

Northland Pioneer College  
Instructional Council (IC)  
01-27-12

Voting Members Present: Janice Cortina, Peg Erdman (proxy for Lynn Browne-Wagner), Andrew Hassard, Eric Henderson, Rickey Jackson, Kenny Keith, Michael Lawson, Ryan Rademacher, Doug Seely, Carol Stewart and Mark Vest

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

Guests: Peggy Belknap, Stewart Bishop, Deb Holbrook, Janet Hunter, Ryan Jones, Sandy Manor, Shannon Newman, Joan Valichnac, Leslie Wasson and Ken Wilk

I. Minutes 12-09-11 – Not Ready

II. IC Subcommittees

- a. Assessment of Student Knowledge (ASK) Subcommittee Report to IC – Shannon Newman
  - i. One correction near the top of the report is that Dr. Wasson’s title is Director of Institutional Effectiveness.
  - ii. They sent out an e-mail to all Faculty with the assessment dates including:
    1. Reading Day 02-10-12 – doesn’t have to be this date, but all departments must meet - ASK needs an update as to when and where (or what means) each department will meet for Reading Day to review data.
  - iii. We need to move forward with the assessment of general education for our HLC Assessment Academy Project.
  - iv. Assessment doesn’t have to be a huge project. It should be something that is interesting to the department and worth finding out.
  - v. The ASK Subcommittee is happy to discuss assessment or provide feedback to any department that would like consultation.
  - vi. **Task:** Mark will contact Shannon to see how we can get all 22 departments to participate. **Task:** Peggy will send contact information for Ken Wilk, Faculty/Department Chair in Construction Technology, to Shannon.
- b. Learning Technology (LT) Subcommittee Report to IC – Deb Holbrook (IC approved that this item be taken out of order from original agenda)
  - i. Deb noted that a primary function of their Subcommittee is to evaluate Web courses, and their goal for this year is to complete ten evaluations.

- ii. Discussion regarding the report included:
  - 1. Even though Registration Forms do not include the building and room number (we frequently change buildings or room numbers after the schedule is printed), the printout that the student receives when they register and the student's online schedule denotes the most up-to-date information.
  - 2. The Subcommittee would like to see the language streamlined and simplified to help students access MyNPC and e-mail.
  - 3. The college has already adopted language that states that the NPC student e-mail account is the primary communication tool, and it is the only one used outside of the classroom.
    - a. The remaining question is the e-mail that Faculty use to communicate with students in class. Are Faculty ready to say:
      - i. The NPC student e-mail account should be required for all communication between the college and the student?
      - ii. Wei believes that it is critical to require students to use their NPC e-mail address because it is a FERPA issue, technical issue and consistency issue. In addition, it will help us prepare for the MyNPC/Moodle integration.
      - iii. Since the LT Subcommittee is speaking on behalf of Faculty, this type of recommendation would go from the Subcommittee to IC and then on to NPC's President.
    - b. **Task:** Doug Seely will send an example to Mark of problems he has experienced with his Internet class. Example: when he receives his initial roster it might say heather.johnson@mail.npc.edu. He will send his information to the student at that address. Days later he may receive an e-mail from hjohnson@mail.npc.edu saying that she hasn't received anything yet.
  - 4. Eric Bishop will be a regular attendee at the LT Subcommittee Meetings.
  - 5. Ryan wonders if the concerns being raised reinforce the need for a more formalized student orientation.
    - a. **Task:** Jake will be prepared to bring information to IC regarding his orientation proposal at the first IC Meeting in March.
  - iii. **Task:** Deb will ask the LT Subcommittee to clarify their recommendations (especially as it relates to the "required" NPC student e-mail) and bring the corrected report to the next IC Meeting.
- c. Professional Development Subcommittee Report to IC – Ryan Jones
  - i. Ryan noted that the Subcommittee has approved approximately \$4,500 in professional development funding, which leaves approximately \$23,500 in their budget (they want to publicize this to the Faculty to solicit participation).
    - 1. The Subcommittee uses documents provided by AZ State to help determine acceptable funding amounts for travel, food, lodging, etc.
    - ii. The Subcommittee wants to be more proactive in helping identify professional development opportunities and advertising them to the Faculty.
- d. Dual Enrollment (DE) Subcommittee Report to IC – Kenny Keith
  - i. Discussion of the DE Information Packet included:

1. For the first time, lists will be provided to the high schools that contain classes approved for DE.
  2. **Task:** On the DE Information Packet, page 27, Kenny will remove the \* from MAT 152 and MAT 189 and then send out the corrected version of the packet to Hallie before the next meeting.
  3. Regarding courses that are not on the DE list, the Subcommittee developed a procedure and tools to be used to gain approval.
  4. **Task:** On page 8 of the Dual Enrollment Information Packet, under where it says Minimum Requirements for Faculty, Kenny will insert (and somehow highlight) "Please note that the following are institutional minimum requirements. Individual departments may have requirements above and beyond those listed here."
- ii. There was discussion regarding whether a Master's degree in the teaching field should be required in the academic areas.
  - iii. IC discussed ways to evaluate DE instruction; and, the DE Subcommittee has been asked to give a recommendation regarding the most efficient use of Faculty time to evaluate DE instruction.
  - iv. Eric **MOVED** to approve the Dual Enrollment Information Packet with the addition of the suggest language for minimum requirements for Faculty (see above); **SECOND** by Doug.
    1. Motion **APPROVED** by unanimous vote.
- e. Placement Subcommittee Report to IC – Joan Valichnac
- i. As discussed in the 12-09-11 IC Meeting, each Division needs to review the placement data/recommendations and give their input.
  - ii. **Task:** Joan will pull together the requested data [from the Analysis of Co-enrollments Reading, Writing and Math Chart - 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] and bring it to the next IC Meeting.
- III. Curriculum
- a. ACRES
    - i. COS 113 – Wei will set up ACRES access for Chloe Martineau, so she can respond to the questions.
      1. **Task:** Peggy asked that the IC voting members vote no for COS 113 in ACRES, so that it Mark can return it to the Dean.
    - ii. BUS – The courses must be approved in ACRES before the new programs can be approved. Peggy asked Janet to be prepared to present the new programs at the IC Meeting 02-10-12, by sending them to Hallie prior to the meeting.
    - iii. **Task:** Wei will follow up with Dana regarding HES 145. If it is an online course, it must first be approved by the LT Subcommittee. (Also, technically it should be on a Course Modification Form).
    - iv. **Task:** Hallie will remind Mark to go into ACRES and put Needs Revision on the ENL 230 and ENL 231.
    - v. **Task:** Since there were no objections to the deletion of the Community Health Adviser Program (see 12-09-11 IC Minutes), voting members should cast their vote in ACRES.

- vi. Eric plans to expand the general education list. He is currently waiting on approvals from NAU and UofA for GEO 120 and ANT 120. **Task:** Jake will look into it.
  - vii. **Task:** Hallie will remind Mark to reject the CIS 295 (it was just housekeeping and we have since found what we needed).
  - viii. The IC voting members were reminded to go into ACRES and place their votes.
- IV. Old Business Not Related to Curriculum
- a. 2013-2014 Academic Calendar
    - i. It was decided to leave the grades due date at 12-19-13.
    - ii. There is a concern about contact time for Monday classes. Possible solutions include:
      - 1. Meet for longer time blocks
      - 2. Meet two days a week
      - 3. Move meetings to Mondays and classes to Tuesday through Friday
      - 4. Move Summer start date back one week
    - iii. Jake noted that the time between Fall and Spring is tight; however, he has more concerns with the end of Spring, and it doesn't give much time between Financial Aid and the Business Office to get checks out.
    - iv. For Summer, Eric prefers two 5 week sessions or one 8 week session (with some 6 week classes).
      - 1. If we have a 06-02-14 Summer start date, it basically makes it impossible to have two 5 week sessions.
    - v. Rickey asked if anyone has any suggested changes, let him know as soon as possible.
    - vi. **Task:** Rickey will change the grades due date to 05-16-14 and will send a clean copy to Mark.
      - 1. **Task:** After Mark receives the corrected copy of the calendar, he will send it out to Faculty, Records and Registration and the Business Office for their input.
  - b. Testing Fee Time Period – Rickey Jackson
    - i. Discussion included:
      - 1. We don't collect much money from testing.
      - 2. This suggested change would likely have the most impact on the advisers and front office staff, making it difficult to track.
    - ii. **Task:** Rickey and Jake will come up with a proposal for a one-time flat fee for testing, with a maximum number of tests allowed per year. They should also consult with CTE and N&AH to see if we can wrap all the testing fees together, or whether it would be a one-time testing fee for TLC and general college placement.
- V. New Business Not Related to Curriculum
- a. Plagiarism – TurnItIn Software – Ryan Rademacher
    - i. Ryan pointed out that this is software that helps detect plagiarism, and he would like feedback from IC. Evidently, there is a feature that allows a student to check his/her own paper prior to submitting it. From the perspective of the ENL classroom, it could create many useful/teachable moments.
    - ii. **Task:** Ryan will talk with Ron Goulet to come up with a proposal for the TurnItIn Software for plagiarism, which will include a budget estimate – flat fee or cost per use – purchase certain number of licenses, accessibility for Faculty and

students and what is the plan to build it into NPC's academic misconduct process.

1. Mark needs the proposal prior to the budget discussions in February.
- b. ASU/NPC BIS Transfer Option Proposal – Mark Vest
  - i. This is a Bachelor's Interdisciplinary Studies transfer articulation with an Organizational Studies concentration. Many of local townships/cities have expressed a need for some of their employees to have a BUS degree.
  - ii. The student could complete 75 credits at NPC and 45 credits at ASU, and it would go into effect Fall 2012, if adopted.
  - iii. If anyone has concerns, let Mark know A.S.A.P.
  - iv. Ricked **MOVED** that we approve this ASU/NPC BIS Transfer Option Proposal; **SECOND** by Ryan.
    1. Motion **APPROVED** by a majority vote.
- c. DRA Formula Card Statement – Mark Vest and Sandy Manor
  - i. The purpose of the formula card is to provide prompts, but it still allows the student the opportunity to show what they know on the test. It helps level the “playing field” for students who have memory limitations. It is not meant to be a quantitative process, but only serves as a memory assist.
  - ii. An example was given:
    1. Sample lecture
    2. Sample test question
    3. A sampling of formula cards was shown, demonstrating that it can be done without giving an unfair advantage, while still providing equal access.
  - iii. Since this is not an ADA accommodation (but instead an IDEA accommodation, which exists in K-12 environment), but a situation that appears in some colleges (as a result of bridging K-12 and the adjustment to college), Sandy wondered if NPC wants to consider allowing formula cards. This is something that occurs between the student and the instructor; however, if we do allow formula cards, Sandy wants to see some type of consistency/standardization in the process. The instructor would have final approval whether something would (or would not be) allowed on the formula card.
  - iv. This is an instructional issue:
    1. Do we want an institutional policy that says we will do this?
    2. Do we want to leave it up to the individual instructor to work with Sandy and the student?
    3. Should we use formula cards at all?
      - a. If so, who should have the authority to say when, how and where they will be used?
  - v. Discussion included:
    1. As an instructor, Andrew feels it would be difficult to differentiate between a cheat sheet and formula card. (He is somewhat supportive of the idea and feels that he has had students who could benefit from it.)
    2. Peg feels like all NUR Faculty will have difficulty accepting formula cards. They have to prepare students to take a State board exam, in which they are not allowed to take notes. If a student has trouble retaining details and information, it makes them an unsafe practitioner.

3. Since this is not an ADA requirement, Leslie asked if the college could be placed in liability if one student was allowed to use it and another was not.
  4. How difficult will it be if we have some Faculty say yes and some say no?
  5. Sandy noted that with these suggested guidelines, she has two students this semester who would qualify for this type of accommodation. There would have to be a demonstrated limitation, which would be accessed by the DRA Coordinator.
- vi. IC requested that they have some time to discuss it with their colleagues.
1. Eric **MOVED** that we table a decision regarding formula cards; **SECOND** by Andrew.
    - a. **DISCUSSION** included that we do not want to defer this indefinitely, but give Departments/Faculty a chance to look at the statement and give their input to their IC representatives. In addition, it might be good to have the college attorney review it. **Task:** Deans should send commentary to Sandy.
    - b. **Task:** Sandy will inform Peggy Belknap of today's discussion regarding formula cards and will send her copies of the paperwork.
    - c. Motion **APPROVED** by unanimous vote.
  - d. Feasibility Study Template – Mark Vest
    - i. Leslie Wasson sent out a sample feasibility study document to the Deans. It could potentially be used for new program development or program change.
    - ii. Doug **MOVED** that we table the discussion; **SECOND** by Andrew.
      1. **DISCUSSION** included possibly putting it on the agenda for the February DGB Meeting if IC thinks it is worth discussing. If IC members don't want Mark to put it on the agenda for the DGB Meeting, they should send him an e-mail.
    - iii. Mark thinks this document is better organized than our current business plan. Could we take our present plan and adapt it to this one? IC Members should be prepared to discuss it at the first IC Meeting in February.
    - iv. **Task:** On the Instructional Page in MyNPC, Hallie will move this feasibility study template to the Curriculum Development Materials subpage.
  - e. The tasks from this meeting were reviewed.
  - f. Andrew **MOVED** the meeting be adjourned; **SECOND** by Eric.
    - i. Motion to adjourn **APPROVED** unanimously.