

Northland Pioneer College
Instructional Council (IC) Meeting Minutes
[Agenda](#) [Recording](#) [Task List](#)

1. Voting Members Present:

- James Gil, proxy for Alexander Henderson
- Rachel Arroyo-Townsend, acting chair for 4.12.24 meeting
- Jennifer Bishop, proxy for Renee Freese
- Eleanore Hempsey
- Susan Hoffman
- Ferryn Sam, proxy for Wes King
- Pat Lopez
- Liz McKey
- Melody Niesen
- Michelle Prentice
- Jeremy Raisor

Advisory Members:

- Michael Solomonson
- Amanda Sutter
- Luann Crosby
- Josh Rogers
- Michael Broyles
- Donna Krieser
- Michael Jacob

Guests:

Andi Debellis, Colleen Marsh, Celia Iguado, Jodie Humphrey, Kate Hahn, Kristina Jensen, Marletha Baloo, Paul Hempsey, Ruth Zimmerman, Tamara Osborne, Shanna Kukla, Shandiin Deputee, Jennifer Dobell

2. Approval of [3/22/2024 IC Meeting Minutes](#) – Xander Henderson – (action)
- a. **MOTION** – Susan Hoffman moved to accept the 3/22/24 IC meeting minutes
 - b. **SECOND** – Melody Niesen seconded the motion
 - i. **Discussion** – none
 - c. **APPROVED** – Motion passed unanimously

3. Updates

- a. DEI – none
- b. SSA – none
- c. TAS – ERP (Anthology) Implementation Update – Michael Jacob, Coleen March, Rebecca Hunt, & Paul Hempsey - (information)
 - i. **Notes** – Michael Jacob introduced the ERP team and praised their work on the project. Colleen Marsh presented and updated IC on the ERP project. She mentioned a call to action if a person or division is missing from the design and building phase to tell her. The ERP team is transitioning from the design phase (phase 2 of 6) and into the build phase (phase 3 of 6) View the PowerPoint she presented for more details – [ERP PowerPoint Presentation](#)

- d. DII – none

4. IC Subcommittees (action)

- a. AS – [CLEP Procedure Update & Procedure for Placement Handbook](#),– Donna Krieser and Shandiin Deputee
 - i. **MOTION** – Susan Hoffman moved to accept the updated CLEP procedure
 - ii. **SECOND** – Michelle Prentice seconded the motion
 - 1. **Discussion** – CLEP procedure 3105 – There are some other exams listed in AZTransfer. The thought was to add “credit by equivalency exam” that way if any of the exams listed as transferable on AZTransfer were offered, they would be covered in the procedure. Took out “placement” in the language because the exams have nothing to do with placement
 - 2. Concerns from the group that the updated procedure is predominately about CLEP was expressed. A need to broaden the language to include the others was discussed as the language currently used is very CLEP focused.
 - a. Adding in language “acceptance of any test listed in AZTransfer” was mentioned
 - b. The concern expressed was that it needs to be more than an overarching statement. There are many exams, and they vary by discipline. Based on the scores the students achieve, it determines whether they get credit or not. That is determined by faculty and listed on AZTransfer. This procedure should point to that most predominately.

- c. A paragraph directed to the credit examination as listed in AZTransfer could be added. Some recommended a rewrite and developing a separate procedure for other exams.
 - 3. In practice, nothing will change in terms of faculty going to the articulation taskforce meetings and determining what tests transfer. This procedure addresses tests that are offered by NPC most predominately. An expansion of this procedure to tests that are coming in can be done or a new procedure can be created.
 - 4. Rich in the Spanish department is doing credit by examination according to the HEF recommendations. They use exams from the American Association of Teachers of Spanish and Portuguese, the American Council and Teaching of a Foreign Language. Those tests are supported by the foreign languages and are in line with this procedure.
 - 5. This procedure pre-dates NPC offering CLEP testing. We do not offer any other examinations for credit at this time.
 - 6. In the catalog on page 27 it outlines what tests NPC may accept. A suggestion to make it broader and say “national examinations” instead of “CLEP” was mentioned.
 - 7. Competency based education is an important thing and by leaving that open in the procedure allows NPC the flexibility to potentially look into that and pursue it in the future. HLC would require NPC to gain approval for any competency-based education.
 - a. **MOTION** – Pat Lopez moved to postpone the update to the CLEP procedure to the April 26th IC meeting
 - i. **SECOND** - Liz McKey seconded the motion
 - b. **MOTION to POSTPONE APPROVED** – Motion passed unanimously
 - c. **TASK** – AS to bring back to IC on April 26th - [Procedure 3105 - Credit by Departmental Exam 2.docx](#)
- iii. AS - [Placement Handbook Process Instructions](#) – Donna Krieser and Shandiin Deputee – (discussion)
 - 1. **Discussion** – Michael Broyles provided some feedback and provided some different language. The IC Admin used to get the incremental reports and Pam requested to receive them. Should the Admin Assistant of VPLSS be added to the list of people required to get this report? Michael will bring back the placement handbook suggestions next year.

2. There is a lot of repetition in the document that could be cleaned up and Pat Lopez was tasked with assisting Pam to make it a more useable document.
 3. Concerns about the calendar were discussed. The February 1st date does not work well for department chairs to submit revisions for the placement handbook and March 1st date is not relevant because everything must go through ACRES and has already been gone through.
 4. Michael Broyles clarified that the calendar could follow the IC calendar for all the ACRES items and then for all the things that do not go through ACRES could have a date for submission to you.
 5. In terms of process, Michael provides the ACRES updates to Pam regularly, Michael also takes updates from the deans throughout the year. The April 1st and April 15th dates are the two most relevant dates for advising.
 6. Donna Krieser reminded the group that these dates need to be flexible and not set in stone.
 7. Removing the first two items in the timeline because they are not attainable was recommended.
 8. **TASK** -Pat Lopez will work with Pam Dominguez on reworking this document.
 9. **TASK** – AS will bring back - Add this item to look at next year to follow up on
- b. ASK – [Assessment of Student Knowledge \(ASK\) Report](#) - Michael Broyles
- i. **MOTION** – Eleanore Hempsey moved to approve the ASK Report
 - ii. **SECOND** – Liz McKey seconded the motion
 1. **Discussion** – none
 - iii. **APPROVED** – Motion passed unanimously
 1. **ASK Charges and Composition**
 - a. **MOTION** – Pat Lopez moved to accept the new ASK subcommittee charges and composition
 - b. **SECOND** – Melody Niesen seconded the motion
 - i. **Discussion** – It is a lot of language changes, but not any substance changes.
 - ii. There is a reference to 9 members in section Composition c. – there has always been a minimum of nine members. It was rearranged a bit to make it

clearer. Specifications for the chair, that were discussed in IC earlier in the year, were added.

2. **APPROVED** – Motion passed unanimously
- c. BA/BS/BAM AdHoc – [Monthly Report](#) – Shanna Kukla
 - i. **MOTION** – Liz Mckey moved to approve the BAS report
 - ii. **SECOND** – Pat Lopez seconded the motion
 1. **Discussion** – The HLC visit went great and we were able to answer their questions and are feeling optimistic about it. The adhoc committee recommended that they change from an adhoc committee to a standing committee. If that goes forward, they will bring charges and composition to IC.
 - iii. **APPROVED** – Motion passed unanimously
 1. **MOTION** – Pat Lopez moved to convert the BES BAS adhoc committee to a permanent IC subcommittee and renaming it to “the academic planning subcommittee.”
 2. **SECOND** – Eleanore Hempsey seconded the motion
 - a. **Discussion** - As the group comes together with potential charges and composition, it was recommended that they show how it works with the Academic Master Plan.
 - b. Susan Hoffman – for clarity, this subcommittee will be for all academic programs not just bachelor programs.
 3. **APPROVED** – Motion passed unanimously
 4. **NOTE** – The draft HLC report will be sent to NPC next week with results hopefully by the end of June.
 5. **TASK** – Academic Planning Subcommittee will produce composition and charges and bring to the April 26th meeting – Dr. Landy
 6. **TASK** – Amanda and Xander will follow up to make sure the final report for charges and composition by all the subcommittees will be reported at the April 26th meeting.
- a. DE – none
- b. LT – none
- c. PD – none
5. Curriculum
 - a. New Programs –
 - b. Program Modifications –
 - i. [Request to Proceed -- General Education Course Options](#), – Michael Broyles - (action)


1. **MOTION** – Eleanore Hempsey moved to accept the RTP for Gen Ed Courses
 2. **SECOND** – Pat Lopez seconded the motion
 - a. **Discussion** – Michael Broyles was filling in for Ryan Jones. Looking for feedback on the strike-through
 3. **APPROVED** – Motion passed– Melody Niesen and James Gil – proxy for Xander Henderson abstained
- ii. [General Education Course Options strike-through](#) – Michael Broyles - (discussion)
- a. **Discussion** – The changes from a curricular perspective are adding foreign languages - within written and oral communication per the criteria outlined, removing CIS 105 (Computer Application Technology), accommodating the institutions of the Americas, and removing “will not satisfy an 8-credit requirement” under the physical and biological sciences. The CIS faculty were consulted and agreed that CIS 105 did not fit. Now that the RTP is approved chairs will be contacted to see if there are any new courses.
 - b. The ABUS will be affected by this – for the block transfer, we will have to find a replacement for CIS 105. It was clarified that ABUS is unique in this because it is a transferable degree. The upcoming Gen Ed CP would be the certificate of stack ability for transfer degrees.
- iii. [RTP for the General Education CP ahead of new AGECE](#), – Michael Broyles - (action)
1. **MOTION** – Pat Lopez moved at accept the RTP for the General Education CP
 2. **SECOND** – Eleanore Hempsey seconded the motion
 - a. **Discussion** – Michael Broyles was filling in for Ryan Jones. This is a response to the AGECE changes, and the strategic initiative set forth by President Hazelbaker. It is intended to be a stackable degree for what is labeled as transfer degree that has fulfillments for the AGECE in it.
 3. **APPROVED** – motion passed – Melody Niesen and James Gil, proxy for Xander Henderson, abstained
- iv. [General Education CP strike-through](#) – Michael Broyles - (discussion)
1. **Discussion** – none
 2. **TASK** – Xander add to September meeting agenda

- c. ACRES -
 - i. [Vote on ACRES Forms Updates for AY 2024-2025](#) – Michael Broyles - (action)
 - 1. **MOTION** – Susan Hoffman moved to vote on the acres forms updates for 2024-2025
 - 2. **SECOND** – Liz McKey seconded the motion
 - a. **Discussion** – none
 - 3. **APPROVED** – Motion passed unanimously
 - 4. **NOTE** – new forms will be available by the summer.
 - ii. [Vote on the Instructions for ACRES Forms 2024-2025](#) – Michael Broyles - (action)
 - 1. **MOTION** – Liz McKey moved to approve the Instructions for ACRES forms 2024-2025 with the subsequent information of the previously approved edits to the ACES forms
 - 2. **SECOND** – Pat Lopez seconded the motion
 - a. **Discussion** – none
 - 3. **APPROVED** – Motion passed unanimously
- d. Program Deletions – none
- e. Program Suspensions – none
- f. Misc. Curriculum –
 - i. [Edit to the Definition of General Education Requirements in the NPC Catalog](#) – Michael Broyles - (action)
 - 1. **MOTION** – Liz McKey moved to edit the definitions in the NPC catalog for General Education
 - 2. **SECOND** – Susan Hoffman seconded the motion
 - a. **Discussion** – none
 - 3. **APPROVED** – Motion passed unanimously
 - ii. [Upcoming Change to General Education Course Options Categories](#) – Michael Broyles – (discussion)
 - 1. **Discussion** – Michael Broyles clarified that a transfer degree, as listed in the catalog, is a degree that fulfills AGEC. Non-transfer degrees can still be transferrable depending on the discretion of the institution they are being transferred to. With the changes to the AGEC some degrees may need modifications. Right now, 46 program modifications are needed in addition to the AGS, which will likely be submitted as a separate modification.
 - 2. It was clarified that we will not see any program modification other than the AGS. The others, their curriculum can stay the

same with the AGEC change. The clash that exists are the category changes. We need to change the line names on the forms.

3. Lia would be able to make those changes in the catalog pretty easily.
 4. The group agreed that the programs needing simple course category changes as a result of updates to the AGEC should be processed as a block; if certain process owners wanted to make more substantial changes to their programs, then those would need to be brought forward individually.
 5. The group agreed batch changes through an RTP would be the best through the use of a template, with what programs are involved, and catalog page mock-up.
 6. First step – are there any programs making curricular changes, those would be taken out of the list and brought to IC separately. Then all the others would be listed as a bulk batch.
 7. **TASK** – this is pending the gen ed course options – Michael Broyles will bring this forward after the gen ed courses are done.
6. Old Business (not related to curriculum) – none
 7. New Business (not related to curriculum) –
 - a. Brainstorming: Leveraging the Course Equivalency Guide (CEG) into Increased Retention and Completion - I hosted a brainstorming session in the fall and now I am bringing this to IC. Here is the description: Over the past three years, NPC has undertaken comprehensive updates to the Course Equivalency Guide (CEG) to make it accurate and current. Now that the update process is complete, your curriculum coordinator, Michael Broyles, is hosting a brainstorming session with IC regarding how we can leverage this student-facing database into increased retention and completion. Bring your great ideas and let us brainstorm! - Michael Broyles – (discussion)
 1. **Discussion** – Group discussed how, as faculty, they use the CEG with students. If advising a student, some pull the CEG up and discuss it with their students. It is part of a larger discussion of where they are going next.
 2. The CEG can be leveraged to increase retention and completion by identifying the student population that wants to transfer. The CEG can be used as a way to clearly communicate with students early and often.
 3. The CEG can work with dual enrollment to help students in high schools, provide an opportunity to show how they can continue at

NPC and develop relational advising for students going from high school to universities or to another college. It can be used to increase dual enrollment numbers, facilitate relational advising, and avoid redundancy.

4. Michael Broyles will develop videos for students that faculty can also use. 

b. [Academic Master Plan Priorities and Transition](#) - Jeremy Raisor - (discussion)

1. **Discussion** – Academic Plan Priorities: Are we on the right track with these priorities? No comments were made.

8. Announcements & Reporting of Previous Tasks

9. Future Agenda Items

10. Adjournment – (action)

a. Meeting adjourned at 10:35