

Northland Pioneer College

Instructional Council (IC)

11-04-11

Voting Members Present: Lynn Browne-Wagner, Janice Cortina, Andrew Hassard, Eric Henderson, Rickey Jackson, Kenny Keith, Michael Lawson, Ryan Rademacher, Doug Seely, Mark Vest and Ruth Zimmerman

Non-Voting Members Present: Cindy Hildebrand, Jake Hinton-Rivera, Wei Ma and Hallie Lucas (recorder)

Guests: Shannon Newman and Joan Valichnac

- I. 10-14-11 minutes
 - a. Not ready for approval.
- II. IC Subcommittees
 - a. Placement (PL) Subcommittee Report – Joan Valichnac
 - i. Implications of the data seem to point to:
 1. Reading score - major indicator in student success
 2. Some general education courses – if ENL 101 or ENL 102 are taken prior, makes immense difference
 3. The need to raise the reading score 6 points (Compass – from 65 to 71) – minimal number of students would be affected
 4. Most departments require a Compass writing score of 38 (TLC placement) – may want to raise it
 5. Most general education courses (social sciences, arts, humanities) do not have a math score requirement – possibly may recommend
 6. Looking at students who took MAT 109 and scored between 35 and 45 (decision zone)
 7. Approximately 10 general education classes, ENL 101 prior doesn't seem to make a difference - may recommend a 2 tiered system where student could take general education class while taking another class to improve their skills (Compass reading score of 82 would allow students to take any general education class)
 - ii. PL Subcommittee should consider co-enrollment (due to funneling affects on TLC)
 - iii. Should there be an age limit on the applicability of a course to meet the prerequisite requirement?
 - iv. Subcommittee defined success rate as – student had an A, B, C or P in a class.
 - v. **Task:** Joan will provide a comprehensive report to Hallie prior to the 12-09-11 IC Meeting, so that IC members can study it.

1. **Task:** Hallie will block out approximately one half of that meeting for the Placement Subcommittee Report on 12-09-11.
 - b. Assessment of Student Knowledge (ASK) Subcommittee Report – Shannon Newman
 - i. Included in the ASK Subcommittee Report was a comprehensive report from last year’s activity including:
 1. Planning Day in the Fall (departments met and set up an assessment plan)
 2. Reading Day in Spring
 3. Reports Due
 4. Dialog Day to Discuss Reports
 - ii. Dr. Leslie Wasson will serve on the ASK Subcommittee. (She was the head of assessment at her previous two institutions.)
 - iii. With the assessment of the general education program, a big challenge has been getting the student relational data.
 - iv. We will continue to participation in the Higher Learning Commission (HLC) Assessment Academy for one more year.
 - v. The Subcommittee is looking at critical thinking and writing, as well as scientific and mathematical reasoning. How to assess information literacy and diversity is another area for consideration
 - vi. Departmental plans are on the Website.
 - c. Dual Enrollment (DE) Subcommittee Report – Kenny Keith
 - i. List of acceptable DE courses should be finalized this week.
 1. As Department Chair, Doug appreciates input into the list, because he believes that all classes are not appropriate for DE.
 - ii. The Subcommittee is looking at DE Handbooks from other institutions and plans to glean information to help us fine-tune our DE Handbook and process.
 - iii. Many community colleges are struggling with DE classroom observations. NPC is particularly affected, because of the great distances involved.
 - iv. Eric sees the importance of having one set of requirements (could differ department by department) for Adjunct Faculty (including DE Adjunct Faculty).
 - v. At times, the “instructor approval” prerequisite is abused in DE. For some classes, should that be changed to “department chair approval”?
 - vi. At our last HLC visit, the closest we came to getting a monitoring report was DE, especially in our lack of contact with/oversight over DE Adjunct Faculty.
 - d. Catalog Review Subcommittee Report – Doug Seely
 - i. Doug Seely will Chair the Subcommittee. No report.
- III. Curriculum
- a. We will work on NPC’s courses in the Arizona Course Equivalency Tracking System to make sure they are up to date. Mark and Wei will work with State representatives to get it cleaned up. **Task:** Mark will have our Federal Work Study student send out the current Course Equivalency Guide Chart for each prefix to the departments for their review (watch for errors, missing courses and courses that should have been deleted).
 - b. Course Deletions
 - i. Eric is checking with Peg Erdman about the possibility of deleting the Certificate of Proficiency for the Community Health Advisor.
 - ii. Eric will send out several ACRES Human Development course deletions.
 - c. The White Mountain Apache Tribe (WMAT) plans to build a water retention dam in the Whiteriver area, which would pipe water to other parts of the reservation. Since they

would like most of the construction to be done by tribal members, they have approached the College about partnering with them to provide certification training. At this point, NPC is waiting on various levels of commitment from the WMAT, including:

- i. Financial commitment
- ii. Number of expected participants who need training

IV. Old Business Not Related to Curriculum

a. 2012-2013 Academic Calendar

- i. This calendar has been presented to Faculty, Staff, Student Services (including Financial Aid) and the Business Office, for review.
- ii. Jake asked about the possibility of postponing the decision, as there are several important issues related to Student Services and the Business Office.
- iii. Eric noted that the way the calendar is constructed is to start with the date of Commencement and work backwards for 9 months.
 1. Because of deadlines from other divisions that affect the Academic Calendar, are 9 month contracts enough time for Faculty? One option might be to extend contracts.
- iv. Eric **MOVED** to adopt this 2012-2013 Academic Calendar and will accept a friendly amendment for grades due on 12-19-11 after a second is made; **SECOND** by Lynn.

1. **DISCUSSION** included:

- a. Move grades due date to 12-19-11
- b. Provide courier service every day the last week of classes
- c. Move the whole calendar back one week and add an extra week between Fall and Spring. That opens the debate whether you are asking Faculty to work 9.2 months, or do you consider the extra week off in December a trade off for coming in one week earlier.
- d. How important is the prep week prior to the start of the semester?
- e. If we change the calendar now, it would not allow for input from any other members of the college.
- f. There is a need to adopt a calendar template, which can be used year after year.
- g. This calendar creates a tight timeframe for Financial Aid.
- h. Mark will send out e-mail reminders to Faculty that it is critical that grades be turned in on time.

2. Motion **APPROVED** by majority vote.

- a. **Task:** Mark will take this calendar to the Executive Staff Meeting on Monday and will place it on the District Governing Board (DGB) agenda for November or December. In addition, he will ask Dr. Swarthout's permission to give the proposed calendar to NAVIT.
- b. **Task:** Rickey will submit the 2013-2014 Academic Calendar as an agenda item for the next IC Meeting.
 - i. **Task:** Jake will offer John Bremer the opportunity to come to our next IC Meeting, as the Academic Calendar also affects the Business Office.
- c. Academic Probation/Suspension
 - i. DE numbers were excluded.

- ii. As you look at the location breakout, in general, the centers are over represented and the campuses are even or under represented.
- iii. The location breakouts seem to go hand in hand with the placement scores for that location.
- iv. Eric indicated that three to four years ago his division looked at a sample of performance in live classes vs. audio/video classes, and there was not much difference; however, they did see a big difference between Internet and audio/video or live.
- v. Only approximately 4% of students below a 2.0 Grade Point Average (GPA) had previously successfully completed a general education class.
- vi. The numbers indicate that approximately 95% of the poor performers have been poor performers from the beginning.
- vii. These statistics do not indicate why people are performing poorly.
- viii. Rickey pointed out that if we do make a change, our student support system would need to be revamped.
 1. **Task:** Mark will ask Deb Myers to run the same type of statistics for 24 credit hours (attempted or completed). In addition, he will ask her to identify how many students have 32 credit hours of Ws.

V. New Business Not Related to Curriculum

- a. **Task:** Hallie will contact John Chapin and ask him to participate in 11-18-11 IC Meeting for the ICT095/096 discussion. She will also post the Web link, where all the information will be easily accessible.
 - i. **Task:** IC Members should carefully read this information and be prepared to discuss it at our next IC Meeting.
- b. NPC2NAU Agreement
 - i. Last year, we signed the Transfer Admission Guarantee (TAG) agreement with ASU; however, the first program that we articulated with ASU had nothing to do with the TAG. TAGs are designed to line up our Associate of Arts, Associate of Business and Associate of Science degrees with degrees at ASU.
 - ii. **Task:** Mark will send out the recently approved ASU TAGs to all Faculty who are affected by them.
 1. The benefits of the ASU TAG for our students are guaranteed admission to their program, small tuition break and they will be contacted by ASU on a regular basis.
 2. The TAG creates extra work for NPC's Records and Registration Office and the Information Services Department, as they regularly identify these students, track them and provide ASU with data on a semester by semester basis.
 - iii. Now that we have approved a couple of TAGS with Prescott College, we will start a second round of talks for other potential agreements.
 - iv. In the Spring 2011, IC recommended that the college not approve the NPC2NAU Agreement. The benefits to our students would only be:
 1. Access to the Cline Library
 2. Early admission
 3. Application fee waived
 4. Opportunity to compete for \$1,000 scholarship (3.5 GPA or higher)
 - v. Mark and Eric recently met with Karen Peterson - NAU Vice President for Extended Campuses, Brenda Sutton - NAU Assistant Dean for Extended

Campuses and Kathy Stemmler - NAU Area Coordinator and raised the same concerns, about the TAG, that IC did in the Spring.

- vi. We received several reports that some area high school counselors are discouraging students from attending NPC because “we are not participating in all these great/new transfer programs”. The perception is that NPC’s classes are less transferable.
- vii. Dr. Swarthout does recommend that we sign the agreement.
- viii. Eric prepared a statement regarding the agreement:

STATEMENT

While these agreements have very little benefit for NPC students, it is politically expedient to approve these. We believe that NAU and ASU have developed these instruments for public relations reasons. Neither university has entered into the kind of good faith negotiation of instruments that would truly benefit transfer students. This contrasts with the agreement that we entered into this past year with Prescott College. We favor the model in which faculty members from NPC and the universities meet to develop sound curricular transfer and articulation agreements. Furthermore, we believe that these agreements violate the spirit of the faculty driven ATF process and the general transfer model that is supported by the ATFs.

- ix. Do these agreements spell the end of the Articulation Task Force (ATF)? As more and more side agreements are approved, it reduces the effects of the ATF.
- x. Doug **MOVED** to approve the NPC2NAU Agreement; **SECOND** by Lynn. Doug accepted the **friendly amendment** to post the statement by Dr. Henderson along with the recommendation.
 - 1. **DISCUSSION:** The NPC DGB has stated that we will not support 4-year degrees from community colleges at this time and that we support articulated arrangements between the community colleges and the universities.
 - 2. Motion **DEFEATED** by a unanimous vote.

VI. Other

a. P grade

- i. **Task:** Hallie will place the P grade as an action item for next IC Meeting – both for courses and applicability to a degree or certificate.
- ii. **Task:** Andrew will e-mail the proposed ‘P’ grade options to Hallie, so they can be posted in MyNPC.
 - 1. Considerations:
 - a. Option #1 – Only designated classes get ‘P’ grades (each course would have to be predetermined if ‘P’ grade or letter grade)
 - b. Option #2 – Certain classes, student can receive a ‘P’ grade, if certain rules apply, including:
 - i. A ‘P’ grade cannot later be changed to a letter grade, nor can a letter grade be later changed to a ‘P’ grade.
 - 2. Mark noted that there are two issues with ‘P’ grades:
 - a. How you accept them for courses
 - b. How you accept them for graduation
 - 3. Jake stated that most of the community colleges in the State indicated that they do not accept ‘P’ grades.

- b. Placement testing annual fee
 - i. IC originally set the time period for testing fees (August 1st to August 1st).
 - 1. During this time, students can take three COMPASS tests.
 - 2. Rickey would like to see it changed to one complete calendar year, since this timeframe has increasingly become an issue for many of our students.
 - a. **Task:** Rickey will write up and submit an agenda item, for the next IC Meeting, to reevaluate the timeframe that students have to take the take the maximum of three Compass Tests (without an additional charge).
- VII. Ruth **MOVED** the meeting be adjourned; **SECOND** by Ryan.
- a. Motion to adjourn **APPROVED** unanimously.

Approved