

IC Minutes 1/26/24

## Northland Pioneer College Instructional Council (IC) Meeting Minutes

[Agenda](#)      [Recording](#)      [Task List](#)

### Voting Members Present:

Rachel Arroyo-Townsend, Liz McKey, Michelle Prentice, Eleanore Hempsey, Susan Hoffman, Wes King, Pat Lopez, Xander Henderson, Renee Freese, Jeremy Raisor, Melody Niesen

### Advisory Members Present:

Michael Solomonson, Amanda Sutter, Luann Crosby, Frank Orona, Josh Rogers, Michael Broyles, Donna Krieser, Michael Jacob

### Guests Present:

Kate Hahn, Jeffery LeFevre, Shandiin Deputee, Susan Jensen, Frank Pinnell, Jodie Humphrey, Tabitha Stickel, Wei Ma, Kristina Jensen, Catherine Buckhorn, Ryan Jones, Tamara Osborne, Allison Landy, Lia Keenan

1. Roll Call
2. Approval of [01/12/2024 IC Minutes](#) – Xander Henderson – (action)
  - i. **MOTION** – Eleanore Hempsey moved to accept the minutes
  - ii. **SECOND** – Pat Lopez seconded the motion
    1. **Discussion** – Pat retracted her comment
  - iii. **APPROVED** – Motion passed unanimously
3. Updates
  - a. DEI – [Belonging Subcommittee Strategic Plan](#) – Shandiin Deputee & CCP Faculty - (Informative/discussion)
  - b. Belonging has implications for NPC strategic plan itself. It is for not only our students but also for the entire NPC community. Belonging matters to everybody. The Belonging Subcommittee is made up of six members. The data collected in the fall allowed them to revise their mission statement, their strategic plan, and identify priorities. They learned that students are interested in the mentorship program once they really understood what that meant. The plan is focused on five areas: Access and success, climate and intergroup relations, education and goals, infrastructure and investment, and community and partnership. More detailed information on these five areas can be found in this [PowerPoint](#) and in the strategic plan in the link above.
    - i. **Feedback from IC**- Through discussion it was found that the Belonging Strategic Plan will be forward facing and housed on the NPC website for all to see. An appreciation for the document and the amount of time and work that the subcommittee has done was recognized. The glossary was addressed as a helpful tool that provided some data that can be difficult to get. While much of the plan focuses on cultural diversity, diversity in other forms should also be included. Adding more data on diversity of age, gender and

ability/disability would be nice. The document is lengthy and could potentially be streamlined. A concern about the timeline was discussed as most of the plans are meant to be rolled out over the next year. Some of the items are a heavy lift that realistically may not be able to be achieved in the time outlined at the current capacity of the college. Outlining main priorities and streamlining them was emphasized. Dr. Broyles also directed IC's attention to the faculty diversity section.

- c. SSA – none
- d. TAS – none
- e. DII – none
- 4. Curriculum
  - a. ACRES -
    - i. [Request for the new prefix CSA](#) (Computer Software Applications) - Jennifer Merritt - (action)
      - 1. Looking to bring micro-certification tracks and additional software courses to lead to industry certifications, such as Microsoft Office Specialist.
      - 2. **MOTION** – Pat Lopez moved to approve the new CSA prefix
      - 3. **SECOND** – Eleanore Hempsey seconded the motion
        - a. **Discussion** – Other community colleges do separate these different course tracks or courses that lead to industry certification by prefix. Micro-certifications are becoming more popular especially in the CIS, CTE and Medical industries. They are beneficial to employers. The intent is to receive industry recognized certifications. It was asked if a basic computer skills course would be offered to the community through this prefix. That is not what the focus is currently but that is not to say a simple 1 credit course that goes over the basics of computers could not be created.
      - 4. **APPROVED** – Motion passed unanimously – Jeremy Raisor abstained
  - b. New Programs
    - i. Industrial Technology Trades Program - Jeffrey LeFevre, Jeremy Raisor, & Frank Pinnell
      - 1. [Industrial Technology Trades - Feasibility Study](#) - (action)
        - a. **MOTION** – Pat Lopez moved to send the feasibility study back for revisions
        - b. **SECOND** – Melody Niesen seconded the motion
          - i. **Discussion** –On page five, there are five colleges listed that were looked at. However, Maricopa Community College is like an umbrella college that encompasses Mesa and Gateway Community Colleges. There is also a mention of EAC, yet they were not listed as a “studied college.”
          - ii. Another issue was the number of industry partners that responded. The numbers seem very low. Advisement to seek other ways to survey was provided, as access to the internet

and social media is not available to many in the area and will not prove to be effective. Tabitha Stickle offered to assist regarding local workforce data.

- iii. The employers for this program would be the three big power plants, wind energy, battery storage facility, HVAC, and electricity. There are plans for a battery storage plant, a carbon capture facility, and solar and wind plants. It is projected that the tax revenue from one or more of these new ventures might replace one of the closing power plants. These emerging businesses have some relevance because they are currently in development and taking traction. However, these projects are “icing on the cake” and are not what the program is relying on. It was stated that the battery storage facility contacted NPC directly, discussed their plans, and asked the college how NPC can prepare a workforce. It would be beneficial for the college to be proactive in preparing a workforce for these industries, so they do not hire from outside Navajo and Apache counties.
- iv. An overall desire to see more data on who the local employers are and the number of employees they hire is needed. Also, a better determination of student demand and interest. It was noted that the battery storage plant is planned for Winslow, but this program is at WMC. Concern over the budget situation and how a new program fits into it were brought up.
- c. **APPROVED** – Motion passed unanimously to send the feasibility study back for improvement - Jerney Raisor and Wes King abstained
- d. **TASK** – Jeffrey LeFevre, Jeremy Raisor, & Frank Pinnell will collaborate to make improvements to the feasibility study and bring it back to IC on February 23<sup>rd</sup>.
- e. **NOTE** – Due to the IC timeline, it is appropriate to prepare the forms and have them ready for IC on February 23<sup>rd</sup>.
- 2. Industrial Technology Trades Strikethrough - (discussion)
  - a. **Discussion** – Clarification was provided that CIS 105 teaches a lot of BUS 127. CIS 105 is more in depth whereas BUS 127 is an overview. Students do not need to take both. Either class will work as a prerequisite for Bus 220. While the HLC recommends that certifications be complete in two semesters, this is not always possible. The college has many CP’s that take longer. It is determined by the industry standard requirements for many certifications like those found in CTE.
- 3. Request for the new prefix ITT - (action) –
  - a. No action taken as feasibility study was not approved.
- c. Program Modifications – none

- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum
  - i. General Education CP – Michael Broyles - (discussion)
    - 1. **Discussion** - Michael Broyles explained that under the president's request, a general education certificate of proficiency is being created to fulfill a terminal certificate that would fulfill the AGECEC. We are working to make it stackable and have a draft created. This discussion was for IC to voice their thoughts on the necessity and the potential effectiveness of the terminal general education certificate of proficiency.
    - 2. Through earlier research, Dr. Broyles found that stackable degrees are incredibly useful and particularly effective in student completion. It was emphasized most in the CTE, business and technology departments. There is little research found for a general education CP.
    - 3. An AGECEC does not show completion of any program for the college but allows students to transfer to a university. CPs do provide completion status for NPC according to federal regulations.
    - 4. The desire for NPC is to assist students in achieving their goals through utilizing steppingstones to get where they want to go; guided pathways. An AGECEC and CP are part of the guided pathway. This dialogue with students should start early, while they are in high school or at initial enrollment. This CP can provide students with a sense of accomplishment and motivation to continue to the next step.
    - 5. Overall, the group felt that while a CP in general education is different than other CPs because it does not provide a student with much, it also does not hurt anything. It could potentially help students with their program completion. It also provides students with the soft skills that employers are looking for. There may be opportunities for NPC to help students promote themselves with those skills.
    - 6. **TASK** - Michael Broyles will coordinate with Katie Matott and Lia to discuss advertising. A request to proceed will be submitted to IC for the April 15<sup>th</sup> meeting.
  - ii. [ENL/MAT 099 concurrent requisite courses](#) – Melody Niesen – (discussion)
    - 1. **Discussion** - English and Math 099 courses will be extended for another three semesters.
  - iii. [OER Taskforce Composition and Charges](#) – - Melody Niesen – (action)
    - 1. The charges have been rewritten.
    - 2. **MOTION** – Rachel Arroyo-Townsend moved to approve the OER composition and charges as they are written now
    - 3. **SECOND** – Michelle Prentice seconded the motion.

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- a. **Discussion:** Item 2. was revised to read “Details a process, including reviewing college Procedure 3110 for potential revision, for utilizing (through adoption or adaptation) and sustaining OERs by building on existing foundations” (the revision is noted in the document). It was clarified that while faculty have it in their purview to develop curriculum on their own, OER is more than that and a step-by-step and guidance document on how to do all that OER is needed.
- 4. **APPROVED** – Motion passed unanimously – Melody Niesen abstained.
- iv. Academic Master Plan – Jeremy Raisor - (discussion)
  - 1. The presentation focused on slide nine through twelve. What should the academic master plan focus on?
    - a. **Discussion** - From an advising perspective, having a one- or two-year class schedule would help in student planning. Another focus for the academic master plan is the way programs are developed need to be more integrated. Instead of one person developing a feasibility study, having a committee develop a feasibility study would be more effective. Identifying clearer guidelines for how to select new programs and how to handle grants. The group also communicated a desire for the college to be more proactive and less reactive. They discussed the need to improve programs and identify which programs are currently healthy and which ones are not. The communities NPC serves have needs and are we as a college meeting those needs? Diversification of NPC faculty was also mentioned as it is beneficial for students to see their culture and diversity represented in the faculty and staff at the college.
- 5. Old Business (not related to curriculum)
  - a. Testing Taskforce – - Wei Ma – (action if desired)
    - i. Recommendation has been updated and looking for a form of blessing from IC
      - 1. **Discussion** – The overall opinion of the group is that this is a “big deal.” Positive support for the new position was shown and acknowledged. The proposal for the new position is financially sound and near budget neutral. Mike Solomonson would gladly take the IC’s recommendation to the president’s cabinet if approved.
    - ii. **MOTION** – Pat Lopez moved that IC convey its support for this position to the president’s cabinet
    - iii. **SECOND** – Rachel Arroyo-Townsend seconded the motion
    - iv. **APPROVED** – Motion passed unanimously – Melody Niesen abstained.
- 6. New Business (not related to curriculum)
  - a. Request to Submit CCP Course Modifications Past the Deadline – Shandiin Deputee & CCP Faculty - (action)
    - i. **MOTION** – Eleanore Hempsey moved to extend the deadline to February 9<sup>th</sup>
    - ii. **SECOND** – Michelle Prentice seconded the motion

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1. **Discussion** – The CCP faculty want to have this fixed for the next catalogue, so students know what to do to take these classes.
  - iii. **APPROVED** – Moved approved unanimously.
- b. MOU/Articulation Agreement between EDP and other CCs (Rio and Yavapai) – Allison Landy – (information)
  - i. [NPC RIO Articulation Agreement \(12-6-23\).pdf](#)
  - ii. [NPC Rio BASECE Partnership MOU FINAL DRAFT.pdf](#)
    1. **Comments** – Praise was expressed for all the work and collaboration that has been done. A sense of excitement for the opportunities this will provide for NPC students was expressed.
7. Announcements & Reporting of Previous Tasks
8. Future Agenda Items
9. Adjournment – (action)
  - a. Adjourned at 11:30