

# APPROVED 3/22/2024

IC Minutes 3/8/24

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

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

### Voting Members Present:

Jennifer Bishop (proxy for 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, Michael Broyles, Amanda Sutter, Donna Krieser, Luann Crosby, Michael Jacob

### Guests Present:

Cathleen Burson, Rhonda Paladino, Kate Hahn, Kathleen Berlyn, Celia Iguado, Marletha Baloo, Kristina Jensen, Tamara Osborne, Wei Ma, Shanna Kukla, LaTonya Motley, Rachel Channell, Desirae Silvers, Ruth Zimmerman

1. Roll Call
2. Approval of [amended 2/9/2024 IC Meeting Minutes](#) – Xander Henderson - (action)
  - a. **MOTION** – Jeremy Raisor moved to amend the minutes from the 2/9/24 IC meeting
  - b. **SECOND** – Pat Lopez seconded the motion
    - i. **Discussion** – none
  - c. **APPROVED** – Motion passed unanimously
3. Approval of [2/23/2024 IC Meeting Minutes](#) – Xander Henderson – (action)
  - a. **MOTION** – Pat Lopez moved to accept the 2/23/24 IC Minutes
  - b. **SECOND** – Wes King seconded the motion
    - i. **Discussion** – none
  - c. **APPROVED** – Motion passed unanimously
4. IC Subcommittees (action)
  - a. AS – none
  - b. ASK – [ASK Monthly Report](#) – Michael Broyles - (action)
    - i. Charge number four is not yet complete but is very close. Assessments for the co-curricular activities at the college will be revamped as the

## APPROVED 3/22/2024

individuals running the clubs and activities are volunteers and do not want to take the time to do an extensive assessment.

- ii. **MOTION** – Eleanore Hempsey moved to accept the ASK report
  - iii. **SECOND** – Jeremy Raisor seconded the motion
    - 1. **Discussion** – none
  - iv. **APPROVED** – Motion passed unanimously
  - v. **Discussion** on Dialogue Day – How can we increase participation? What is the preferred format?
    - 1. Make it required for at least one person per department and provide food. Show appreciation for the people who are there.
    - 2. Hybrid at two locations.
    - 3. Positive feedback was provided regarding the breakout rooms being beneficial and promoting inclusion and great discussion.
    - 4. This event used to be later in the semester where findings were discussed vs. discussing progress. Sharing instructional ideas may work better later in the semester.
  - vi. A survey for those participating in the assessment process will be sent out in May.
  - c. BA/BS/BAM AdHoc – none
  - d. DE – none
  - e. LT – [LTC Monthly Report](#) – Luann Crosby
    - i. No action items currently
    - ii. **MOTION** – Pat Lopez moved to accept the LTC report
    - iii. **SECOND** – Jeremy Raisor seconded the motion
      - 1. **Discussion** – none
    - iv. **APPROVED** – Motion passed unanimously
  - f. PD – none
5. Curriculum
- a. New Programs – none
  - b. Program Modifications –
    - i. Behavioral Health/Technician/Studies program modification – documentation in ACRES – Rachel Channell - (action)
      - 1. **MOTION** – Eleanore Hempsey moved to postpone the BHS program modification until the March 22<sup>nd</sup> IC meeting
      - 2. **SECOND** – Michelle Prentice seconded the motion
      - 1. **APPROVED** – Motion approved
      - 1. BHS 178 – discussion of course topics

## *APPROVED 3/22/2024*

1. **Discussion** – Some concern about the large number of course topics was mentioned. A conversation about what course topics should look like for a course like this was had. It was suggested that these ACRES forms remain for internal use and not for outside regulators, except HLC. It is a concern to be overly **prescriptive** to satisfy outside requirements because when those requirements change, ACRES forms become outdated. A desire to have the freedom to update curriculum as needed without outside regulatory control was expressed. There was a consensus on this issue. It is to everyone's benefit.
2. PRSS - Peer Recovery Support Specialist. I/DD - intellectual/ Developmental Disability. These acronyms were written out in the form.
  1. **MOTION** – Eleanore Hempsey moved to approve this new course form
  2. **SECOND** – Pat Lopez seconded the motion
  3. **APPROVED** – motion passed – Jeremy Raisor abstained
2. BHS 191 – course name
  1. The course name was changed to Division of Developmental Disability Trainings.
  2. Xander Henderson suggested that consideration of this course form be delayed until the next IC meeting on March 22<sup>nd</sup>. Then that would require postponement for the BHS program modification.
  3. **MOTION** – Eleanore Hempsey moved to postpone voting in session on BHS 191 today, to continue to vote in ACRES and pick it up again on the 22<sup>nd</sup> if needed
  4. **SECOND** – Jeremy Raisor seconded the motion
  5. **APPROVED** – Motion passed
3. BHS 230
  1. **MOTION** – Pat Lopez moved to approve BHS 230 course form
  2. **SECOND** – Wes King seconded the motion
  3. **APPROVED** – Motion passed – Jeremy Raisor abstained
4. BHS 295 – clock hours and Carnegie hours
  1. The course takes 80 hours of training.
    1. 2 clinical credits at 5 hours – This is 4 hours and 20 minutes of actual contact time. The correct Carnegie hours is 6 hours. 96 Carnegie unit contact hours.

## APPROVED 3/22/2024

2. **MOTION** – Wes King moved to approve BHS 295 course form
    3. **SECOND** – Susan Hoffman seconded the motion
    4. **APPROVED** – Motion passed – Jeremy Raisor abstained
  - ii. Medical Assistant program modification – documentation in ACRES – Renee Freese - (action)
    1. Summit asked that a CP is created for a phlebotomy program. It would allow the medical assistant to work before completion and get phlebotomy certification before they finish their program. They will be phlebotomy certified prior to their externship.
    2. **MOTION** – Pat Lopez moved to approve the modification
    3. **SECOND** – Liz McKey seconded the motion
      - a. **Discussion** – If students can place into something beyond Math 101 or 109 that should satisfy the high school math requirement. This may require another course modification in the future.
    1. **APPROVED** – Motion passed – Jeremy Raisor and Renee Freese abstained
  - iii. **NOTE:** ITT will be voted on March 22<sup>nd</sup>. Voting needs to happen as soon as possible in ACRES in the appropriate order.
- c. ACRES -
  - i. [ACRES Forms Edits for AY 2024-2025](#) – Michael Broyles - (discussion)
    1. **Discussion** – Mode of instructional delivery - There is specific language used for labs. It can be changed by the deans without being changed in the ACRES forms.
      - a. The overall feeling of the group is that they agree that the mode intent is helpful, but they are not binding.
    2. Assessment of Student Learning Methods – Are they binding and restrictive?
      - a. Making anything mandatory and restrictive impacts Academic freedom. They need to be suggestions and are helpful to have as a course evaluator.
      - b. These forms are for internal NPC and HLC use. Not for outside regulators/requirements purposes.
    3. Topics and Outcomes – Topics above the outcomes.
      - a. Most of the group felt it is fine the way that it is.

## *APPROVED 3/22/2024*

4. Current Transfer Assessment –
  - a. For the lower division classes, it makes a lot of sense to see how they will transfer. For higher level classes this is not as necessary because the hope is that they finish their degree with NPC.
5. College Catalogue Description and Former College Catalogue Description
  - a. This should go above the college catalogue description
  - b. Do the same for former requisites
6. Form for X99 Courses
  - a. Should course type addition be a part of the X99 forms? They are going to be submitted for transfer regardless therefore the group said yes.
7. New Program Form – Should they contact the Accreditation Liaison Officer, and should this correspondence be part of this form?
  - a. This question is reflective of a communication problem that has existed for a long time. The feasibility study process is where some of these communications happen. Once it gets to ACRES communication should have already happened.
    - i. Also do not want to provide too early information that changes to the Accreditation Liaison Officer. Basically, the final draft of the strikethrough is what would be sent.
8. Modification to an Existing New Program –
  - a. The group would like to see information on how many students are enrolled and how active the program is. This information should include both students with a degree intent and those just taking individual classes.
    - i. Accreditation Liaison Officer – Should they be on ACRES?
      1. Yes maybe. 25% of cumulative modifications for the entire program.
      2. In the instructions – documents attached, the liaison response
9. Add Carnegie unit language.
10. **TASK** – Michael will bring this back in April.

## APPROVED 3/22/2024

11. **TASK** for Dr. Broyles - page 13 more information in the chart – Carnegie vs Contact hours
12. **TASK** – Amanda Sutter Add instructions to ACRES forms to the IC SharePoint – make for easy access
- ii. [Instructions for ACRES Forms Edits for AY 2024-2025](#) – Michael Broyles - (discussion if time allows)
  1. **Discussion** – The Table of Contents – The group agreed that to list the subcategories with page numbers
  2. Consulting the Faculty Handbook – this should be placed as number 4 in the Table of Contents
  3. Changes needed After Submission – the curriculum coordinator and ACRES admin can edit the forms afterwards.
  4. NPC Catalog References – the online catalog is fully searchable, and it was suggested to note this in the rationale.
  5. Terminology – General Education Requirements – is it beneficial to keep them in there for next year or take them out all together?
    - a. It was suggested to remove the identified disciplines clause.
    - b. **TASK** – Michael will bring this back for a vote
  6. Elective Flexibility – Do we want to keep this?
    - a. Yes, it is important and keep it in there.
  7. Modality – Do proposers still need to submit requests for modality changes?
    - a. They are nonbinding to faculty. If that is the only thing that is being changed then no, they do not need to make a request.
  8. Instructions for Cross Listing Courses – Is this the proposer that does it or does the curriculum coordinator do that?
    - a. The curriculum coordinator
  9. Course Title – 25-character limit – do we keep that?
    - a. We should encourage shorter titles. Then IC can work on editing the title if necessary.
    - b. Group agreed on 50 characters or less and then IC can look at titles when necessary.
  10. Laboratory – One of the art professors (Magda Gluszek), regarding lab, needed a lab component. In this case, the professor felt that with photography the lab could be asynchronous. Should lab require synchronous access?

## APPROVED 3/22/2024

- a. Studio is different than Lab
  - b. Creating a new category of “studio” vs. “lab” will influence transferability.
  - c. Within NPC, the science department requires their labs to be synchronous.
  - d. It was noted that Geography class has been asynchronous.
  - e. It needs to be clearly stated what courses are synchronous vs. asynchronous.
  - f. Dr. Broyles will keep it as it is for now. **TASK** – Dr. Broyles will meet with Melody Niesen and discuss this and how to move forward. Magda saw the effectiveness during the pandemic when the photography labs were offered asynchronously.
  - g. The pros and cons of the accounting course that has a lab was discussed. It was decided to take the lab online. Completion rates have gone down since it moved to online. Students had to make a tutoring appointment if they got things wrong or had questions.
  - h. These are important conversations to have, and they get complicated as compensation and enrollment components come into play as well, e.g. compensation for teaching lab sections currently assumes that the instructor is synchronously meeting with students for the number of contact hours in ACRES.
  - i. It was suggested that NPC could use the language “synchronous lab” and “asynchronous lab” in ACRES.
11. Course Deletion and Annual Deletion Forms – Change it to say requisite or cross-listing – group agrees
12. Modification to an Existing Program Form – Do we still want to attach this to the form or in the rationale.
- a. The group likes it in the rationale
13. Appendix B: Tips for Voting IC Members
- a. The group agreed with the proposed change to this.
14. Other Feedback
- a. A table for contact hours and Carnegie hours was requested as an appendix.
15. **TASK** – Michael Broyles will bring back what he can get accomplished at the April Meeting

## APPROVED 3/22/2024

- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum – none
- 6. Old Business (not related to curriculum) – none
- 7. New Business (not related to curriculum) –
  - a. [2026-2027 Academic Calendar](#) – Wei Ma - (action)
    - i. Developed two years in advance.
    - ii. **MOTION** – Eleanore Hempsey moved to accept the 2026-2027 academic calendar
    - iii. **SECOND** – Jeremy Raisor seconded the motion
      - 1. **Discussion** – All grades are due 3 days after the semester and usually it is 2
        - a. There was no agreement within the VPLSS.
        - b. Keep it on Tuesday
        - c. **MOTION** – Melody Niesen moved to amend the 26-27 calendar to have 2 days instead of 3 to submit grades by 4pm (December 15, May 18, and July 3)
        - d. **SECOND** – Jeremy Raisor seconded the motion
        - e. **APPROVED** – Motion to amend the 2026-2027 calendar passed unanimously
    - iv. **APPROVED** – Motion to accept the newly amended 2026-2027 academic calendar passed unanimously
  - b. [NPCFlex \(HyFlex\) Pilot Final Report](#) – LaTonya Motley and Wei Ma - (action)
    - i. The Pilot was started in 2021 during the pandemic. There are areas for improvement, but the data also shows the value of meeting our student needs and learning preferences. It increased enrollment in multiple Ryan Jones classes. It provides different modalities providing flexibility.
      - 1. The group expressed serious concern about the withdrawal rates. The overall data shows that Hyflex has a lower completion rate and higher withdrawal rate.
        - a. The data was skewed by the sample size and the courses involved.
          - i. 1 course only had 6 students – 2 withdrew, 1 had a family emergency and withdrew.
          - ii. English 102 course – Better students success data. These are the areas for further exploration



## APPROVED 3/22/2024

2. It was also mentioned that the total number of students was not disclosed in the results as well as the number of students that participated in the survey. There were 75 courses in the pilot.
  3. A concern for how these classes are marketed was also discussed. They are defined as one thing, but instructors do not necessarily manage these classes according to that definition. Students can sign up for these classes and not get what they expected or not be prepared for the workload they entail.
  4. Advising is a big part of this. There needs to be a lot of communication with students about HyFlex vs. Solely Online courses.
- ii. **MOTION** – Eleanore Hempsey moved that they accept the report recommendation with the deletion of the word permanent to read “Based on the pilot results and feedback, it would be beneficial for NPC to keep both NPCFlex and NPCSync as ~~permanent~~ modalities/options for students and faculty while continuing to improve the current process.”
  - iii. **SECOND** – Jeremy Raisor seconded the motion
    1. **Discussion** –HyFlex and online classes need to specify the amount of time it will require.
    2. There are mixed messages about what Flex classes are. Some think they are still solely online. However, for some instructors, this is only for emergencies.
    3. Communication is an advisement issue. This is a retention strategy.
    4. An issue that needs to be addressed is that the implementation of HyFlex does not follow the definition in the book
    5. The faculty members need to be clear about what their expectations are for their courses.
    6. LaTonya Motley is willing to do a student orientation for HyFlex classes to help students know what they are.
    7. A concern that there are competing strategies with enrollment and quality was expressed.
  - iv. **APPROVED** – Motion passed with 6 aye votes – Michelle Prentice, Renee Freese, Eleanore Hempsey, Jennifer Bishop – Proxy for Rachel Arroyo Townsend, Jeremy Raisor and Wes King.  
3 votes against – Xander Henderson, Melody Niesen, Susan Hoffman.  
1 abstain – Pat Lopez
- c. [Belonging Plan Feedback](#) – Shandiin Deputee - (information)

*APPROVED 3/22/2024*

- i. ***Discussion*** – none
- 8. Announcements & Reporting of Previous Tasks
- 9. Future Agenda Items
- 10. Adjournment – (action)