

# ADAC Meeting Minutes

May 11, 2015

Milton Hall, room 85 2 hr.

**Type of meeting:** Regular

**Facilitator:** Sonya Cooper

**Notes:** Norice Lee

**Attending:** Jim O'Donnell, Kathy Brook, Shelly Stovall, Greg Fant, Terry Keller, Norice Lee, Norma Palomino, Norma Grijalva, Beth Pollack, Kristian Chervenock, Jeff Hackney, Stu Munson-McGee, Casandra Lachica-Chavez, Tim Ketelaar, Enrico Pontelli, Jim Libbin, Ryan Carstens, Harry Sheski, Andrew Nwanne

Time:	Agenda Item:	Attendee:
1:00 PM	Call to order	S. Cooper
5 mins	<b>Approval of Minutes –April 27, 2015</b>	Group
April 27 Minutes not available at this time.		
15 mins	<b>Basic Skills</b>	G. Fant
<p>ADC asked ADAC to look again at recommended basic skills/changes, citing: 1. New language provided by ADAC didn't add clarity according to ADC 2. What happens if basic skills are not completed in 24 hours? 3. If a student comes in at lowest math level, they can't complete this requirement (24 credit hours).</p> <p>ADAC discussion regarding the above ADC comments:</p> <p>--Developmental courses don't count toward 24; Fant noted that ADC didn't think that was clear.</p> <p>--Munson-McGee said that it needs to be simplified. Competency in basic skills is needed in order for students to be successful in upper division and lower division courses.</p> <p>--Right now, students who don't have basic skills have holds put on their records (Banner, STARS), they have contracts with Advisors.</p> <p>--Summary: In general, ADAC is opposed to changing Math basic skills in order to meet gen ed requirements. Impacts: admission standards (new admission entrance standard of 2.75 GPA in fall of 2016); full classes that don't allow in-coming students to enroll in some courses their first semester--causes delays; impact on students in the College of Education, based on their curricula sequence.</p> <p><b>Action to follow:</b> Subgroup (Carstens, Fant, Hackney, Munson-McGee) will wordsmith new version for ADAC to look at. Send Carstens any additional feedback.</p>		
10 mins	<b>Common Course Numbering</b>	G. Fant
<p>--GenEd Core Transfer Module -- 4 letters, 4 numbers (first digit is level, two middle digits reveal course progression, last number is credit hours), to develop a statewide common numbering system. This system will be required in the future for common core courses and perhaps beyond.</p> <p>There would need to be course name changes, e.g., PSY to PSYC (psychology). Impetus is more transparency as students transfer, primarily for two-year students, but also impacts four-year student transfers. Further consideration of common learning outcomes. Plan is that there will be intense discipline-level discussions over the next two years. Pollock: Will there be fewer Gen Ed courses in the future? Fant: Unknown at the present time. Ketelaar: Some areas may be able to change very quickly.</p> <p>--State common core listings are determined by general discipline areas and includes core competencies (establishes baseline, or "floor", for learning outcomes--Fant).</p>		

--This is an opportunity to get course numbering sequences correct that may have developed historically for a variety of reasons.

--If anyone has contacts at other institutions, begin conversations--but don't get too far ahead. Passage of law requiring the move to common core allows people to do this.

--Some issues in the area of math will need to be worked out --Statewide conversations will be primarily at the 100 and 200 level course numbers. There are many courses that fall outside the common core. Ideally, long-term, all courses through graduate school would be 4 letters, 4 numbers with common learning outcomes.

--How important are the "L" (lab) and "G" (Gen Ed) after courses?

--If courses are the same, we need to be transparent about it, if NOT then we need to be transparent about that to, by giving it a different course number.

--Concerns stated if we begin looking at 300 and 400 level courses. College of Business has had to deal with 200 / 300 level courses and assessment in articulation. O'Donnell (College of Education) believes this is a slippery slope.

**Action to follow:** ADAC members take to their departments/units for feedback on potential problems with this numbering system that should be brought to statewide task force.

10 mins	<b>DE Update</b>	G. Fant
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--Do not admit any student in a 100% online DE course who physically resides in Alabama--due to state-by-state authorization requirements that NMSU is not willing to meet. Anything less than 100% online would have to be carefully reviewed. Documentation is a federal compliance issue.

--SARA document (nation-wide DE course authorizations) will be forthcoming and we will have to "up the game" from a college perspective.

**Action to follow:** Colleges notify department heads who offer 100% online programs, of this rule.

10 mins	<b>Dept Head Training</b>	G. Fant
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--Mandatory--3 dates this summer to choose from: June 17, July 23, August 13. All day training. Same content all three days.

--Impetus behind this: Provost has seen variations in procedures dealing with personnel, assessment, and other issues, and would like to standardize some of these to avoid potential conflicts.

--"Idea" List for the training includes:  
 Legal, HR, OIE  
 Others include: Improve compliance with NMSU policies, compliance, increased understanding of culture of assessment, diversity accreditation, new advising model, faculty resources. Are there others? Ketelaar: Based on Employee Satisfaction Survey, recommended topic to improve communication processes (Employee Satisfaction survey). If so, route through respective Dean.

**Action to follow:** Remind DHs and Deans to sign up for one of these dates.

15 mins	<b>Round Table</b>	
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--K. Brook: has received a flood of requests for students wanting to take courses elsewhere. This year the COB is saying that the students have to request [permission]. Brook is looking for guidelines to tell students. Pollack: where are they wanting to attend? EPCC, CNM, NAU, other NMSU campuses. Cooper: refer to the transfer guidelines ADAC wrote and specifically the College of Engineering policies. Students have to get permission to take STEM courses elsewhere. Pollack: she invokes last 30 hours (unless it's study abroad).

--Lachica-Chavez: Down on number of grades turned in (less 2,000) as of this writing. 5/12/15, 5:00 p.m. is deadline.

--NMSU-A: Appreciates NMSU-Las Cruces participation in their graduation ceremonies.

2:20 pm	Motion to adjourn: Pollack, 2nd by Keller. Meeting adjourned at 2:20 p.m. Next Meeting June 8 <sup>th</sup> .	
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