IC Minutes 10/28/22

Northland Pioneer College

Instructional Council (IC) Meeting Minutes

Agenda Packet • Task List

Voting Members Present:

> Pat Lopez, Kurry Klingel as proxy for Wes King, Ruth Creek, Xander Henderson, Eleanore Hempsey, Wei Ma, Renee Freese, Jeremy Raisor, Susan Hoffman, Rachel Arroyo-Townsend, Michelle Prentice

Advisory Members Present:

> Michael Solomonson, Michael Broyles, Cassie Dows, Donna Krieser, Luann Crosby, Frank Orona, Josh Rogers

Guests:

> Allison Landy, Susan Jensen, Melody Niesen, Tamara Osborne, Raeann Brittain, LaTonya Motley, Kathryn Matott, Cathleen Burson, Chris Green

1. Roll Call
2. Approval of 10/14/22 IC Minutes (02) – Pat Lopez – (action)
   a. **MOTION** by Xander Henderson to approve the IC minutes from the 10/14/22 meeting
   b. **SECOND** by Eleanore Hempsey
   c. **DISCUSSION**
      i. 5.a.i.4.c.iii. - said "AJS program" and was corrected to say "AJS AAS program"
      ii. 3.a.iii.9 - said "which is done in tech hubs" and was corrected to say "which is done in computer-based test site"
   d. **APPROVED** by unanimous vote
3. Updates – (information)
   a. DEI (03) – Judy Yip-Reyes
   b. SSA – Melody Niesen
      i. It was noted that there can be difficulty in contacting a student advisee if that student does not have a class with their assigned faculty advisor.
         1. It was agreed that in such a case, the faculty advisor can reach out across divisions to get student course information in order to ask one of their instructors to have the student contact that advisor.
         2. Any of the advisors are able share that information with instructors as well.
      ii. Concern was expressed about the loss of Starfish without a full roll-out of TargetX as a replacement of access.
         1. Faculty advisors do have access to TargetX at this point, and other faculty can have access as well.

        a. However, this access is very limited at this point and was only given as a stop gap for the loss of Hubspot and Starfish.

    2. A request was made for more collaboration with deans and directors in these types of implementations.

c. TAS – none

d. DII – Wei Ma
   - i. Testing Task Force
     1. Donna Krieser joined to represent Academic Standards
     2. Other members:
        a. Jessica Kitchens
        b. Josh Rogers
        c. Melody Niesen
        d. Luann Crosby
        e. Wei Ma
        f. Sandy Manor
        g. Andi De Bellis
     3. First meeting will be November 10th
   - ii. LinkedIn Learning
     1. Online learning platform that has a lot of professional development resources for employees and students.
     2. Everyone currently has access, but if you need help to get logged in, please reach out to Wei Ma or Cassie Dows.
     3. The implementation team representing HR, the academic divisions, Student Services, Marketing, and Library Services has been put together to develop a strategic plan for Year Two
   - iii. OER grant
     1. NPC joined the Open Textbook Consortium last year.
     2. We were recently informed that there was a change in the guidelines to make it more flexible in regards to how the money can be used to encourage more faculty participation and to add a DEI component to the OER
     3. There may also be a possibility to extend the grant into Year Four, where currently it is only planned for three years.
        a. Also looking at expanding how materials are received so it is possible for Research and Development to be funded as well
     4. LaTanya Motley and Mike Wetta are the project leads.
   - iv. Contract with Moodle provider is up at the end of December
     1. TAS (along with LaTonya Motley and Wei Ma) to meet with vendor the first week of November to receive clarification on Moodle/Jenzabar integration
     2. Renewal is set on a yearly basis at the moment

4. Curriculum
   a. ACRES – Reminders about conditional voting – Michael Broyles – (information)
      - i. If there is an issue on a form, such as small grammatical error, it is fine to mention that while approving the form.

        ii. If there is a more substantial change suggested, please refrain from approving as it can confuse the process allowing the form to be approved by votes without considering the change suggested.

b. New Programs – none

c. Program Modifications

        i. Early Childhood Studies AAEC, AAS, CP – Allison Landy – (action)

                1. **MOTION** by Eleanore Hempsey to approve the Program Modification for Early Childhood Studies AAEC, AAS, CP

                2. **SECOND** by Renee Freese

                3. **DISCUSSION**

                        a. There is a typo of an extra article in the description that will be corrected.

                        b. A few Oxford commas were added to the program description language for the modification

                              i. Eleanore will work with Allison after the meeting to finish the grammatical corrections.

                4. **APPROVED** by unanimous vote

        ii. We are on track for these changes to be made as previously mapped out

        iii. The next course changes will need to be approved before the November 18th meeting, so please continue to be diligent with voting on these courses.

        iv. Some of the program course descriptions will be longer than the 50-word limit in ACRES due to ADE requirements, especially true in Methods courses.

                1. EDP 301 and EDP 401, which are legislatively mandated courses, are examples of this.

        v. There isn't an explicit description of the contact hour ratios for practicum – only lab and clinical – in the form instructions. Nor is there a good way to identify capstone/student teaching experiences as different from other practicum. So, for general practicum courses we are using the standard 2:1 ratio and for student teaching practicum, such as EDP 490 and EDP 491, we are using the 3:1 contact ratio. Michael Broyles concurred that this practice was in line with current standards.

d. Program Deletions – none

e. Program Suspensions – none

f. Misc. Curriculum

        i. CEG Course Numbers Report Update – Michael Broyles – (information)

                1. If you need to know how to access reports in the CEG, please reach out to Michael, and he will help you find those reports.

                2. Blank CEG cells just mean that at least one of the universities have assessed that course, but others have not

                        a. There are legitimate reasons for there to be blank cells

                              i. There could be two courses that will be accepted together for one university, but not for the others

                        b. Blank cells are down by approximately 54% which will be helpful for students

5. Old Business (not related to curriculum)

a. ISW/ITCS prefix (04) – Wei Ma & LaTonya Motley – (action)

        i. Two options were presented, one having three sub-options:

                1. OPTION 1 – Use an existing but no longer active prefix

> **Commented [DC1]:** This change was made after the packet went out.

        a. ICT (Information and Communication Technology) prefix for Student Readiness courses that are no longer active was suggested as an option Create new prefix

2. OPTION 2 – Create a new prefix, with those options as follows:
   a. ITC – Instructional Technology and Curriculum
   b. FPD – Faculty Professional Development
      i. There was preference indicated towards this option as it explains what it is for and does not tie this prefix to a department
   c. CIT – Curriculum, Instruction, and Technology

ii. **MOTION** by Eleanore Hempsey to change the ISW to FPD (Faculty Professional Development) prefix

iii. **SECOND** by Michelle Prentice

iv. **MOTION AMENDED** by Eleanore Hempsey to create an FPD (Faculty Professional Development) prefix

v. **SECOND** by Michelle Prentice

vi. **DISCUSSION**
   1. There was a question posed regarding the EDU courses for tutoring and whether they should also be changed
   2. Clarification was given that these tutoring courses are not for employees but are for peer tutoring
      a. EDU 101 was also part of a professional CP at one point
   3. Clarification was made that if the FPD prefix is housed under the ITCS department, ITCS faculty would be the proposers of these courses unless an exception is granted by IC
      a. ITCS will be tasked with assessing the ISW form
   4. The suggestion was made that CIT might be more appropriate because it is not as limiting as FPD being specific to Faculty
   5. IPD was suggested as another alternative to stand for Instruction and Professional Development
      a. Internal Professional Development was suggested; however, DE Instructors will be taking these ISW courses

vii. **MOTION AMENDED** by Eleanore Hempsey to create a new IPD (Instructional and Professional Development) prefix

viii. **SECOND** by Michelle Prentice

ix. **ABSTAIN** by Wei Ma, Ruth Creek

x. **APPROVED** by majority vote

b. NPCSync/NPCFlex pilot timelines (05) – Wei Ma & LaTonya Motley – (action)
   i. NPCSync offers synchronous on-campus or off-campus participation
   ii. NPCFlex offers synchronous on-campus, off-campus, or an asynchronous option
   iii. A suggestion was made to extend the original end date of the pilot (FA22) in order to have more data to better evaluate the effectiveness of the modalities
   iv. Four options were presented
      1. Original End Date – FA22
      2. New End Date – SP23
      3. New End Date – SU23
      4. New End Date – FA23

      v. Both modalities have been going on for a while without being delineated as NPCSync and NPCFlex

      vi. Data analysis must be both quantitative and qualitative

        1. Effectiveness of having the label

        2. Are students learning in these alternate modalities?

        3. Are our DWF rates changing or at least staying the same?

        4. Are we seeing better enrollment/retention?

        5. Are we seeing more interest in NPC?

        6. What do students prefer?

        7. Why are they choosing NPCFlex?

          a. Are these students having the same success in these courses as compared to other modalities?

        8. Institutional Effectiveness is assisting with the data collection for this pilot project

      vii. NPCFlex data (NPCSync data is not currently being collected) shows that:

        1. Instructors need more training to use this modality

        2. Students like having these options

        3. It can be confusing

          a. ITCS is working to clarify the options by creating a HyFlex page with resources

          b. An extension in the pilot like Option 4 would be beneficial, because more data is necessary

      viii. These definitions need to be student-facing

        1. This brought up the question of are we looking at how students who have the instructor in class with them doing in comparison to those who do not have the instructor in class with them

        2. Some classes require instructors to be present in a class, so these definitions are important in these cases

      ix. A suggestion was made to there being a student orientation for distance learning modalities

      x. **MOTION** by Eleanore Hempsey to accept Option 4 – New End Date of FA23

      xi. **SECOND** by Xander Henderson

      xii. **ABSTAIN** by Wei Ma

      xiii. **APPROVED** by majority vote

6. New Business (not related to curriculum)

    a. AZTransfer Summit – Michael Broyles – (information)

      i. Theme is "Arizona Colleges & Universities: A Perfect Mix"

      ii. April 13th – 14th

      iii. Call for Proposals to present open until January 31st

      iv. Michael is willing to co-present with you if you are interested

      v. Location – WeKoPa Casino & Resort – Scottsdale

      vi. Registration costs:

        1. Through February 1st - $225

        2. After February 1st - $295

7. Announcements & Reporting of Previous Tasks

    a. NEXT MEETING – NOVEMBER 18th AT 1:00PM – 4:00PM, SCC symposium

8. Future Agenda Items

9. Adjournment – (action)