NEW MEXICO HIGHER EDUCATION DEPARTMENT
Fostering Student Success from Cradle to Career

Michelle Lujan Grisham, Governor
Patricia Trujillo, Ph.D, Acting Cabinet Secretary
Gerald Hoehne, Acting Deputy Secretary

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NMCAC October 19, 2023 Meeting
1:00 PM to 5:00 PM (if needed)
via MS Teams:

Microsoft Teams meeting

Join on your computer, mobile app or room device
Click here to join the meeting
Meeting ID: 270 667 185 886
Passcode: 7nE7x8
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1. **Roll Call**

2. **Upcoming NMCAC Dates**

   a. November 16, 2023, Submission Deadline: October 16, 2023
   b. We need to determine Spring 2024 meeting dates. Proposed:
       i. February 22, 2024, Submission Deadline January 25, 2024
           1. Or, we could meet the following week, in person, in concordance with the NMHEAR Conference.
       ii. May 2, 2024, Submission Deadline April 4, 2034
           1. Normally, we'd aim at April 25, but we already have a NMHEAR scheduled for that day. We could try for April 18 instead?
       iii. We can vote now or make a final decision on dates at our November 16th meeting.

3. **Advanced Placement – Guests:** Melissa DeLaurentis, PED, and Suzanne McGurk, College Board
   a. Discussion of AP Seminar and AP Research
   b. Discussion of AP Precalculus
   c. Status of AP African American Studies
   d. Other AP issues
   e. Prepare for adoption, if possible, at our November meeting

4. **Overall Discussion of General Education**
   a. We have 25 more general education courses this month, and there are already 18 more submitted for consideration at our next meeting.
   b. Review of current courses
       i. Few if any institutional catalogs are consistent with our current list of approved general education courses – most catalogs either include courses not on our list or fail to include courses that are on our list.
       ii. There is also inconsistency on how general education courses are marked on student transcripts.
       iii. Quick overview of current inventory of courses
   c. Discussion of alternative approaches to general education
       i. Should we schedule an "assessment" of our current approach?

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    ii.   Are there suggestions from institutions of alternative courses or approaches for general education? (this topic may be continued at our next meeting)

5.   **Update on Common Course Numbering for Computer Science, Engineering, and the Trades**

6.   **HED Updates**

7.   **Request for Topics at the Next Meeting**

8.   **25 Requests to add to the General Education Curriculum**
    a.   **All three committees had more than six members who did their review. Thank you!**
    b.   **14 received a majority vote from their subcommittee – I've included the vote total and all comments from the committee members, we can open discussion of any of these applications as we work through them, if the full committee so decides.**
    c.   **11 still need our review, discussion, and vote today:**

App ID	Status Yes/Maybe/No	Institution	Prefix	Course Number	Course Suffix	Course Title	Content Area	Review Comments
1334	5/2/1 **Adopted**	WNMU	GEOL	2130	L	Introduction to Meteorology - Lab	III-Science	**Yes** – I was thrown for a loop initially, not seeing the SLO in the first submission box, but all are duly noted and match the NM requirements for SLO in the institutional box. **Maybe** – It was unclear how students would demonstrate personal and social responsibility **Maybe** – The application lists 9 SLOs under institutional. The first 7 should be listed as Common Core SLOs. The last two should be listed as institutional specific SLOs. In addition, it would be helpful if the assessments clearly identified which SLO it measures to create a clear assessment pathway. **Maybe** -- Generally, this course seems like a natural fit for the science area of general education: it clearly explains how students will employ critical thinking and communication of quantitative analysis. The proposal less clearly states how students will engaged in "problem setting" and the rubric included is the course syllabus

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								rather than an actual evaluative rubric. Again, while the class seems to fit most of the requirements, these two elements were not as strong, resulting in my "maybe" vote.
1361	5/0/3 **Adopted**	NMMI	GEOL	1120	L	Environmental Geology Lab	III-Science	**No** – More detail needed on what students will be doing to practice the specific skills mentioned. **No** – Syllabus should contain more information. For example: the class days, time, and modality. **No** – It is not clear to me which essential skills are intended to be addresses; I do not find the assignments to include, "Obtain measurements and make calculations that lead to graphical display and interpretation of data." or "interpret features on topographic maps.
1362	5/0/3 **Adopted**	NMMI	GEOL	2110	L	Historical Geology Lab	III-Science	**No** – Lacking evidence of what students are actually doing to practice the skills. **No** – Again, the syllabus should be written with details. Accessibility could be another part needed to look at. **No** – I do not see evidence of addressing "Personal and Social Responsibility".
1383	5/1/1 **Adopted**	NMMI	GEOL	1110	L	Physical Geology Lab	III-Science	**No** – Lacking evidence of what students are doing to practice the skills associated with this GE area. **Maybe** – I've notice that many of the NMMI Labs have plug in statements for their essential skills. Is this something the group is ok with or do we want more specific information about how this courses and its content will meet the essential skills?
1384	4/2/2 **?**	NMMI	CHEM	1120	L	Introduction to Chemistry Lab	III-Science	**Maybe** – I think a better example of how to assess student to meet the course SLO's should be provided.

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								No – I am sure about this. Here students are getting 0 credits for completing this course/lab work. **No** – I do not see where essential skills are assessed in this assignment or course.
1385	6/1/1 **Adopted**	NMMI	PHYS	1121	L	Introduction to Applied Physics Lab	III-Science	**Maybe** – The course title should be Introduction to Applied Physics Laboratory. **Yes** – The student learning outcomes could be written more precisely.
1394	3/3/2 **?**	NMMI	BIOL	2110		Principles of Biology: Cellular and Molecular Biology	III-Science	**Yes** – Kindly conduct the accessibility test, as it will yield feedback on ways to better support students with specific needs. **Maybe** – The critical thinking narrative does not discuss how the scientific method is integrated into the specific course topics.
1395	5/2/1 **Adopted**	NMMI	BIOL	1110		General Biology	III-Science	**Maybe** – These generic responses are identical to the previous course and do not include specific information from this course.
1420	4/1/1 **Adopted**	NMMI	HUMN	1211		Leadership Development Studies: A Humanities Approach	V-Humanities	**Maybe** – Assessment was not included. **Yes** – This is an odd course for HUMA, but they seem to have folded it into the essential skills well. **No** – The Assessment is missing. The rubric is submitted twice.
1461	5/0/1 **Adopted**	MCC	HIST	2050		American History through Film	V-Humanities	**No** – In their revision, maybe they can spend a little more time addressing essential skill components.
1495	1/5/3 **?**	NNMC	HIST	1150		Western Civilization I	V-Humanities	**Maybe** – The narratives appear to be student outcomes and don't explain what the students are doing to develop the essential skills nor how they are assessed. **Maybe** – Having a co-requisite of ENGL 109N suggests that students will not have mastered the basic composition skills necessary to

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								sufficiently express the acquisition of the stated SLOs. Have the authors considered making that course a pre-req? **No** – "The institutional SLOs are not objectives, they are just a list of essential skills. If the plan is to use institutional SLOs, these should be written as objectives. There does not appear to be a description of the Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion for each of the essential skills identified. Lastly, rubrics are attached, but there is no sample of an assessment and how it ties to an SLO. " **Maybe** – Narrative for Personal and Social Responsibility is exclusively about the intercultural aspect of the course. Please add information about additional component skills. The narrative for Critical Thinking needs more specificity around Problem Setting and Acquisition of Evidence. The narrative for Information and Digital Literacy needs more detail. Also, please add an actual assessment in addition to the rubric you have provided. **Maybe** – While this course also seems like a natural general education class, some of the components are not described in enough detail to illustrate what students will actually do in order to engage each component's skills. There are many statements made "that" students will do something, but not "how" they will. In addition, there is no sample assignment attached, though there is a very detailed rubric. **Maybe** – R&R recommended. Narrative is short on explaining

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								HOW precisely the Essential Skills and SLO will be met. Assessment submitted made the issue no clearer. Please R&R with specific narrative addressing both. **No** – the assessment document was a rubric rather than an artifact of an assignment/exam. the narratives identified skills and sub-skills but not how students would practice and demonstrate skills
1496	2/5/2 ?	NNMC	HIST	1160		Western Civilization II	V-Humanities	**Maybe** – Comments for HIST 1150 apply here too. Narrative should illuminate HOW the assessment will address the acquisition of the essential skills for each required area. R&R recommended **No** – Form does not explain how students will demonstrate skills and assessment is not an artifact of an exam or assignment. It is a rubric. **Maybe** – The narratives appear to be student outcomes and don't explain what the students are doing to develop the essential skills nor how they are assessed. **Maybe** – I don't understand the apparent suggestion of having HIST 1150 a co-req. I must be missing something. **No** – The institutional SLOs are not listed as measurable objectives. They are just a list of essential skills. If the plan is to use institutional SLOs, these should be written as measurable objectives. The narrative for the essential skills does not appear to address all areas of the essential skill. For example, under critical thinking it does not address Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion. The others are the same. Lastly, under assessment, rubrics are included; however, there is no sample of an

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								assessment and how it is tied to one of the required SLOs. **Maybe** – The narratives are identical to the narratives in Application 1495 and they have the identical issues that will benefit from the same improvements. The assessment attached to this application, however, is excellent. **Maybe** – Like HIST 1150, this proposal seems like a natural general education course; however, it does not specify how students will engage each component skill--just that they will engage it. Also, like HIST 1150, there is no sample assignment attached, but there is a very detailed rubric.
1504	5/2 **Adopted**	UNM-Main	ARCH	2125		World Architecture II	V-Humanities	**Maybe** – The rubric included for the assignment needs to assess the gen ed learning outcomes. l Also, the narratives should be strengthened and give specific details instead stated student will attend lectures, read, etc....
1509	4/4/1 **?**	ENMU-RU	ARTS	1530		Digital Media II	VI-Creative & Fine Arts	**No** – The course seems too specialized to be a gen. ed. Presumably Design I is a pre-req? I'm not sure the SLOs express a firm grasp of communication, critical thinking, or personal and social responsibility. **Maybe** – Assessment activity included, but no rubric or indication of how it will be tied to the SLOs and/or essential skills. **Maybe** – The only area where this proposal could have been clearer is Personal and Social Responsibility. The components there are less detailed, and while intercultural understanding and/or sustainability are alluded to, they're not specifically mentioned.

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								There was also no rubric to review. **Maybe** – Is there not a pre-requisite of Digital Media I? I am not sure that AdobeInDesign is a general education level course
1510	5/4 **?**	ENMU-RU	ARTS	1520		Digital Media I	VI-Creative & Fine Arts	**Maybe** – Adobe classes as general education? I am not sure something that specific to a software should be general education **Yes** – As this course is an introductory level course using some of the basic tools of graphic design and requiring training in aesthetics as would any other ARTS course, I think it is appropriate to label it as a gen. ed. **Maybe** – Would be stronger if the assessment activity showed how it tied and measured the appropriate SLOs and/or essential skils. **Maybe** – Like Digital Media II, this proposal explain the first two components in detail; however, Social and Personal Responsibility is less well defined in terms of how students will necessarily engage in intercultural exploration--it just notes that they will do so.
1527	11/4 **Adopted**	ENMU-RU	FDMA	1525		Introduction to Filmmaking	VI-Creative & Fine Arts	**Maybe** – I did not see the connection that allowed for intercultural reasoning and intercultural competence by studying a wide range of film styles, periods, genres, and filmmakers. This needs to be made more explicit. If, just for example, all of the film styles, period, genres and filmmakers reflect dominant groups, how is intercultural competence improved? **Maybe** – Assessment activity is included, but there is no rubric or anything that shows how it ties to

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								the appropriate SLOs and/or essential skills. **Maybe** – R&R Not sure at all where the assessment of the required skills take place based on either the narrative or on the assessment provided. Perhaps adding a short paper (or video) in which student explains development of message, audience, considerations for genre, etc. to better illustrate the thought process of planning and producing content might show alignment to measurable skill acquisition and application. **Yes** – There was no rubric included; however, each component was well-detailed in terms of student engagement.
1533	4/4/1 ?	NMJC	ENGL	2520		Film as Literature	V- Humanities	**Yes** – My only question is whether or not the course number should be indicated. I assume it is the same as the Common Course number, but am not certain. **Maybe** – Essential skills narratives are very thorough and complete. The assessment activity is strong, but it does not show how it is tied and/or measures the SLOs and/or essential skills for the course. **Maybe** – The narrative for Information and Digital Literacy is identical to the same narrative in Application 1534 and similar to the same narrative in 1536. The assessment is excellent. **Maybe** – I see that the title of the course is "Film as Literature," but some of the components are explained on in terms of how students will engage horror literature, which was bit confusing. I also thought that Social and Personal Responsibility element could be more clearly tied to the major themes of the course,

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								itself, rather than to seemingly smaller elements of literature and/or film. There was no rubric included. **Maybe** – R&R. I am left without answers as to HOW the students will be practicing the skills required for this area of gen ed. Detailed aligned explanations for the narrative will be appreciated.
1534	5/3/1 **Adopted**	NMJC	ENGL	2230		Introduction to Popular Culture	V-Humanities	**Yes** – My only question is whether or not the course number should be indicated. I assume it is the same as the Common Course number, but am not certain. **Maybe** – Essential skills narratives are very thorough and complete. The assessment activity is strong, but it does not show how it is tied and/or measures the SLOs and/or essential skills for the course. **Maybe** – The narrative for Critical Thinking needs more specificity around Problem Setting and Evaluation of Evidence. The narrative for Information and Digital Literacy is identical to the same narrative in Application 1533 and similar to the same narrative in Application 1536--clearly distinguish the skills emphasized in this area for each class. The Assessment is identical to the one in Application 1533--again, make a clear distinction between the assessments for each class. **Maybe** – R&R. How will students be demonstrating their growing skills as listed in the narrative section of this application? Please provide specific information that ties the assessment submitted with this proposal to the bare-boned listing without annotation in the proposal? **Yes** – No rubric is included but the proposal describes in sufficient

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								detail how students will engaged with the requisite components.
1536	2/6/1 ?	NMJC	ENGL	2580		Science Fiction	V-Humanities	**Maybe** – R&R. Narrative does not provide enough detail to make a decision for meeting the essential skills. Submitted assessment provides no help in illuminating the alignment of skills to the SLO or essential skills either. **Maybe** – the narratives are not always clear about how students will practice and demonstrate skills. **Maybe** – A general literature class might be more geared for general education than being so specific with one type of genre **Yes** – My only question is whether or not the course number should be indicated. I assume it is the same as the Common Course number, but am not certain. **Maybe** – Essential skills narratives are very thorough and complete. The assessment activity is strong, but it does not show how it is tied and/or measures the SLOs and/or essential skills for the course. **Maybe** – The narrative for Critical Thinking needs more specificity around Problem Setting and Evaluation of Evidence. The narrative for Information and Digital Literacy is similar to the same narrative in Applications 1533 and Application 1534--clearly distinguish the skills emphasized in this area for each class. The Assessment is similar to the ones in Application 1533 and Application 1534, but it has been adapted for this course--do as much as possible to distinguish from assessments in the other two courses.

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								Maybe – It would be helpful to see how the components more specifically apply to students' exploration of science fiction as a genre. No rubric was included.
1544	4/3/1 **?**	NMMI	BIOL	1110	L	General Biology Lab	III-Science	**Maybe** – Six out of ten student learning outcomes are not measurable. The information after page 5 are difficult to read. **Maybe** – Generic responses to the narratives do not provide information about the specific course activities.
1547	4/0/1 **?**	ENMU-RO	ENGL	1410		Intro to Literature	V-Humanities	**No** – "More student learning outcomes needed. Strengthen argument for digital literacy. Include a rubric for assessing the assignment."
1551	3/2/2 **?**	SIPI	PHIL	1115		Introduction to Philosophy	V-Humanities	**No** – I had the feeling the narratives were, for the most part, an elegantly written promotion for the class, and lacked enough clear description of the activities required of the students to gain these essential skills. There were several statements beginning with "Students will", but I couldn't detect enough of the how by following up with "by..." **Maybe** – I could not view the assessment document. **No** – The assessment was not visible or present for review.
1556	6/0/0 **Adopted**	SIPI	ANTH	1140		Introduction to Cultural Anthropology	IV-Social & Behavioral Science	
1559	5/1/1 **Adopted**	NMMI	HIST	1223		Introduction to Modern German Culture and Civilization: From 1871 to present	V-Humanities	**Maybe** – Personal and Social Responsibility component could be much stronger, especially in the arena of intercultural competence. **No** – No rubric present for the assessment.

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1563	4/2/1 **Adopted**	NMMI	HIST	1213		Introduction to German Culture and Civilization: From Roman Times to Bismarck	V-Humanities	**Maybe** – Personal and Social Responsibility component could be stronger. It's not clear how either Intercultural Compentence nor Ethical Reasoning are met by the course materials or assessment tool. **No** – No rubric submitted .