

Northland Pioneer College

Instructional Council (IC)

12-09-11

Voting Members Present: Karen Hanson (proxy for Lynn Browne-Wagner), Andrew Hassard, Eric Henderson, Kenny Keith, Michael Lawson, Shannon Newman (proxy for Janice Cortina), Ryan Rademacher, Doug Seely, Mark Vest (Chair) and Ruth Zimmerman

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

Guests: Peggy Belknap, Tracy Chase, Leslie Collins, Janet Hunter, Jeannie McCabe, Carol Stewart and Joan Valichnac

- I. Approval of 04-22-11 and 11-18-11 Minutes
 - a. Correction to 11-18-11 Minutes - Item V.b.iii.2.a.iii change the last of the sentence to AS instead of AA. Doug **MOVED** to approve the minutes of 04-22-11 and 11-18-11 as amended; **SECOND** by Ryan.
 - i. Motion **APPROVED** by unanimous vote.
- II. IC Subcommittees
 - a. Catalog Review Subcommittee Report to IC – no written report
 - i. Since their time is limited for the upcoming catalog, they will focus on the course descriptions. E-mails were sent to all the Chairs and Divisions and were asked to review their sections and report back to the Subcommittee by 01-12-12.
 - b. Dual Enrollment (DE) Subcommittee Report to IC – no report
 - c. Placement Subcommittee Report to IC (action) – Joan Valichnac (IC approved that this item be taken out of order from original agenda)
 - i. Placement Handbook:
 1. Joan has a concern on the fifth page of the 2011-2012 Placement Handbook where it starts out with “Reminder”. She noted that the TLC Department tests the students again (using several testing tools) to make sure they are being placed properly.
 - ii. Placement Subcommittee Report to IC (12-09-11):
 1. There was discussion of co-enrollment. Most of the general education courses allow co-enrollments, where the student is allowed to enroll in the course (if they score below the minimum scores listed) if they are co-enrolled in a relevant TLC course.
 - a. Instructors usually are not aware if a student is co-enrolled.

- b. Joan noted that this co-enrollment option, at times, allows a student who only reads at a 6th grade level to co-enroll in a general education class.
 2. Beginning on page 11, there is co-enrollment data, which involves 117 students in a six-year period of time:
 - a. Enrollment in the general education course - 29% of the students were successful with an A, B or C
 - b. Enrollment in the TLC course - 52% of the students were successful
 - c. Enrollment in the general education course and the TLC course – 24.79% of the students were successful in both courses.
- iii. Examples from the Placement Subcommittee Analysis of Co-enrollments Reading, Writing and Math Chart (6 year time-period):
 1. Reading co-enroll, ANT 102, only 1 out of 11 students was successful
 2. Writing co-enroll, ANT 102, only 7 out of 23 students were successful
 3. The chart also gives information of success rates of those who took TLC prior to taking the general education class.
 4. Joan noted that not many students co-enroll and not many of them are successful.
 5. Eric stated that if you look at general education courses in general, the pass rates range between the high 40% and approximately 60%, depending on the course.
 6. The question is - what is the difference between success rates of those who were co-enrolled and those who were not co-enrolled. If the Subcommittee wants to recommend eliminating co-enrollment, they will need data to show that co-enrollment is significantly, negatively affecting TLC students taking general education classes.
 - a. **Task:** If the Subcommittee thinks it is important, from the Analysis of Co-enrollments Reading, Writing and Math Chart they should acquire the aggregate of the performance rates of those who took TLC and then went on to take the general education course verses those who were co-enrolled in a TLC course and a general education course.
- iv. BIO 181 as it relates to those who passed the placement test for COMPASS reading:
 1. The comparison charts included all students, students with no ENL prior and students with ENL prior.
 2. Eric noted that in recent year's general education assessment, they have looked at the number of general education credit hours that students have prior to taking a particular course. The last time they looked at the data, ENL 101 was the only class that did not make a difference.
 3. Is looking at ENL 101 simply masking the variable of prior performance?
 4. Joan noted that out of the 1095 students who took the class, only 615 students completed the class.
 5. Joan said that after looking at the writing and math scores, they were all over the place; therefore, the Subcommittee did not make a recommendation.

6. Could it possibly be that TLC is making the difference in some cases as opposed to ENL 101? If necessary, Joan could pull numbers regarding whether the student has had ENL TLC or not.
7. Recommendations from the Placement Subcommittee:
 - a. The reading score for placement into general education courses should be raised from 65 to 71.
 - b. For a majority of general education classes, require students to have taken and passed ENL 101 or 102 OR meet the absolute cut scores for these classes, 82 reading and 71 writing (the absolute placement requirements for ENL 101).
 - c. Discontinue the placement practice of co-enrollment.
 - d. Promote PRIOR enrollment in TLC classes for students with low reading scores. (Implementation might include enrolling in TLC classes to improve their skills enough to qualify for Tier One, Two or Three Classes)
 - e. The Subcommittee has notified the Department Chairs of these recommendations.
8. The Subcommittee has also checked with some other colleges regarding their scores.
9. Eric would like to have these recommendations discussed at the Division Meetings on 01-11-12, so that they can have time to discuss the recommendations.
 - v. Michael **MOVED** that we table the report and recommendations, pending discussion at Division level and schedule it for the next IC meeting; **SECOND** by Andrew.
 1. Motion **APPROVED** by unanimous vote.

III. Curriculum

- a. ACRES
 - i. Many items pending in ACRES. A reminder was given to vote.
 - ii. There are some CIS items in ACRES that are just housekeeping to provide official copies of course changes that were previously approved.
- b. New Courses - none
- c. Course Modifications - none
- d. Course Deletions – none
- e. New Programs
 - i. Possibility of Developing a Basic Detention Academy and a Law Enforcement Training Academy – Peggy Belknap
 1. The college has been approached, by local law enforcements, to look at the possibility of providing these services.
 2. Peggy has been waiting on a Memo of Understanding, which would show that the cost to the college would be minimal.
 3. In addition, the NATC facilities factor into the equation. NPC needs direction from our DGB as to what role NPC should play in NATC.
 4. Stewart Bishop, our new FRS Coordinator, has a law enforcement background, and he will be tasked to assist in putting together a proposal.
 - ii. Mechatronics Program – Kenny Keith

1. Mechatronics is an old term that combines mechanical with electronics, and it incorporates automatic controls and robotics.
2. Ryan noted that he feels that ENL 109 would be more appropriate than ENL 102.
3. We currently do not have anyone to teach the proposed PHY course, and the general education portion of the program can be readdressed, if necessary.
4. Kenny would like for the proposed NPC Skill Centers to house part of this program.
5. Kenny will provide a business plan (including career outlook) for this proposed new program. Also, if the program is intended for transfer, we need to begin talking to the State universities about possible AAS-BAS agreements.
6. Ryan **MOVED** that they move forward with exploring the Mechatronics AAS degree program; **SECOND** by Andrew.
 - a. Motion **APPROVED** by unanimous vote.

f. Program Modifications

i. AIS/BUS – Janet Hunter

1. The proposed plan is to combine AIS and BUS into one BUS Department.
2. The committee has spent a lot of time with advisory boards over the last two to three years, seeking their input. The plan is to restructure the program and make it stronger.
3. The Certificate of Proficiency (CP) flows into the Certificate of Applied Science (CAS), which flows into the Associate of Applied Science (AAS).
4. This proposal would add a Retail Management area, which we don't currently have. Peggy Belknap has spoken with personnel from area stores and they have suggested the need for this degree. There seems to be a need for employees to have good customer service skills; therefore a customer service course has been added to each CP.
5. Discussion included:
 - a. Ryan and Shannon feel that ENL 109 or SPT 120 would be more appropriate than ENL 102.
 - b. Is the proposal too prescriptive, not leaving enough room for student choices?
 - i. Janet said that their main concern is to make sure that each student who completes the program is competent in the workforce in their degree area, including customer service skills.
 - ii. Janet also indicated that most BUS programs that they looked at had very few electives.
 - iii. If a student is looking to transfer to a university, they would likely take the Associate of Business program as opposed to the AAS degree; although, several of the courses in the AAS will transfer.
 - iv. Peggy noted that this is a Career and Technical Education (CTE) degree plan, designed based on Faculty input and Advisory Board input, to give the students the skills they need to get into the workforce.

- v. Janet noted that in the past there seemed to be too many choices for the students and it is often times confused them and they ended up taking courses they don't really need. Many times, it didn't lead the student to a coherent knowledge set to prepare them for jobs in their degree area.
- vi. Peggy stated that the original proposal did have more flexibility and their Business Advisory group asked that most of the flexibility be removed.
- c. Shannon feels that two semesters of a foreign language would be very applicable for this degree.
- d. Eric noted that if you are looking for student completion, his experience tells him that students are more likely to complete degrees where they have more choices.
- e. Peggy said that our AAS in Accounting Degree is designed for clerical bookkeeping and not accounting.
- f. Suggestions for changes include:
 - i. The CP in Retail Management is missing two courses (BUS 124 and BUS 138).
 - ii. Under CAS in Business Management, the first sentence should read Retail Management, instead of Accounting.
 - iii. For the AAS in BUS – Retail Management, the List of Electives be removed, since there is no room in the degree for additional electives.
 - iv. There are many discrepancies in credit hour totals. **Task:** Janet will double check the numbers and make all needed corrections.
 - v. There are many typos that need to be cleaned up.
 - vi. Reevaluate the wording on required electives.
 - vii. Include wording that only level 100 or above courses apply toward the degree.
 - viii. CIS 105 should replace BUS 128. It is a general education course and it is the first course on the list of ASU requirements.
- g. In response to a question from Peggy regarding resubmitting all curriculum, Shannon noted that the question to ask is, "If someone took the old course, would it be applicable to their degree?" If so, the course would be a modification. If the answer is no, it would need to be a new course with a new course number.
- 6. Doug **MOVED** that the BUS and AIS Departments be allowed to move forward with consolidation of the departments and the creation of six new programs and the deletion of the old programs; **SECOND** by Kenny.
 - a. Motion **APPROVED** by unanimous vote.
- 7. Mark said that all new courses have to be approved before we can approve the new programs.
- ii. CIS CP in Web Design – Doug Seely

1. DE instructors expressed the need for this CP; the AAS and CAS already exist.
2. It would consist of existing courses. In addition, these courses are already on the list of the suggested courses for DE.
3. It will increase the number of completers.
4. With one added course, the student would be able to receive another CP in CIS Web Design Commercial Graphics.
5. Mark noted that as this proposal stands, it doesn't match the core requirements in Web Design; therefore, it would not be Financial Aid eligible. A student must be able to move seamlessly from a CP to a CAS to an AAS.
6. Eric **MOVED** that the CIS Department be allowed to move forward with the CIS CP in Web Design, to be brought back to IC at a later date; **SECOND** by Ryan.
 - a. Motion **APPROVED** by unanimous vote.

g. Program Deletions

i. AIS – Peggy Belknap

1. This request ties in with the program proposal to combine BUS and AIS. Since all AIS will move to BUS, the AIS program will eventually be deleted.

ii. HPE, HCT, HEC, REA and SBM (the proposed date for these changes to go into effect would be Fall 2012) – Peggy Belknap

1. There has been decline in each of these programs.
2. Some of the programs were only being utilized by DE.
3. Discussion regarding HCT:
 - a. This prefix is currently being used to schedule community education courses and is just one of the prefixes being used for non credit classes.
 - b. Could these HCT courses go under another existing department?
 - c. A non-credit community education department could also be created. Cindy noted that in the past we have had a non-credit department (NCC) and the community education department did not feel that it met their needs. An example of the way it was used in the past was NCC/HEC or NCC/HPE.
 - d. Leslie noted that **ONLY** using an NCC designation makes it very difficult for students/advisers to differentiate between the types of classes.
4. The HPE is being used for Yoga.
5. HEC is all DE and Blue Ridge High School was the only school utilizing this program; recently, they removed it from their school.
6. We have not done anything with REA since 2008-2009. Eventually, REA could go under BUS, if necessary.
7. Most of the SBM classes were developed by Mark Engle and were one credit. We have not been able to get into that system and these courses haven't been run at all.
 - a. Peggy noted that Tracy Mancuso recommends that we delete this program.

