count all the credit hours at both schools for the aid from the home school. The host school must provide date of attendance, etc. to home school. * Our policy is to send the agreements to the home school the first day of classes (we send agreement with documentation of what the student is enrolled in) * In 2018-2019 there were 222 agreements for a total of 1131 credit hours   Current Issue:     * K-State contacted our instructor wanting proof that a student participated in class but student dropped our class and K-State paid aid on it * Since the class was dropped nothing showed up in Banner or Canvas (thankfully Whitney makes screen shots of everything) * We have a process to notify the home school when any enrollment changes occur (Whitney runs a report). This particular student fell through the cracks because nothing was in Banner therefore nothing pulled on Whitney’s report. * Financial aid decided now to wait for the drop date before sending the agreements. This caused many complaints from students because it conflicts with other school’s aid disbursements. * Myrna – We need this information to stay in Canvas * Lori – The information is in the Banner registration trail. When students drop, everything comes out of Canvas but the data is still in Banner behind the scenes. * Myrna, Whitney, Ray, Claudia and Lori will continue this discussion separately and we will discuss more at next month’s PTP meeting   + They met and developed two suggestions, but they are still working through them, more to come at next meeting   This item is resolved. | | | | | | | | | | | Myrna |
| Follow-up Discussion – OER Indicators (Tags) in Banner   * Lee requested an option to indicate low cost or no cost in Banner for tracking purposes * OER is based on CRN * Barton defines low cost as $50 or less * Project 5 is a pilot this fall with 5 gen ed classes (one no cost, others low cost) * The bulletin will need an indicator designating OER so students are aware – possibly a wingding symbol that will appear in the bulletin (Ray will come up with something) * The OER indicator could be done by schedule type (Lori/Ray will need to add types) – lecture, online/web, lecture/lab, lab * Send Lori CRNs for the 5 classes this fall – Erin will send Lori * Schedulers will need to be trained * Need to research if the Project 5 classes online have indicators for students to buy books – Erin will check * Once class passes the OER certified process Lee will notify Erin to flag for OER   + One OER certified course – Melissa Rigney’s English Composition I * How will the students know the course is OER when enrolling and would they see the scheduling type in Self-Service Banner – Lori will research   Updates:   * Ray – he’s still working on the wingding – this item is done * Lori and Ray – reviewed schedule types and added new one’s for OER * Erin – sent list of CRNs for the OER classes this fall to Lori * Erin – working with Teressa and the bookstore to ensure the 5 classes have indicators * Lori – OER schedule type is working * We have multiple certified OER courses and more coming!   There was a hiccup from HR with FLAC. It was discovered FLAC is affected by any new schedule types. This was worked out with HR and Lori.  This item is resolved. | | | | | | | | | | |  |
| Scheduling Clinical Resources Follow-up   * Meeting Group #1 – Myrna, Lori, Caicey, Kathy & Jane – Clinical Scheduling – this meeting is scheduled * Meeting Group #2 – Myrna, Whitney, Lori, Kathy, Mary & Brian – Preset Terms in Banner to Prompt Schedulers – check back at the September meeting     Groups have met on both topics. They will do training next for schedulers.  This item is resolved. | | | | | | | | | | | Myrna |
| General Education Project   * Next Steps   + Advisement   + Website   + Data Dictionary   + Curriculum Guides   + Degree Works   + Catalog   + Bulletin of Classes   + KBOR – no CAM needed; enter into KHEDS database   + Two General Education Program Codes to Support Reporting   + Grandfathering – Current Catalog Requirements (Angie & Lori)   **Current**  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, unless a later catalog is adopted.   “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.  This guideline does not apply to students with documented leave of absence justification or members of the military involved in deployment operations. Changes to prerequisites and/or curriculum which occur for purposes beyond graduation – e.g. regulatory and legislative updates, third party accreditation or other certification bodies requirements, increased skill demand from industry, employment or transfer requirement changes, or recommended and/or mandated changes from the Kansas Board of Regents or other such entities are not subject to these catalog requirements.  **Suggested edits to the language:**  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~~, unless a later catalog is adopted~~.   “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.  ~~This guideline does not apply to students with documented leave of absence justification or members of the military involved in deployment operations.~~  The “continuous enrollment” requirement does not apply to target student populations or population cohorts for whom breaks in enrollment are necessitated by Barton program scheduling or partner agency scheduling/restrictions.  Changes to prerequisites and/or curriculum which occur for purposes beyond graduation – e.g. regulatory and legislative updates, third party accreditation or other certification bodies requirements, increased skill demand from industry, employment or transfer requirement changes, or recommended and/or mandated changes from the Kansas Board of Regents or other such entities are not subject to these catalog requirements.   * Group is good with the updated language. Angie will update on the website.   This item is resolved. | | | | | | | | | | |  |
| Curriculum Guides – Continuing Discussion     * We are not doing 2019-20 guides. We will continue to use the 2018-19 guides. * 2020-2021 guides – new general education format/new templates/new 60 credits for AS, AA & AGS/courses; applicable to fall 2020 students   + The new templates are not ADA compliant at this time.     - Samantha Feedback – planning to submit to a vendor, she’ll be contact with them this fall, this will be done by Feb * Gen ed project will be done by April 1, 2020 for fall 2020 enrollment (advisement day) * Both versions (existing 2018-2019 guide and 2020-2021 guide) will be posted on web * When should the 2018-2019 guide be removed? Not until after academic year 2021-2022. * 2020-2021 Curriculum Guides:   + Updated templates     - Certificate Curriculum Guides: Do we use the new template? (Jane) YES     - Can we have a separate certificate template? Have on created and send to Kurt, Mary, Kathy, Jane and Krystall   + Team leads – Kurt (GVP, FR, FL); Brian (Academics); Krystall (WTCE)   + Industry certificates as applicable need to be on the new templates (WTCE)   + Deadlines     - ~~August 1-September 30 – Teams complete guides~~     - ~~October 1 – Guides due to Sarah Riegel/Denise Schreiber~~     - ~~October 1-31 – Sarah/Denise review guides~~     - ~~November 1 – Guides sent to Lori Crowther~~     - November 1- January 31 – Lori updates Degree Works – purchased scribe service     - 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) – Virginia has training scheduled     - March 1 – 2020-2021 guide posted on the web       * Website narrative updates (general education mentions, 64 credit hours mentions) – done by March 1   Items to Remember:   * To determine which Sector each course fell into at least 50% of the competencies need to fit in one Sector for it to count in that Sector. * Transferability of gen eds – does it transfer to at least one university * If you have a course that you believe belongs in a general education category, you need to review the syllabi for the new gen ed outcomes and bring it to LICC. | | | | | | | | | | | Elaine, All |
| Bulletin of Classes Swim Lanes – deadlines to put together the Bulletin of Classes   * Available through Summer 2021 on the T: drive * BOL aligned – spring 2020 * Process will change a little once we stop printing the bulletin | | | | | | | | | | | Lori |
| Waitlist Process   * The waitlist process hasn’t been a consistent process * Need to create a process for wait-listing that is known to everyone * Consider offering students who are waitlisted other options   + Non-credit bearing course or Adult Ed downtown   + Brian will discuss with Developmental Ed team * Keep on agenda | | | | | | | | | | | Elaine/Lori/Stephanie |
| Assessment/Placement Discussion | | | | | | | | | | | Elaine/Angie  Stephanie |
| Concourse (New Syllabus Software) – Parallel Project | | | | | | | | | | | Brian |
| Topics for Future Discussion   * 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 | | | | | | | | | | | Brian |
| Department of Education Update   * Changes to the Crop Production, Beef Cattle and Scale Tech for CDL class changes were sent to the Dept of Ed this week – probably won’t hear back until after the first of the year | | | | | | | | | | | Myrna |
| Student Services Update | | | | | | | | | | | Angie |
| Instruction Update | | | | | | | | | | | Elaine |
| Next meeting December 11 | | | | | | | | | | |  |
| PELL ESI – Pell grants at the correctional facilities   * We were selected for the 2nd round of the application process along with Bulter CC and Donnely | | | | | | | | | | | Jane |