

IC Minutes 2/25/22

Northland Pioneer College  
Instructional Council (IC)

2/25/22

Meeting Minutes

[Agenda Packet](#)

[Task List](#)

Voting Members Present:

Pat Lopez, Wes King, Ruth Creek, Allison Landy, Brian Gardner, Dawn Johnson, Wei Ma,  
Renee Freese, Rickey Jackson, Susan Hoffman, Rachel Arroyo-Townsend

Advisory Members Present:

Michael Solomonson, Cassie Dows, Josh Rogers, Michael Broyles, Donna Krieser, LaTonya  
Motley, Shannon Motter, Curtis Stevens

Guests:

Alexander Henderson, Tamara Osborne, Lia Keenan, Susan Jensen, Amber Hill, Melody  
Niesen, Raeann Brittain, Ryan Jones, April Horne

1. Roll Call
2. Approval of 02/11/22 IC Minutes (02) – Pat Lopez – (action)
  - a. **MOTION** by Allison Landy to approve the 02/11/22 IC meeting minutes
  - b. **SECOND** by Rachel Arroyo-Townsend
  - c. **APPROVED** by unanimous vote
3. Updates
  - a. DEI (03) – Melody Niesen – (information)
    - i. The monthly meeting was on February 17, 2022.
    - ii. LaTonya Motley gave a presentation on “Design Strategies for Improving Equity and Inclusion in the Classroom.”
      1. Recording is available on the DEI SharePoint.
      2. Judy Yip-Reyes shared takeaways from Cultural Competence Webinar she attended.
      3. Shandiin Deputee shared an upcoming project with the Eagle Club to build tiny, free libraries for all the chapter houses.
    - iii. Contributions for Every Voice News are due by March 13<sup>th</sup>
      1. Michael Broyles – managing editor for this edition

2. Focus is service
  - a. Looking for submissions regarding forms of service, how you incorporate service into your studies, teaching and or working with students.
  - b. They accept video, audio, or written contributions.
  - c. Looking for Black History month submissions as well.
  - d. Students are encouraged to contribute to the newsletter also.
  - e. Submit to DEI@npc.edu.
- b. SSA – Melody Niesen – (information)
  - i. Moving full steam ahead with the mapping process; communicating with deans who have hopefully been communicating with the chairs.
  - ii. Working towards looking at the programs cohesively rather than piece meal.
  - iii. Looking for faculty who are in underload to participate
    1. Also want to encourage faculty with an interest in helping with this.
    2. Reach out if you have questions about what this project entails.
  - iv. Using a template provided by Allison Landy and Josh Rogers.
  - v. Support from the administration has been an immense help and is much appreciated.
- c. TAS – Curtis Stevens – (information)
  - i. Scheduling classes for the upcoming semester – Curtis Stevens – (information)
    1. Starting to work on the WebEx plugin for Moodle.
    2. This means there will be no need to go to WebEx website to schedule meetings.
    3. Scheduling will be done within Moodle. Once this is done, students will automatically have the link to whatever classes you have.
    4. Once classroom schedules are in, the touch 10 will have a join button for whatever courses you are connected to which will eliminate the need for paper trail.
    5. No need to enter the meeting ID, etc.
    6. Hoping to have pilot ready by summer semester, depending on the vendor to get us to that point.
    7. Curtis will keep IC up to date on the progress of this project.
- d. DII – Wei Ma – (information)
  - i. Grant projects
    1. FIPSE Grant Task Force subgroups
      - a. AdAstra – course scheduling
      - b. TargetX – student relations/management software
      - c. Dual Enroll – enrollment software for high school students
      - d. Early College Faculty and Student Readiness/College Immersion Year
        - i. The college immersion year program allows high school seniors to take their senior year classes with NPC while meeting HS graduation requirements.
      - e. Three new faculty positions
        - i. Spanish, History, and Economics
        - ii. Closing dates on the job postings would be helpful.
    2. OER Grant – led by Arizona Open Textbook Consortium

- a. LaTonya Motley and Shannon Motter have been working with faculty and divisions on development and adoption of open education resources and textbooks.
      - b. Currently we have 17 courses on the OER course list
      - c. Any interested faculty are encouraged to join this initiative.
      - d. Stipends are available for time and effort in developing these resources.
    - ii. 2024-2025 Academic Calendar
      - 1. The draft has been reviewed by VPLSS council and has been sent out to our high school partners.
      - 2. Hoping to get feedback next week in order to present to IC on March 11<sup>th</sup>.
    - iii. 2022 Innovation of the Year Award
      - 1. Nomination is due March 11<sup>th</sup>.
        - a. A reminder email will go out next week.
4. Curriculum
- a. ACRES – none
  - b. New Programs – none
  - c. Program Modifications – none
  - d. Program Deletions – none
  - e. Program Suspensions – none
  - f. Misc. Curriculum –
    - i. 3035 Update – Michael Broyles – (information)
      - 1. Approach to 3035 courses that have no faculty content experts – (action)
        - a. Goal to have all ACRES curriculum records to maintenance level by the end of Academic Year 2024 (AY24). These began in AY18.
          - i. We are currently a year ahead of schedule.
        - b. Prefixes finished or in process to be finished
          - i. ATO, CHM, DRF, ECD, HDE, HES, HUM, INA, POS, PSY, SOC
        - c. General Education courses finished or in process to be finished
          - i. CHM 151, CHM 152, HUM 150, HUM 151, MUS 150, PSY 101, SOC 225, SPT 110, SPT 120, SPT 130, SPT 140
        - d. Upcoming proposals by prefix
          - i. CTE (7 proposals)
            - 1. FRS, WLD
          - ii. A&S (69 proposals)
            - 1. ART, ENL, FRE, GER, HUS, LAN, MUS, SPT
        - e. Upcoming proposals with no faculty content expert (56 proposals)
          - i. FRE, GER, HUS, LAN, MUS, SPT
        - f. Changes in Approach for Academic Year 2022
          - i. Upload remainder of forms before fall semester
          - ii. More thorough review of 3035s vs NPC Catalog
          - iii. Include Rec/Reg earlier in the process

- iv. Earlier and more frequent contact with proposer/chairs/deans
- g. Depending on how many courses are missing in ACRES, we may need to digitize the forms before doing an assessment.
  - i. Using a sequenced approach rather than conflating organization and assessment makes things more efficient when you have a large amount of data to work with.
    - 1. Collect the data
    - 2. Organize the data
    - 3. Assess the data
- h. ACRES Clean Up Schedule
  - i. AY22
    - 1. Finish 3035 course updates
    - 2. Research program curriculum that is not in ACRES
    - 3. Propose an efficient mechanism for updating programs
  - ii. AY23
    - 1. Upload all missing program curriculum to ACRES
    - 2. Potentially propose a mechanism for shared governance to implement large scale language changes
      - a. Example would be “Unrestricted electives” changing to “Electives”
    - 3. Potentially propose a mechanism for shared governance to charge chairs or other faculty with making largescale curricula changes
      - a. Example would be “Discipline Studies” which was originally assumed to be a language change, but research proved that it would affect curriculum
  - iii. AY24
    - 1. Potentially implement the mechanism(s) for making changes developed in AY23
    - 2. ACRES should now be in such a state that it will only need maintenance, not clean up.
- i. Considerations for proposals with no faculty content expert
  - i. Primary Goal: Digitization of all course curriculum records in the same repository (ACRES)
  - ii. Non-experts may not be able to answer IC questions or feel comfortable doing so.
  - iii. Non-experts may not be able to answer questions from universities during transfer reassessment.
  - iv. A conservative approach to courses without faculty content experts would be best.

- v. Suggestion was made that these forms be digitized as a conditional or editorial review rather than evaluation of curriculum.
- vi. Suggestion made that these forms be noted in ACRES and kept on the radar for immediate review upon hiring a content expert.
- vii. Michael Broyles would keep a running list to then be shared with deans and department chairs.
  - 1. Will include a summary comment in the ACRES form for future faculty to review in reassessment.

j. **MOTION** by Allison Landy to accept the proposal for conditional approval of courses into ACRES that have no faculty content expert with notation pending review upon a faculty expert coming on board

k. **SECOND** by Wes King

**I. DISCUSSION**

i. A question was raised regarding whether we could seek external faculty expertise.

- 1. This is a budgetary issue if we are going to seek external review of curriculum.
- 2. This would need to be on the radar when budget requests are being drafted.
- 3. The approval for courses should come from internal sources.

ii. Need to have a discussion regarding subjects like FRE and GER that have been kept on for Dual Enrollment courses.

iii. We may need to eliminate some courses until we do have content experts.

iv. **TASK - to research and bring back suggestions next year on how Deans and Chairs can review courses for which there are no content experts– Michael Broyles**

m. **APPROVED** by unanimous vote

ii. “Core Requirements” Research (04) – Michael Broyles – (information)

1. This is a task assigned by IC for Michael to research the use of the core requirements as related to discipline labels being added, ie. “Business Core”

- a. Business department is the only discipline that is specifying the core requirements in such a way.
- b. This has already been voted on by IC to remove the “Business” label.

2. A question was posed as to whether it makes sense for us to change the word “core” to “major”.

- a. One thing to consider is we need all the curriculum in the same repository before we can implement changes so that these changes can be made systematically.

- b. “Core” and “major” may have different definitions as related to specific disciplines
- iii. “Discipline Studies” Research (05) – Michael Broyles – (information/discussion)
  - 1. Removing this language/header from programs would cause some major issues
    - a. It would require modification of 23 programs of study
      - i. 18 of these 23 would require a change in general education requirement credits.
      - ii. The remaining 5 (AS, ABUS, AAEC, AGS, AA) do not require a change due to the way they are formatted currently.
    - b. AGS degree is the only one that gives the option of discipline studies without specifying certain courses within this category.
  - 2. To remove “discipline studies” we would need to modify the general education options, the changes to general education credits referenced earlier, and then modify the AGS.
  - 3. To change “discipline studies” to a subsection of general education would require the changes to general education credits referenced earlier.
  - 4. A question was posed as to how a change like this might affect the degree audits run by advisors/financial aid
    - a. Communications courses are listed as a section
    - b. Math courses are listed as a section
    - c. Discipline studies courses are listed as a section
  - 5. Per Michael’s correspondence, Deena Gillespie, Assistant Registrar, would prefer that general education requirements be together rather than separated by discipline studies but warned against making that decision without doing an in-depth dive into degrees, including consulting not only deans and chairs that oversee those programs, but also consulting advisors, because there may be reasons why the use of “discipline studies” as a category is helpful for their advisement.
  - 6. In the short term, we should define “Discipline Studies” for the definition page of the catalog to better understand how it affects programs
  - 7. **TASK** – to work on a definition of “discipline studies” (collaborating with various stakeholders) bringing this back to IC this semester – Michael Broyles
  - 8. **TASK** – to research the origin of the phrase “discipline studies” within the Associate of General Studies, the reason the category was created, and share his findings at the first meeting in April – Rickey Jackson
- 5. Old Business (not related to curriculum) – none
- 6. New Business (not related to curriculum)
  - a. AZTransfer Steering Committee Minutes and NPC’s Future Role – Michael Broyles – (information)
    - i. Michael Solomonson is our permanent lead member of AZTransfer Steering Committee
      - 1. Michael Broyles did attend this year as a liaison at the request of Michael Solomonson.

2. Rickey Jackson served in the past due to his interim service as VPLSS three years ago.
  - ii. Access to the [AZTransfer](#) Steering Committee meeting notes
    1. Click on Task Forces
    2. Click on Steering Committee
    3. Meeting notes can be found by scrolling down the page
  - iii. All three universities have made presentations on the tentative ideas regarding the changes to the General Studies program.
    1. So far only NAUs presentation has been made public.
    2. Learning outcomes being developed for the General Studies program are actionable, measurable, and seem to compliment, if not align with, Bloom's Taxonomy.
  - iv. The Steering Committee is discussing whether they should give guidance and support of direct equivalency transfer (as a primary focus) versus elective or departmental elective transfer.
  - v. Policy 401 in the AZTransfer handbook does not affect NPC in a practical sense but is important to know about.
    1. They have removed the requirement to put "AGEC in process" on the transcript of students who are pursuing an AGEC degree but have not yet finished.
    2. NPC, along with two-thirds of the community college entities, were not doing that.
  - vi. Considerations for AGEC Redesign
    1. **TASK – to review information sent by Michael Broyles – all IC members**
  - vii. University of Arizona is opening their [Student Success Conference](#) statewide
    1. It will be on April 11, 2022.
    2. Plan at this point is to have both virtual and in-person events
  - viii. If you have any ideas regarding the relationship between NPC and AZTransfer, please email Michael Broyles by the end of April.
  - ix. If there has been any discussion of transferability of upper division course credits, it was not seen in the meeting notes.
7. Announcements & Reporting of Previous Tasks
  8. Future Agenda Items
    - a. **TASK – Request to include in the preparation for *Instruction for Course Forms in ACRES*, some guidance around the intention for the literacy, critical thinking component – Michael Broyles**
    - b. Next meeting – March 11<sup>th</sup> in the symposium at the Ponderosa Center (PC 101) at WMC.
  9. Adjournment – (action)
    - a. MOTION by Ruth
    - b. SECOND by Dawn