

Minutes
New Mexico Collegiate Business Articulation Consortium
New Mexico Junior College
April 4-5, 2008

Present: Dawn Addington (CNM), Tom Ahern (ENMU-R), Henry Alaniz (CNM), Joan Arnold (ENMU-R), Paula Baxter (SJC), Kathy Brook (NMSU), Ann Brooks (UNM), Chris Burns (CNM), Garrey Carruthers (NMSU), Becky Carruthers (Clovis CC), Joel Castellanos (UNM), Terri Castillo (NMMI), Doug Coyner (SJC), Susie Cutler (CNM), Terry Davis (CCC), Tony Dunn (NMJC), Liz Ellis (NMSU), Glenda Elser (NMSU-Alamogordo), Renee Garcia (Luna CC), Robert Guthrie (NMJC), Betty Habiger (NMSU-Grants), Curtis Hayes (WNMU), Chris Howell (NMJC), Gerry Huybregts (ENMU), Jon Juarez (DACC), Marian Matthews (CNM), Jim Nelson (NMSU), Emmanuel Nkwenti-Zamacho (NMHU), Veena Parboteeah (ENMU), Suzanne Prescott (CNM), Laurie Schatzberg (UNM), Kim Seifert (DACC), Gene Smith (ENMU), Sue Stockly (ENMU), Jon Strahan (NMSU-C), Mary Jane Ward (NMJC)

Visitors: Steven McCleery (NMJC), Jeff McCool (NMJC), John Gratton (NMJC)

The meeting was called to order at 2:30 p.m. by Robert Guthrie, co-chair, who introduced President Steve McCleery of New Mexico Junior College. Dr. McCleery welcomed the group to the campus and told a story about an NMJC student who had subsequently transferred to NMSU and is now employed at Sandia National Labs, a student who can compete anywhere in the world.

The minutes of the fall 2007 meeting were reviewed and approved as circulated.

Distance Education A panel consisting of Suzanne Prescott (CNM), Ann Brooks (UNM), and Jeff McCool (NMJC) discussed issues relating to distance education course delivery. Ann has taught at UNM for about 6 years and started the DE program at the Anderson School. When she began with on line courses there was no extra pay for developing courses and the material had to be delivered in small chunks because of limited broad band access. Now she is using Mediasite. UNM still does not have a full online BBA and MBA. Ann requires a comprehensive, proctored final exam which accounts for 30-40% of the final course grade. She creates the online model for a course and then shares with other faculty. She recommends that faculty members teach a course face to face before attempting to deliver the course online.

Suzanne is with the DE program at CNM and noted that business faculty are often better prepared than others to teach online and that CNM offers a certification program for DE delivery. At CNM, the associates in business administration is offered entirely online.

Jeff McCool, dean of distance education, reported that NMJC requires professional development before faculty are allowed to teach online and that courses are constantly evaluated, with four courses being reviewed every two weeks by a committee using a rubric. At NMJC, business is the main online group with the possibility of taking the entire business degree online. He is considering migrating toward the Quality Matters rubric.

It was agreed that the biggest hurdle in online delivery is engaging the students. Attrition rates in some classes are substantial with SJC citing an example of 90% in a Fundamentals of Accounting class. One way to lower attrition might be to restrict enrollment in online classes based on GPA. At ENMU it was reported that students taking intermediate accounting online drop a grade or half a grade below the level of face to face performance.

With respect to technology, Highlands is using Illuminate (Blackboard). Ann Brooks is also using Illuminate for live sessions which students are required to watch and take a quiz. For students to ask questions they must have a microphone.

Review of the Matrix All approved changes in the matrix involved changes in course numbering except that San Juan College is now offering a two part, slower paced version of ACCT 2113. New Mexico Military Institute has changed its general education courses and its business courses to the common course numbers and is thinking about going campus wide with this numbering system. ENMU-Roswell has adopted a dual numbering system.

General Education Assessment In an update from the NM Articulation Task Force, John Gratton, NMJC's vice president, noted that detailed reports will be required on assessment of general education courses beginning in September 2008. If Economics is considered a social science elective at an institution, then it must be assessed as part of general education. NMJC has a three year rotation for assessing courses. On the form, each faculty member explains how the outcome is assessed. The results are reported along with an explanation of how the results will be used. It is expected that HED will be less demanding this year than it will be in the future.

It was suggested that faculty may want to incorporate the learning objectives in their syllabi. In addition, at the next meeting, we may want to look at ways to coordinate course assessment with assessment of majors and programs.

Transfer Module The discussion focused on the possibility of expanding the transfer module to include calculus and business communications. Laurie Schatzberg and Betty Habiger provided information on the course numbers for business calculus at the four year schools. These courses are already part of the general education common core so we know what the equivalent courses are across the state. There was discussion about whether adding these courses to the transfer module would be helpful for students at the two year schools. It was argued that inclusion of these courses in the transfer matrix would enhance advising of students who may transfer to the four year schools. It was agreed that we should establish competencies for these courses in anticipation of having a discussion of including them in the matrix.

Business Meeting The nomination of Garrey Carruthers for another two year term as the co-chair representing four year schools was approved as was the nomination of Kathy Brook for another term as secretary.

Possible locations of the fall meeting were discussed with Renee Garcia offering Luna Community College as a site. The possibility of a team effort by Luna and Highlands was also discussed. Renee and Emmanuel Nkwenti-Zamacho will check with their institutions and report back to Kathy Brook. CNM offered the Workforce Training Center as a back up location for the meeting. These locations would facilitate the prospects of bringing someone from HED to the next meeting. Betty Habiger volunteered NMSU-Grants as the site of a future meeting. October 3-4 is the tentative time for the meeting.

Proposed agenda items include assessment issues (including coordination of assessment efforts for AACSB, ACBSP, HED). We expect to devote about an hour of the program to outcomes assessment with volunteers to participate in the discussion coming from NMJC, NMSU, ENMU, and SJC. Garrey Carruthers agreed to invite one or more people from HED. Additional agenda items are follow-up on calculus and business communications, discussion of rubrics for evaluating online courses, and disciplinary meetings for information systems (following up on this meeting), introduction to business, and finance. It was suggested that the disciplinary meetings be staggered so that one person can attend both sessions and that there be an alternative break out session for those who are not part of one of the disciplinary groups (such as a follow up discussion of issues raised on the first day of the meeting). Another aspect of the assessment discussion might be avoiding the situation where assessment dictates how people teach.

Ann Brooks offered to bring a Mediasite mobile unit to the next meeting for a demonstration and to discuss a web conferencing tool.

Disciplinary Break-out Sessions After the break-out sessions the disciplinary groups reported back to the group as a whole. Doug Coyner summarized the BLAW discussion in which notes were compared on the assessment tools currently in use. Examples were a BLAW in the news exercise and a legal scavenger hunt. The group plans to continue to meet electronically with a report at the fall meeting.

Terri Castillo provided the report for the computer information systems group, which has decided to review and revise the competencies. The group proposes to assume some level of computer knowledge for incoming students and may add the issues of social impact, privacy and security. Jim Nelson and Jon Juarez will work on the competencies and the group will meet again in the fall.

It was suggested that more than an hour would be needed for the break out sessions at the next meeting.

Clicker Technology Joel Castellanos of UNM demonstrated the use of iClickers in the classroom.

Assessment of the Meeting Garrey Carruthers brought the meeting to a close thanking Robert Guthrie and others at NMJC for their hospitality and seeking the group's input on the positive and negative aspects of the meeting. Positive features were the panel discussion, the location, the baseball team, the opportunity for networking and ending the meeting ahead of schedule. The negative aspects were the lack of representation of some schools. It was suggested that deans talk with deans to encourage participation and that the deans' contact be followed by a phone call.

Recorded by Kathy Brook

Notes from the multidisciplinary break out session While we did not report to the group as a whole, those of us who were not part of the BLAW or CIS groups discussed issues of common interest while those groups were meeting. Included in the discussion were the problems of engaging students, especially in online courses. Suggestions included an in-depth orientation for online students.

Also discussed was the extent to which institutions accept courses of a certain age (UNM and CNM both limit the acceptability of business related course work based on the age of the courses; they have provisions for waiving the limit where a student can demonstrate currency in the area.) NMSU has no such limit on the age of courses though degree requirements must come from a catalog no more than 6 years old.

Because of the aging of course work it was suggested that we might offer one or more on-line leveling or refresher classes that could serve institutions across the state. For example there could be one credit segments on accounting, economics, management, finance, computer information systems and business communications. These could be 8 week courses, self-paced with a proctored exam. Questions to be addressed are: where would it be hosted? How would it be developed? Who grades it? How would the prototype be tested? How do we make sure it is kept up to date?