

**NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES
MINUTES**

DATE: March 12, 2009

TIME: 5:30 P.M.

PLACE: Student Union, room 209

PRESENT: Craig Bagshaw
Kevin Berthot
Charles Boaz
Clint Isaac
Mariam Mih
David Peter

PRESENT: Dr. Vicky Smith, President
Dr. Brian Inbody, Vice President for Student Learning
Sandi Solander, Dean of Finance
Brenda Krumm, Dean of Outreach/Workforce Development
Eric Tincher, Dean of Student Development
Sarah Robb, Faculty Senate President
Tosca Harris, Faculty
Wendy VanDuyne, architect
Paul Cavanaugh, architect
Kent Pringle, Board Attorney
Terri Dale, Board Clerk

Mr. Peter called the meeting to order at 5:30 p.m.

III. Public Comment

Dr. Smith introduced Tosca Harris and the NCCC debate team. Ms. Harris reported that NCCC holds the State Championship in Novice Division of Parliamentary Debate. Chris Rabe and Cliff Harris won the State Championship at the State tournament at Bethel College. NCCC also received the 1st place Sweepstake Award for Community Colleges at the debate tournament. Members of the debate team include Chris Rabe, Cliff Harris, Jonathan Reeves, Andrew Moffitt, Nathan Booe, Miranda McCuiston, and Cory Voth.

IV. Approval of the Agenda

Upon a motion and a second the agenda was approved as printed. Motion passed.

V. Consent Agenda

The following items were approved by consent.

- A. Minutes from February 5, 2009
- B. Claims for disbursement for February 2009
- C. Course Inventory Revisions
- D. Personnel

Consent Agenda Item C: Course Inventory Revision

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the course inventory. Each change to the inventory must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

Course Inventory Changes for Summer 2009 March Board Meeting

New Courses

ENGL 125 English Composition I – Honors, 3 credit hours

Name Change

ART 222 Photography II to Digital Photograph II, 3 credit hours

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: ENGL 125
Course Title: English Composition I- Honors
Division: Liberal Arts
Program: English
Credit Hours: Three (3)
Initiation/Revision Date: Spring 2009
Assessment Goal Per Outcome(s): 75%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

Honors English Composition 125 consists of instruction and practice in the fundamentals of writing with emphasis on grammatical correctness, acceptable usage, and effective organization of ideas. Exposition is the primary basis for such emphasis. Individuals will proceed through basic skills tests.

PREREQUISITE

Twenty-three on the ACT or ninety-one on the COMPASS or the recommendation of an NCCC English Composition I teacher

TEXTS

Hacker, Diana. The Bedford Handbook. 7th ed. Boston: Bedford / St. Martin's, 2006.
Trimmer, Joseph, and Maxine Hairston. The Riverside Reader. 9th ed. 2008. Boston: Houghton, 2008.

Suggested Text

Modern Language Association of America. MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language Association of America, 2009.

OPTIONAL MATERIALS

Flash drives

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts, online activities, and reading assignments

COURSE OUTCOMES

The student will demonstrate the fundamentals of writing necessary to complete a college career.

- A. The student will demonstrate the skills necessary for the writing of thesis statements.
- B. The student will demonstrate the skills necessary for the construction of topic sentences, with particular attention given to significant support of the thesis.
- C. The student will demonstrate the skills necessary for proper development of topic sentence ideas.
- D. The student will demonstrate the skills necessary for adding appropriate specificity to support sentences.
- E. The student will demonstrate the skills necessary for providing appropriate paragraph transitions.
- F. The student will demonstrate the skills necessary for providing appropriate internal transitions.
- G. The student will demonstrate the skills necessary for the writing of strong introductory statements containing a thesis.
- H. The student will demonstrate the skills necessary for the writing of strong concluding statements if necessary.
- I. The student will demonstrate the skills necessary for providing clarity in an essay.
- J. The student will demonstrate the skills necessary for providing a clear point of view in an essay.

The student will demonstrate the language skills necessary for life outside the academic sphere.

COURSE OUTLINE

I. Introduction to the structure of an essay and the purposes of its components

A. Introduction

- A. Body
- B. Conclusion
- C. Revision and editing strategies

II. Basic Skills Review (As Needed)

- A. Sentence Predicate
- B. Sentence Subject
- C. Verb Forms
- D. Subject-verb agreement
- E. Pronoun-antecedent agreement
- F. Dependent clauses
- G. Sentence completeness
- H. Pronoun case
- I. Punctuation and capitalization

III. Sentence specificity (As Needed)

A. Phrases

1. The noun phrase as appositive
2. The prepositional phrase
3. The verbal phrase
 - a. Present participle (nominal and modifying function)
 - b. Past participle (modifying function)
 - c. Infinitive (nominal and modifying function)

1. The absolute phrase
- A. Dependent clauses
1. Modifying function
 - a. The relative clause
 - b. The adverbial clause
1. Nominal function

IV. The Paragraph

- A. The topic sentence
- B. Paragraph unity
- C. Paragraph coherence
- D. Connection of sentences and internal transitions

V. The Essay

- A. Introductory paragraph
1. The thesis statement
 2. Placement of the thesis statement
- B. Body paragraphs
1. Relationship of central idea in paragraph to thesis
 2. Paragraph transitions
- C. Concluding Paragraph
1. Reassertion of Thesis
 2. Completion of essay

VI. The Persuasive Letter

- A. Core appeal
- B. Supporting detail
- C. Action statement
- D. Basic letter format

IV. Rhetorical Modes

- A. Narrative
- B. Description

- C. Comparison
- D. Contrast
- E. Process
- F. Division
- G. Classification
- H. Cause
- I. Effect
- J. Persuasion and Argument

IV. Citation

- A. MLA citation page
- B. MLA in-text citations
- C. Plagiarism
- D. Sources

IV. Writing in the Disciplines

- A. Humanities
- B. History
- C. Social Sciences
- D. Sciences

INSTRUCTIONAL METHODS

1. Lectures
2. Audio-Visual aids
3. Examples and demonstrations
4. Writing samples
5. Revision of writings
6. Conferences
7. Tests
8. Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

(See instructional methods.)

Evaluation of student performance is determined primarily from results of examinations, basic skills tests, major writing projects, homework, and lab work. Class participation is, of course, considered.

A minimum of seven writing assignments must be completed before the final, including a five-paragraph essay and one persuasive letter. In addition, an essay given during the final will serve as the post-assessment writing sample.

Homework 5%
Tests 5%
Papers 70%
Final Essay 20%

GRADING SCALE

On objective materials, the following scale is used:

100. A

94. B

84. C

69. D

59. F

A holistic approach is employed in evaluating compositions with requirements for a particular composition included in class presentations.

Most students enrolled in English Composition I courses will be required to complete standardized testing. A schedule of exam dates and times will be provided by your instructor. Failure to complete the exam will result in failure of the class. The results of the test will be included in the tests portion of the grade.

Students who are not required to take the test will be notified by their instructors.

ASSESSMENT OF STUDENT GAIN

A writing sample is obtained from each student early in the semester. This writing sample may be used as an instructional guide for later writing projects. A writing sample will be provided for institutional assessment when required.

In addition, an essay given during the final will serve as the post-assessment writing sample.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits.

Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

NOTE:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280* or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number:	Art 222
Course Title:	Digital Photography II
Division:	Liberal Arts
Program:	Visual Arts
Credit Hours:	3
Initiation/Revised Date:	Spring 2009
Assessment Goal per Outcome(s)	70%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

This course provides additional study in black and white and color digital photography with emphasis on image selection and manipulation, visual composition considerations, workflow process and techniques, exposure, image sharpness and color. Students are encouraged to develop individualized creative possibilities as applied to digital photography.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

Dennis P. Curtin, *The Textbook of Digital Photography*, 2nd ed., Marblehead, MA., Short Courses.com 2007, ISBN: 1-928873-75-8

COURSE OUTCOMES

1. Student will demonstrate an advanced working knowledge of a digital camera.

a. Identify the specific shooting mode/creative controls and functions of a digital camera that produce enhanced or manipulated photo images.

b. Apply settings for enhanced or manipulated photo images including but not limited

to exposure controls- shutter and aperture, sharpness/focus- depth of field and color.

2. Student will demonstrate advanced competence in taking and manipulating pictures utilizing a variety of camera modes including shutter and aperture settings.

- a. Adjust camera modes to alter light situations for manipulated exposure.
- b. Produce photos from manipulated shutter and aperture settings.
- c. Adjust aperture size to manipulate depth of field in digital photos.

3. Student will demonstrate compositional acuity necessary for creating visually enhanced photos.

- a. Select subjects based upon various compositional formats.
- b. Identify guidelines of advanced visual composition as applicable to photography.
- c. Integrate functional visual design concepts into digitally manipulated photos.

4. Student will utilize digital photo workflow processes and techniques.

- a. Capture image utilizing an appropriate camera mode.
- b. Store or transfer image from camera to computer.
- c. Import, export, place and edit images in a photo manipulation software program.
- d. Compare file types, sizes and application in various situations.
- e. Publish completed manipulated images either electronically or hard copy.

3. Student will utilize photo presentation methods in order to display photos.

- a. Analyze printed photo to determine area of image to display.
- b. Determine appropriate size and type of mat for photo.
- c. Cut mat and assemble photo with appropriate mat.

COURSE OUTLINE

- I. The digital camera in producing digitally manipulated photos
 - A. Demonstrations of advanced digital camera functions
 - B. Operational methods of producing digitally manipulated photos

II. Line in nature

- A. Discussion and demonstration of line

- B. Historical photo examples of line
- C. Completion of photo exemplifying line via manipulation

III. Light and dark

- A. Discussion and demonstration of light and dark
- B. Historical photo examples of light and dark
- C. Completion of a black and white photo and color photo exemplifying light and dark variations via manipulation

IV. Texture

- A. Discussion and demonstration of texture
- B. Historical photo examples of texture
- C. Completion of photo exemplifying texture via manipulation

V. Repetition

- A. Discussion and demonstration of repetition
- B. Historical photo examples of repetition
- C. Completion of photo exemplifying repetition via manipulation

VI. Motion

- A. Discussion and demonstration of motion
- B. Historical photo examples of motion
- C. Completion of photo exemplifying motion via manipulation

VII. Perspective

- A. Discussion and demonstration of perspective
- B. Historical photo examples of perspective
- C. Completion of photo exemplifying perspective via manipulation

INSTRUCTIONAL METHODS

1. Lectures
2. Demonstrations
3. Supervised photo production
4. Critiques
5. Discussions
6. Test
7. Project
8. Additional unannounced assignments may be given at any point in the course.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

I. Elements of Class

- A. Image selection, and production via manipulation
- B. Image size and file type
- D. Design considerations as applied to digitally manipulated photography
- E. Final Photo project with critique

II. (6) photo assignments evaluated on three areas of focus.

- A. Subject considerations as per each (6) assignments
- B. Advanced digital camera operations

- C. Photo creation, transfer, correction and manipulation
- D. Compositional application and adherence to project topic
- E. Historical reference

III. Grading Scale

- 20% Use of Camera
- 20% Workflow processes and techniques
- 20% Completion of all required (6) photo projects
- 20% Test (post-test)
- 20% Final Test

100-90% = A

89- 78% = B

77- 65% = C

64- 51% = D

50- 00% = F

Attendance Policy

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

Academic Integrity

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

Cell Phone Policy

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

ASSESSMENT OF STUDENT GAIN

A pre and post- photography exercise will be completed and comparisons are drawn therein to determine increased proficiency overall.

NOTE:

Information and statements in this document are subject to change at the discretion of NCCC.

Changes will be published in writing and made available to students.

NOTE:

If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280* or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

Consent Agenda Item D: Personnel**1. Assistant Coach for Men's Basketball**

It was the President's recommendation that the Board accept the resignation of Kirk Ferguson as the assistant coach for men's basketball. Mr. Ferguson's resignation was effective March 5, 2009.

2. English Instructor-Ottawa

It was the President's recommendation that the Board accept the resignation of Jane Ellen Smith, English instructor at the Ottawa campus. Ms. Smith's resignation will be effective May 29, 2009.

Upon a motion and a second the consent agenda was approved. Motion passed unanimously.

Facility Master Plan Presentation: Wendy VanDuyne and Paul Cavanaugh gave a presentation on the final draft of the Facility Master Plan and answered questions. The plan will be approved at the April Board meeting.

Faculty Senate Report: Sarah Robb, faculty senate president, distributed information from the 2009 Regional Science and Engineering Fair. Judges Ben Smith, Larry Anderson, Brian Foreman, Rita Drybread, Marie Moore judged the 31 entries from students in 5th grade through 12th grade. Many of the entries will be eligible for the State Science Fair to be held later in the spring. She also reported that the Ottawa Phi Theta Kappa chapter had initiated 17 new members. Kevin Blackwell, PTK sponsor at Ottawa, said the event was well attended. Ms. Robb reported that the History Club had toured the Truman Library, and that Linda Jones had attended the 8th Annual Accounting Educators' Seminar at Johnson County Community College. All instructors are busy advising students for the fall semester and working on class schedules.

Vice President for Student Learning Report: Dr. Brian Inbody, vice president for student learning, distributed a written report and commented on the following items in the report.

Performance Agreements: The College met 13 of its 19 targets and 4 out of its 5 goals. The biggest area of concern was in developmental English where the College failed to meet all but one of the targets. Several factors contributed to not meeting the goals including a greatly inflated target for 2008 compared to 2007 when a great success rate was achieved. He said a few targets were missed in Goal 3 on alternative funding sources. As a college we failed to write 9 grants to private foundations and failed to receive a large amount of funds from those grants. Considerable

progress in the other three indicators allowed the College to complete this goal successfully.

Dr. Inbody has been named to serve on the KBOR Ad Hoc Committee on Performance Agreements. The group was formed to seek opinions from colleges regarding performance agreements and areas of concerns and suggested changes to the system. The Kansas Council of Instructional Administrators voted unanimously to ask for a suspension of performance agreements until new funds are available.

Calendar Committee: Dr. Inbody reported that the calendar committee is looking at revising the academic calendar for 2009-10 to save money. The revision would involve removing some in-service time from the schedule, thereby shortening the semester by up to four days. If the committee votes to accept the new schedule, it would have to be approved by the Executive Committee before being presented to the Board for final approval. The committee is also conducting a survey of students and employees about the possibility of a four-day week schedule for 2010-2012. The four-day work would also save money but would involve a great deal of adjustments to the schedules to be successful.

Athletic Team GPA Results: Dr. Inbody reported that the wrestling and volleyball teams achieved the highest GPA awards for men's and women's sports. The wrestling team won the "most improved team GPA" as well. He offered congratulations to coaches Wayne Petterson and Asya Herron.

Ottawa Community Center Update: Dr. Inbody attended the Ottawa Community Partnership Inc. (OCPI) meeting in Ottawa. The OCPI has created a Board of Directors that is made up of members of the community that are not affiliated with any of the partners. Minor bylaw changes were approved. The group may begin meeting every two weeks, as opposed to monthly meetings to get the project moving faster. At the next meeting the group will address concerns that the Ottawa Recreation Commission has stated about the project. The OCPI will then to decide whether to commission updated architectural drawings of a new concept for the building now that several partners have dropped out of the project.

Technical Education Authority: Dr. Inbody attended the Technical Education Authority (TEA) meeting this month in Topeka. Much of the discussion there was about program alignment. The TEA is in the process of creating a standard program of courses for each technical area in the state. For instance, each AAS in Welding in the state will be of the same credit hour length and result in the same credentials and certificates no matter where the student graduated. The TEA is now adding a step in the process where CAOs and presidents will be able to view and respond to the proposed programs before they are accepted by the TEA. The TEA is also creating a state-wide program review process. The purpose of this is still unclear, but some have speculated that the TEA will use the program review to gauge how well colleges are spending their state technical education money. If a program is too expensive or not as productive, the state could then pull the funding for that program.

Kansas Board of Regents: Dr. Inbody attended the Kansas Board of Regents (KBOR) meeting in Topeka. Much of the meeting revolved around funding of higher education from the state. There are three proposals for higher education being considered for 2009-10. The Governor's recommendation is for \$789 million, the House is recommending \$777 million, and the Senate is recommending \$745 million. Federal stimulus money was also discussed. The stimulus bill sets aside \$367 million for Kansas education to be split between K-12 and higher education. The stimulus money would be given to institutions in addition to their state allocation. In order for the state to qualify for federal help, the state allocation to these groups must not be lower than the 2005-06 allocation, and cannot be higher than the highest allocation of 2008 or 2009. For Kansas, this means that the state must allocated between \$747 million and \$829 million to higher education to qualify for the dollars.

The Governor's current plan is that the stimulus money for higher education will be spent as follows: \$9.6 million for 2008-09, \$40 million for 2009-10 and \$40 million for 2010-2011. NCCC will receive a percentage of the money in direct proportion to the percentage of the total state aid the college currently receives. Stimulus money can only be spent on deferred maintenance in the current fiscal year. In future years the money could be used for additional items such as keeping employees on staff that would have been laid off had the stimulus money not been received.

The senate wants to spend the stimulus money and wants all \$80 million in 2009-10. This could leave a hole in the state high education allocation for 2010-2011 if the economy does not pick up. KBOR is supporting the governor's plan.

Dr. Inbody asked the Board to review the written reports from various department heads at their leisure.

President's Report: Dr. Vicky Smith, President, reported on student accomplishments at the College. Those accomplishments include:

- Honors Program Poster Competition: Students submitted 9 research poster proposals for the Great Plains Regional Honors Council poster competition. All 9 proposals were accepted.
- Cheer Dance Competition: The NCCC Cheer and Dance teams competed in the UPA Americup competition in Minneapolis, MN. The Cheer competed twice and won a fifth place trophy. The NCCC Aristocats Dance Team also received a fifth place trophy. Individual honors went to Briane Falls, third place in hip hop and Lucretia Mercer, first place in jazz.
- Men's and Women's Conference Awards: Mark Gomilla was named the most valuable player in the East Conference of the Jayhawk Conference for 2008-09. Mr. Gomilla was also named to the First Team All-Conference Team. Teammates Allen Jones was named to the Second Team All-Conference Team, and Antoine Lundy was name to the Honorable Mention All-Conference Team. Ashley Milian was selected First Team All Conference in women's basketball.

Dr. Smith reported that she has received very positive communications from the US Department of Education and Munsell & Associates regarding the Title III grant application. They indicated that the \$2,000,000 grant proposal submitted last year will be funded in this year's allocations. Colleges will be notified in June or July if applications were funded.

Dr. Smith and senior staff members have been looking at strategies for next year's budget. They have been reviewing the tax collection situation with the County, the state budget, and the Federal stimulus package.

The President told the Board that Quest had paid its entire first half tax bill and that the money should be distributed to the College on March 20th. Bluestem also paid their taxes but after the February 28 deadline so that money will be distributed in June. The state has indicated that stimulus money will be distributed for higher education in this fiscal year and some in the next two fiscal years. The state is asking for 4.25% to be returned to cover the gap in the state budget. NCCC will be returned \$118,769. The stimulus money we expect to receive is \$30,486. Dr. Smith reported that she has already asked various departments to allow her to sweep some of their budget back into a carryover fund for 2009-10. She hopes to have a \$500,000 carryover for 2009-10. Dr. Smith also discussed expected revenue shortfall, expense reductions and anticipated revenue for the next fiscal year.

Dr. Smith reported on funding for technical education and activities of the Technical Education Authority (TEA). By statute, the TEA has been authorized to devise a new funding model for technical education in Kansas. TEA/KBOR staffs have been working to devise a system based on the costs of teaching a particular program. The cost model will be tiered and include three

components: 1) instructor costs, 2) extraordinary cost, 3) indirect cost.

All technical/vocational courses taught in all Kansas community and technical colleges has been assigned a tiered instructor cost, an extraordinary cost, and the indirect cost to determine what it costs to provide technical education in Kansas. This is not a funding model, bur a model to determine how to cost out a program. It will be up to the legislature to determine what percentage of the costs they will cover.

Chairman Peter called for a 5 minute break. The meeting reconvened at 7:20 p.m.

Agenda Item VIII-A: Board Retreat Date and Topic

Dr. Smith asked the Board to select a date for the spring Board Retreat in May or June. She reminded them that a budget workshop would be scheduled in July. Upon a motion and a second selecting a retreat was tabled until the April meeting. Motion passed.

Agenda Item VIII-B. Faculty Renewals

As Kansas statues dictate, the Board must inform contracted full-time faculty of their intent to renew or not renew their contracts before May 1st for the next academic year. These recommendations are given by the faculty member's respective division chair or director then confirmed by the Chief Academic Officer. If a faculty member receives their fourth consecutive contract from the Board, the instructor receives additional due process rights if a request for non-renewal occurs. Six faculty on the renewal list, Teresa Faust, Stephanie Guinotte, Luka Kapkiai, Janet Mitchell, Sarah Owen and Sarah Robb, have completed three probationary contracts. This forth contract offer will give them a continuing contract with full rights of due process.

There are three current '08-'09 faculty that are not on the list below as well as the reasons for the omissions:

- Dave Fewins, retired
- Terry Turner, retired
- Jane Smith, resigned

The administration recommended the following faculty for contract renewal for the 2009-2010 academic year:

NCCC Faculty Recommended for Contract Renewal

Anderson, Larry
Ayers, Mindy
Babb, Charles
Barrington, Linda
Blackwell, P. Kevin
Boyles, Lee
Brown, Deb
Bruce, Tonika
Campbell, Michael
Coombs, Jeremy
DeVoe, Chad
Drybread, Rita
Eldridge, Mark
Faust, Teresa
Gardner, Marie

Guinotte, Stephanie
Harris, Tosca
Harrison, Steven
Herman, Sonja
Herron, Asya
Jones, Linda
Jordan, William
Joslyn, Mary Lisa
Kapkiai, Luka
Knight, Craig
LaRue, Joan
McDonald, Patricia
Mitchell, Janet
Murry, Steve
Owen, Sarah
Petterson, Wayne
Pittman, Kendra
Poulos, Robert
Randolph, Gayle
Rhodes, Susan
Robb, Sarah
Scharff, Leigh
Schmitz, Darin
Schoenecker, Brenda
Shoemaker, Kay
Smith, David
Solomon, Damon
Stanley, Nathan
Tasler, Alisa
Watkins, Mark
Weilert, Mary
West, Michelle
Wiley, Heidi
Wilkinson, Brad
Yuza, Steve
Zollars, Ruth

Resolution 2009-5

RESOLVED, That the Board of Trustees of Neosho County Community College approves the recommendation from the administration to renew faculty/coaches contracts for the 2009-10 academic year as presented.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-C. Food Service Agreement Addendum Employee Tuition Waiver

Senior staff recommended approval of the attached food service agreement addendum employee tuition waiver. The waiver is designed to recognize the special benefit of the continuing long term relationship with Great Western Dining and the presence of Great Western employees working at the NCCC Chanute Campus location. Full time employees of Great Western employed at the NCCC Chanute Campus location and their dependents will, upon application, be awarded a tuition and consumable book loan scholarship for credit courses at Neosho County Community College.

Resolution 2009-6

RESOLVED, that the Board of Trustees of Neosho County Community College authorizes the food service agreement addendum employee tuition waiver with Great Western Dining, Inc.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

**FOOD SERVICE AGREEMENT
ADDENDUM
EMPLOYEE TUITION WAIVER**

Recognizing the special benefit of the continuing long term relationship of the undersigned and the presence of Great Western employees working at the NCCC Chanute Campus location desiring to enroll in courses for college credit at NCCC, the undersigned agree:

1. Full time employees of Great Western employed at the NCCC Chanute Campus location and their dependents (Qualified Great Western Employee) will, upon application, be awarded a tuition and consumable book loan scholarship for credit courses at Neosho County Community College.
2. To maintain eligibility, the person must be a Qualified Great Western Employee on the first and last day of the class.
3. Scholarship recipients will be liable for tuition costs for each credit hour that they do not receive a grade of A, B, C or P. Scholarship recipients receiving consumable book loan books must abide by all book loan rules
4. Student fees are not included in the scholarship award.
5. The scholarship forms for staff and dependents shall be used and are available in the financial aid office. Completed scholarship forms should be returned to the financial aid office prior to the first day of class.
6. Procedures for "release time" or work schedules to permit class attendance shall be solely between Great Western and its participating employees.
7. This scholarship program and this Addendum shall be effective beginning Spring Semester, 2009, and shall continue until:
 - a. The Food Service Agreement between NCCC and Great Western terminates.
 - b. Either party gives written notice of termination.
 - c. Termination shall not affect the scholarship of a Qualified Great Western Employee who has already started attending classes as to those classes for that academic session.

Dated March _____, 2009.

Neosho County Community College Great Western Dining Service, Inc.

(NCCC)

(Great Western)

By: _____
By: _____

Dr. Vicky Smith, President

 Printed Name

 Title

Agenda Item VIII-D: Bids for Lawn Service-Ottawa

In January the college requested bids for lawn care and snow removal for the Ottawa Campus. Letters requesting bids were sent to twenty local businesses along with a published notice for bids in the Ottawa Herald newspaper. The deadline for bid submission was February 27, 2009.

Bids were requested from:

- Watts Lawn Service, Ottawa
- H & H Remodel & Construction, Williamsburg
- Leroy J. Hildebrandt, Ottawa
- All-N-1 Landscape, Lawrence
- Greentouch Lawn Service, Lawrence
- Pleasant Valley Lawn Care, Baldwin City
- Topseed Lawn Service, Ottawa
- Wells Lawn Service, Garnett
- Oasis Lawn & Landscape, Lawrence
- RS Lawn & Landscape, Inc., Louisburg
- Vandeventer Snow Removal, Ottawa
- Creekwood Lawn Company, Baldwin City
- Salting, Sanding, & Snow Removal, Ottawa
- Bohmann Excavating, Inc., Lawrence
- J. W. Contractors, Lawrence
- Midwest Estates Lawn Care, Ottawa
- Tom's Mowing, Lane
- Clean Cut Lawn & Landscape, Lawrence
- Barritt Lawn Services, Lawrence
- Markley Ditching, Baldwin

The college received bids from twelve businesses, of those, five had received mailed invitations and seven had responded to the newspaper notice. All twelve businesses bid for lawn care while five of the businesses bid for the snow removal. Bids for lawn care ranged from \$100 every two weeks to \$500 every two weeks. Snow removal bids ranged from \$75 to \$625.

The following bids were received:

<u>Vendor</u>	<u>Mow/Trim</u>	<u>Fertilizer/Weed</u>	<u>Snow Removal</u>	<u>Ice Melt</u>
A & K Lawn lbs	\$180/wk	\$1080/yr	\$100/lot, \$50/walks	\$40/100
Alexander Lawn specified	\$200/2 wks	not included	\$75/1-3 inches \$10/add inch	not

Creekwood Lawn	\$490/2 wks	not included	\$217/1-3 inches add 2 inches \$55/sidewalks	\$85/lot
Enright Lawns	\$95/wk	not included	\$450/lot \$175/sidewalks	\$475/lot
\$150/sidewalks				
Gillette Ent.	\$475/2 wks	not included	n/a	n/a
Rich Olmstead	\$125/wk	not included	n/a	n/a
Pleasant Valley without	\$560/2 wks	not included	\$864/1-4 inches \$108/add inch snow removal	\$350
Neil Satterlee	\$50/wk	not included	n/a	n/a
Tom's Mowing	\$125/wk	not included	n/a	n/a
Barry Lee Watts	\$190/2 wks	not included	n/a	n/a
Watts Lawn Serv	\$305/2 wks	weed control twice per year included	n/a	n/a
Wells Lawn Serv	\$500/2 wks	not included	n/a	n/a

It would be advantageous to have one vendor provide both the lawn care and snow removal services. Alexander Lawn Maintenance provided the most cost effective bid offering both services.

It was the President's recommendation that the Board accept the bid from Alexander Lawn Maintenance to provide lawn care and snow removal for the Ottawa campus.

Resolution 2009-7

RESOLVED, that the Board of Trustees of Neosho County Community College accepts the bid from Alexander Lawn Maintenance to provide lawn care and snow removal at a cost of \$200/2 weeks for mowing and trimming and \$75 for 1-3 inches of snow removal and \$10 per additional inch of snow removal.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-E: Education Master Plan Revisions

Last year the college approved the Educational Master Plan that charts the academic direction of the college over the coming years. The Board asked that this document be a "living document" in that it should be updated often to reflect changes in direction. Attached is the first revision of the Educational Master Plan. The revised plans shows changes in academic direction due to grants received as well as new programs and services that are being considered. The plan has been approved by the Strategic Planning Committee, the Curriculum Committee, and the Chief Academic Officer.

As part of the initiative to keep this document updated, the Curriculum Committee has voted to formally review and update this plan every three years. If the Board agrees, the next revision of the Educational Master Plan will be in Spring of 2012.

Resolution 2009-8

RESOLVED, that the Board of Trustees of Neosho County Community College approves the revisions to the Educational Master Plan.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-F: Student Appeals Policy Revision (first reading)

The number of academic honesty violations is on the rise at the college as instructors become more aware of ways of combating the problem. The Chief Academic Officer is seeing more and more cases of violations as instructors have begun using electronic plagiarism software and have changed their testing methods. The college has placed a new focus on academic honesty prevention and detection. This new focus is one of the many initiatives in the Educational Master Plan. This initiative raises the quality of education for all students by assuring that the learning outcomes are truly being met.

Currently, when a student wishes to appeal an instructor's decision as to an academic honesty violation and corrective measure, the student uses the appeal process for behavioral violations. This process was designed for violations in the student code of conduct such as alcohol infractions and damage to college property, not for academic issues. The appeals committee is made up of students and faculty. Instructors have expressed concern about laying open all of a student's grades and the course tests for review by students on the appeal board.

Another concern with the current system is the grade of XF. The academic honesty policy allows the instructor to issue a grade of XF as a consequence of a serious violation of academic honesty. If a student wishes to appeal this decision, should the college direct the student to use the current appeal system for academic honesty violation or the grade appeal policy, as the XF is both a corrective measure and a grade?

Already in place is a separate appeal process for grade appeals where the student appeals directly to the Chief Academic Officer. Confidentiality is maintained through that process. The faculty have asked that the appeal process for academic honesty utilize the grade appeal process, instead of the behavioral appeal process. This would also clear up which appeal a student should use for the XF as it would be one and the same.

Whenever we examine a policy for possible changes, we examine all parts to see if there are other aspects that need updating. The current grade appeal process sets the time limit for filing an appeal to 90 days following the end of summer, fall or spring semesters. It fails to mention interterm or any of the other course time configurations that are used, such as early end courses, students given a grade of incomplete and finish the course much later, or open entry/open exit courses. The curriculum committee recommends that this time limit be changed from 90 days from the end of the semester to 90 days from the completion of the course. This will allow the time limit to begin when the final grade is posted, whenever that occurs during the academic year.

Likewise, the word grade is used often in the current policy, not final grade. The word final was added before grade so that students are clear that they can only appeal the final grade of the course, and not individual grades on tests, papers and projects (except in the case of academic honesty violations).

Below is the current language for the grade appeal process found in Board Policy. The following proposed language would expand this policy to allow academic honesty appeals as well as grade appeals and corrects the time limit issue outlined above. If this policy change is passed by the Board of Trustees, the Student Handbook would be similarly updated to reflect the change. The change would begin immediately upon passage.

These changes have been approved by the Curriculum Committee, the Executive Committee, and the Chief Academic Officer.

Current Policy

Grade Appeals (revised 3/8/01) (revised 11 13 03)

Grades are based only on academic standards and the instructor's evaluation of how well a student achieved those standards. Final grades shall be based upon written grading criteria given to the student at the beginning of each course. Each instructor is required to issue a syllabus for the course the first class session each semester outlining the requirements for the course and the grading criteria to be used in the course.

Grounds for grade appeals include:

1. Failure of the instructor to follow the written criteria given to the student at the beginning of the course (or failure of the instructor to provide written criteria as required).
2. Alleged errors in the mathematical calculation of grades.
3. Alleged errors in recording the grade on the student's transcript.
4. Non-academic issues such as attendance (i.e. if a student completed the work and would otherwise have been entitled to a grade acceptable to the student, but did not receive the grade due to poor attendance, poor class participation, discrimination, etc.).

If a student questions the calculation or recording of a grade, the student shall first confer with the appropriate course instructor. If the problem cannot be resolved, the student may initiate the grade appeal process by making an appointment with the chief academic officer. It rests within the chief academic officer's discretion to investigate and determine the basis for the appeal and then either resolve it or refer it to an ad hoc committee for review and resolution. Investigation of the grade appeal would relate to determining whether a student's grade was affected adversely by calculation, recording, or non-academic issues as outlined above. No further appeal by the student is allowed.

A grade appeal must be filed no later than ninety (90) days from the last day of the spring, summer, or fall term in which the class was attended. Each grade being questioned must be appealed separately.

Proposed Policy**Academic Appeals Grade Appeals (revised 3/8/01) (revised 11 13 03)****A. Final Grades.**

Final Grades are based only on academic standards and the instructor's evaluation of how well a student achieved those standards. Final grades shall be based upon written grading criteria given to the student at the beginning of each course. Each instructor is required to issue a syllabus for the course the first class session each semester outlining the requirements for the course and the grading criteria to be used in the course.

Only final grades given at the conclusion of the course may be appealed. Grounds for **Final Grade** appeals include:

1. Failure of the instructor to follow the written criteria given to the student at the beginning of the course (or failure of the instructor to provide written criteria as required).
2. Alleged errors in the mathematical calculation of grades.
3. Alleged errors in recording the grade on the student's transcript.

4. Non-academic issues such as attendance (i.e. if a student completed the work and would otherwise have been entitled to a grade acceptable to the student, but did not receive the grade due to poor attendance, poor class participation, discrimination, etc.).

If a student questions the calculation or recording of a final grade, the student shall first confer with the appropriate course instructor. If the problem cannot be resolved, the student may initiate the grade appeal process by making an appointment with the chief academic officer. It rests within the chief academic officer's discretion to investigate and determine the basis for the appeal and then either resolve it or refer it to an ad hoc committee for review and resolution. Investigation of the grade appeal would relate to determining whether a student's grade was affected adversely by calculation, recording, or non-academic issues as outlined above. No further appeal by the student is allowed.

In the case of a A final grade appeal, the student must begin the appeal process within must be filed no later than **ninety (90)** days from the last day of the spring, summer, or fall term in which the class was attended ***the conclusion of the course***. Each **final** grade being questioned must be appealed separately.

B. Academic Honesty.

In the case of an academic honesty violation (as defined in the Code Of Student Conduct And Discipline), the students must begin the appeal process within two (2) working days from the date disciplinary action was initiated by the faculty member or other College official, except in the case of an XF. If the student wishes to appeal the grade of an XF, the above final grade appeal process deadlines are then used.

C. Appeal Procedure.

A student begins the appeal process by completing the Academic Appeal Form available in the office of the Chief Academic Officer and then:

1. For a grade appeal, conferring with the appropriate course instructor. If the problem cannot be resolved, the student may continue the appeal process by making an appointment with the Chief Academic Officer.
2. For an academic honesty appeal, including appeal of an XF grade, meeting with the course instructor is not required, and the student shall make an appointment with the Chief Academic Officer.

It rests with the Chief Academic Officer's discretion to investigate and determine the basis for the appeal and then either resolve it or refer it to an ad hoc committee appointed by the Chief Academic Officer or by the President of the College. No further appeal by the student is allowed.

Agenda Item VIII-G: Executive Session-Employer/Employee Negotiations

Upon a motion and a second the Board recess into executive session for 10 minutes to discuss matters relating to employer-employee negotiations and to included the President, Vice President for Student Learning, Dean of Finance and Attorney. Motion passed. The Board entered executive session at 7:30 p.m.

The Board returned to open meeting at 7:40 p.m.

Agenda Item VIII-H: Executive Session-Non-Elected Personnel

Upon a motion and a second the Board recess into executive session for 15 minutes to discuss personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and to include the President and Attorney. Motion passed. The Board entered executive session at 7:41 p.m.

The Board returned to open meeting at 7:56 p.m.

Agenda Item IX-A: Adjournment

The meeting adjourned at 7:57 p.m.