

Northland Pioneer College
Instructional Council (IC)
02-10-12

Voting Members Present: Trudy Bender (proxy for Ryan Rademacher), Lynn Browne-Wagner, Andrew Hassard, Eric Henderson, Rickey Jackson, Kenny Keith, Shannon Newman (proxy for Michael Lawson), Doug Seely, Mark Vest and Penny Weiermann (proxy for Carol Stewart)

Non-Voting Members Present: Wei Ma and Hallie Lucas (recorder)

Guests: Loyelin Aceves, Peggy Belknap, Stuart Bishop, Tracy Chase, Peg Erdman, Jeannie McCabe, Shannon Newman, Joan Valichnac and Leslie Wasson

- I. Approval of 12-09-11 and 01-27-12 Minutes
 - a. Andrew **MOVED** to approve the minutes of 12-09-11 and 01-27-12; **SECOND** by Eric.
 - i. Motion **APPROVED** by unanimous vote.
- II. IC Subcommittees
 - a. Catalog Review Subcommittee Report to IC – Doug Seely
 - i. The Subcommittee sent out a request to all the Chairs at NPC and asked if they had any problems with course descriptions, and there were only a couple responses.
 - b. Dual Enrollment (DE) Subcommittee – DE Instructor Info Packet Final Version – Kenny Keith
 - i. After the DE Instructor Info Packet was approved at the last IC meeting, there were some additional edits - the addition of ECD 270, LAN 120 and LAN 121.
 - 1. Doug **MOVED** to approve the additional amendments to the DE Instructor Info Packet; **SECOND** by Lynn.
 - a. Motion **APPROVED** by unanimous vote.
 - c. Placement Subcommittee Report to IC – Joan Valichnac
 - i. Discussion regarding raising the reading score to 71 on the COMPASS Test:
 - 1. The Subcommittee believes raising this score might make a minimal change in success rates.
 - 2. Eric **MOVED** that we raise the COMPASS reading score to 71 for all general education classes that currently have a cut score of 65, effective FA12; **SECOND** by Andrew.
 - a. **DISCUSSION** included:
 - i. Mark asked what the data shows we will gain in student success by raising the reading score from 65 to 71.

- ii. By looking at the data, Rickey did not see a real significant difference in student success until the reading scores were in the 90s.
 - iii. Our current cut scores were established approximately 15 years ago and were not based on any NPC performance data.
 - iv. By moving the score to 71, it does not appear that it affects large numbers of students.
 - v. Even though there is variation, course by course, there seems to be a slight incremental increase in success for students with higher reading scores.
 - b. Motion **APPROVED** unanimously.
- ii. Discussion regarding the Subcommittee's recommendation to create a three tiered placement system (to help prevent a bottleneck):
 - 1. Tier One classes would not have no prerequisites.
 - 2. Tier Two classes would have a COMPASS reading score of 71 or better (plus minimums of 38 writing and 35 math).
 - 3. Tier Three classes would require successful completion of ENL 101 prior or have reading and writing scores to allow direct entry into ENL 101 (COMPASS - 82 reading and 71 writing).
 - 4. It was suggested that we might pick one class, tag it with an ENL 101 prerequisite and monitor the impact.
 - 5. Andrew **MOVED** to table the tier concept indefinitely; until the Institutional Effectiveness Director feels that we have enough data to evaluate the statistical significance of changing the COMPASS reading score from 65 to 71; **SECOND** by Doug.
 - a. **DISCUSSION:**
 - i. If the student does not meet the prerequisite, they can only enroll in the class if they co-enroll in a TLC class.
 - b. Motion **APPROVED** by unanimous vote.
- iii. There was discussion regarding the recommendation from the Subcommittee to discontinue the practice of co-enrollment in general education classes. IC had asked that they look at the aggregate performance data of those who chose to co-enroll and students that did not co-enroll.
 - 1. New data the Subcommittee provided was the Placement Report Breakdown Comparison of 10 Classes.
 - a. This information might be more useful for advising purposes and TLC purposes.
 - b. There were not many co-enrollments in the last five years.
 - 2. Joan brought in a handout, which included the aggregate for the 10 classes mentioned in the Placement Report Breakdown. The aggregate pass rates included:
 - a. TLC and general education class concurrently – 22%
 - b. TLC prior to taking general education class – 35.9%
 - c. No ENL or TLC prior – 43%
 - d. TLC and ENL prior – 53.5%
 - 3. The data does not seem to support eliminating co-enrollment.

4. Other than MAT and ENL, in general education classes that allow co-enrollment, a student can co-enroll no matter how low their score is.
5. Doug asked if the system could track (at a registration level) the students who co-enroll and then drop out of their TLC class.
 - a. There are no consequences for the student if he/she drops the TLC class and not the general education class.
6. Rickey **MOVED** to reject the recommendation to eliminate co-enrollment in TLC and general education classes; **SECOND** by Andrew.
 - a. **DISCUSSION:**
 - i. Joan is concerned that a student with a reading score as low as 50 could get into a general education class.
 - ii. Data would be needed before such a change could be considered.
 - iii. Rickey feels that having students who are co-enrolled helps enrich the teaching opportunities in the TLC Department.
 - b. Motion **APPROVED** by majority vote.
 - c. One **ABSTENTION** vote.

III. Curriculum

a. ACRES

- i. HES 145 – Wei contacted the instructor of this class and she indicated that she won't be able to work on course development until Summer.
 1. Peg noted that this class should be pulled from ACRES, for now.
- ii. Currently, the Distance Education Guidelines, approved by IC, mainly focus on developing new classes for online instruction and do not say much about migrating existing classes to online instruction. The step by step process for a new class is:
 1. Class presented to IC as an online class and IC approves it
 2. Department submits class to Learning Technologies (LT) Subcommittee, and they approve it as meeting all of the Quality Matters Rubric for online instruction
 3. LT notifies IC that the class is good to go
 4. IC signs off on the class as ready to go
 5. For existing courses, where do we record in ACRES that the course has been approved for online instruction?
 - a. **Task:** Mark and Wei will draft a recommendation (and bring it back to IC for approval) to amend the Distance Education Guidelines to include the approval process for on existing courses to be approved for online instruction.

b. New Courses

- i. Voting members were reminded to go into ACRES and vote.
- ii. Course Modifications
 1. CIS 150 – LT recommended for an online course
 - a. Kenny **MOVED** that we accept the LT Subcommittee's recommendation to offer CIS 150 as an online course, effective Summer 2012; **SECOND** by Andrew.
 - b. Motion **APPROVED** by unanimous vote.

c. Course Deletions

- i. None
- d. New Programs
 - i. BUS – Janet Hunter, Peggy Belknap
 - 1. Even though updated information came to IC after the deadline, they agreed to discuss the proposal.
 - a. There are discrepancies on the course title of BUS 202
 - b. BUS 234 is in ACRES twice – once as a 3 credit hour class and once as a 4 credit hour class (Janet noted that it should be 4 credit hours) (Mark went into ACRES and denied the 3 credit hour class)
 - c. In ACRES, BUS 234 is showing as a required course, but it is not in the degree plan (Janet noted that this course type is not required in any of the degrees)
 - d. There are several classes in ACRES where outcomes and topics are reversed
 - e. **Task:** Janet will create a table (as soon as possible and send it to Hallie) that includes the following side-by-side columns:
 - i. Current course number/title
 - ii. Proposed course number/title
 - 1. **Task:** After Hallie receives the above mentioned table from Janet, she will post it on the IC MyNPC Page and will send out an e-mail notification that it is available.
 - f. There was discussion regarding lecture and lab, as it ties in with credit hours.
 - i. **Task:** Mark and Wei will draft language for the ACRES users guide that includes the clarification:
 - 1. Lecture field = number of hours class meets each week for lecture
 - 2. Lab field = number of hours class meets each week for lab
 - 3. It is up to the Department to allocate credit hours – depending on calculations they use for lab hours
 - ii. Regarding lab hour calculations, there is not one formula that fits for every class at NPC. It depends on the topic and subject, and it is up to the Department to determine the calculations.
 - iii. Lecture hours are always 1 to 1.
 - iv. At some point, do we need to consider having a policy discussion regarding how we document credit hours, lab hours, lecture hours and contact hours in ACRES?
 - g. Since CIS 105 is a transfer/general education course, there was discussion why it was only included in one specialization of the Associate of Applied Science (AAS) BUS degree. If a student is looking to transfer to a university, the appropriate degree for them would be the Associate of Business degree.

- h. There was a suggestion to remove the word introductory in course titles and change it to Level I (or Part 1), etc.
 - i. **Task:** Janet will send Mark a list of courses that she would like pulled from ACRES, so corrections can be made.
 - j. Financial Aid is already aware that we are moving AIS to BUS and revamping the program and will await final approval.
 - k. There is some continued concern with the heavy number of required hours in some of the degrees and certificates.
 - i. There is a specific skill set that students need to achieve in each degree or certificate, which does not allow for very many electives.
 - l. Rickey **MOVED** that we table the BUS plan until the next IC Meeting, so that the concerns mentioned today can be addressed and a table can be provided for IC (and they can have time to review it), which has a side-by-side comparison of the current course numbers/titles and the proposed course numbers/titles; **SECOND** by Lynn.
 - i. Motion **APPROVED** by majority vote.
- e. Program Modifications
- i. Move AJS to Career and Technical Education (CTE)
 - 1. Stuart Bishop was introduced as our new Public Safety Director.
 - 2. There is lots of movement with our law enforcement program.
 - 3. Eric is supportive that ACJ/AJS be moved from Arts and Sciences (A&S) to CTE.
 - 4. We are looking at a new police academy program in 2013, and hope to modify some of the courses and begin to teach them as soon as possible. There are currently some courses on the books.
 - a. These courses will also have to be approved by Arizona Peace Office Standards and Training Board (POST). POST requires that there be 15 students in a program.
 - 5. Andrew **MOVED** that we move AJS and ACJ from A&S to CTE; **SECOND** by Penny.
 - a. **DISCUSSION:**
 - i. Once the police academy is up and running, we may consider having a Department of Corrections academy, as well.
 - ii. All students who participate must be sponsored by a law enforcement agency. Advisers will need to tell students who are interested in the program to network with a law enforcement agency.
 - b. Motion **APPROVED** by unanimous vote.
 - ii. CIS Certificate of Proficiency (CP) Web Design/Proposed CIS Modifications
 - 1. There is a change to the CIS AAS to add the Web Design area of specialization (modified program).
 - 2. There is a new CP in Web Design (new program).
 - 3. CIS 114 being deleted (CIS 113 replacement)
 - 4. Change in CIS 125 prerequisite from CIS 115 or instructor permission to CIS 113 or instructor permission

5. Because of the numerous changes needed to the CIS 114, the CIS 113 was created as a replacement, and it is currently in ACRES.
 6. Andrew **MOVED** to accept the new CIS CP in Web Design and the program change to the CIS AAS to include the Web Design specialization; **SECOND** by Rickey.
 - a. Motion **APPROVED** by unanimous vote.
- IV. Old Business Not Related to Curriculum
- a. Feasibility Study
 - i. We currently have a business plan. Do we want to consider using this Feasibility Study to amend our business plan?
 - ii. Doug **MOVED** that we table the discussion of the Feasibility Study until the 03-23-12 IC Meeting; **SECOND** by Andrew.
 1. Motion **APPROVED** by unanimous vote.
- V. New Business Not Related to Curriculum
- a. Kid's College – Loyelin Aceves (IC approved that this item be taken out of order from original agenda)
 - i. The classes would be non-credit (would not come through IC).
 - ii. Discussion included:
 1. Plant the idea in the child's mind that they can come to college and succeed
 2. Plan includes no less than 3 classes at each of the four main campuses
 3. Classes will be fun, educational and have a purpose
 4. Ages 6-14
 5. Need for instructors
 6. Rickey has experience with kids' college
 7. Trudy suggested offering an internship to EDU students who help with the program
 8. In the budget hearings, we will ask for some seed money
 9. **Task:** Loyelin will contact NPC Faculty and Adjunct Faculty to see if they have any ideas for classes. Loyelin will send out an AllNPC e-mail to solicit input. She will also include information on the Question and Answer section of NPC's Web site. In addition, she will notify Campus/Center Managers (and others at NPC who deal with the public on a regular basis) of the plan for Kid's College.
 10. Doug **MOVED** that we allow Kid's College to use the KDC prefix; **SECOND** by Andrew.
 - a. Motion **APPROVED** by unanimous vote.
- VI. Other
- a. Academic Freedom
 - i. The Community Values Committee, a standing subcommittee of the Snowflake City Council, is sending a representative to the DGB Meeting on 02-21-12 and has requested time in the Study Session to object to the content of the plays put on this year by NPC's Performing Arts Department.
 1. The Faculty Association is working on having representation and/or a statement.
 2. The DGB has asked NPC's administration to provide a statement.

3. The DGB does have an existing policy on academic freedom, which states that neither the DGB nor the administration has the right to inhibit (within legal boundaries) what takes place in the classroom.
 - ii. There are currently a number of bills in the Arizona Legislature which could potentially affect the college classroom.
 - b. Model Classroom
 - i. IC is interested in moving their monthly audio meetings into the model classroom.
 1. **Task:** Hallie will check with Information Services to see if all four of the model classrooms are available on the dates/times that IC conducts its audio meetings (for the remainder of the year).
 - c. Formula Cards
 - i. Until we can determine a policy regarding this matter, it was left up to the individual instructor; however, this can place the Faculty in a difficult position, especially if they give varying responses to a student.
 - ii. When outside accrediting agencies require testing, formula cards are not allowed during the test.
 - iii. This is not an ADA requirement for community colleges.
 - iv. The interim recommendation from IC:
 1. Do not allow formula cards in any of the courses, until we can further assess the matter.
 - v. Rickey recommended that we have it on the agenda for the next IC meeting.
 - d. Budget Hearings
 - i. The deadline for submitting operating budgets is 02-21-12.
 - ii. Some of the biggest changes in the Instructional Division budget are requests for positions, and the Deans are working on priority order.
 1. Leslie has asked for a database administrator position, which would be someone to keep an eye on the data, run audits and help with reporting. She feels that improving the data integrity would help everyone.
 - iii. In addition, various factors are considered in the overall divisional budget, including maintenance and operations, changes in salary and operational funding changes.
 - e. Modification to an Existing Course Form in ACRES
 - i. At one point, it was required that the 3035's be attached. When we did away with this requirement, a few fields were left off, so that there is not a complete course outline when you do a course modification.
 - ii. Eric and Wei are working on this modification.
- VII. Adjournment
- a. Kenny **MOVED** the meeting be adjourned; **SECOND** by Doug.
 - i. Motion to adjourn **APPROVED** unanimously.