

CASAA MEETING MINUTES  
September 30, 2009  
3:00 p.m. Library Conference Room A

Members attending: Bob Stark, Dennis Patterson, Terri Cossey, Donna Hunnicutt, Mary Heady, Carole Efird, James Crow, Misty Paschall, Laura Hughes, and Ranelle Eubanks. Carolyn Strong and Sayeed Mehmood notified that they were unable to attend the meeting.

The **Department of Military Sciences and the Taylor Library** reports were reviewed using the rubric as a point of discussion in the context of the 10 questions.

The following remarks were noted regarding the Department of Military Science:

In the title of the report “Annual Accreditation Assessment...” The word Accreditation is misspelled but should be omitted in the next annual assessment report. The report indicated in response to several questions that Annexes were used; however, it was difficult for the reader to discern where the annexes were or what information went with what annex. Please label annexes (appendices) for ease of reading the report.

**Question 1. List the student learning outcomes (SLOs) for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: “A student who graduates from the School/Department of \_\_\_\_\_ should be able to....:”**

It should be noted that the Military Science report tends to be different than a “regular” academic unit because of the Army doctrines that must be fulfilled. For example, student learning outcomes are noted as Army ROTC goals. As such, the goals were understandable. There was not website indicated for a response; however, a website was listed in response to another question. Recommendation: indicate complete questions in the assessment report to eliminate the possibility of omitting a part of a question such as the website. In the next report, include the website address in response to this question.

**Question 2. Demonstrate how your unit’s specific student learning outcomes are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right of the UAM mission statement.**

While the mission is aligned with the mission of UAM, again was noted that *student learning outcomes* are considered goals and are reflected as goals in this report.

**Question 3. Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students. (Examples: website, catalog, syllabi (minimum of three), brochures, etc.)**

Although brochures were mentioned, there were no brochures copied or attached as evidence. There was no reference to catalog pages. There was no differentiation of “prospective” and “current” student. It was difficult to locate syllabi. The response indicated four primary vehicles but five were indicated. The third link under brochures was not operable. Recommendation: Re-write this response to more accurately reflect your answer.

**Question 4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit’s student learning outcomes. (Examples: pre/post tests, capstone courses, surveys, graduation rates, etc.)**

There were no historical patterns/trends indicated. While this is a relatively new program, the number of students enrolled, number who were retained in the program, the number who went to trainings, etc. IS available and should be included in the report. In the 2<sup>nd</sup> paragraph of the response to Question 4, line 2, beginning with “Set...” This sentence incomplete or does not make sense to the reader. Recommendation: Re-write the response to this question to address deficiencies.

**Question 5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions. (Examples: retention rates, pass rates for classes, teacher made tests, research papers, recitals, field experiences, etc.)**

Student performance and evidence of student performance were listed, but there was no *analysis* of evidence provided. It was difficult to discern one appendix from another, please clearly label. It was not clear how evidence was collected nor analyzed. Recommendation: Re-write the response to this question to address deficiencies.

**Question 6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Include what, by whom, to what extent, etc.**

Annex (appendix E) appears to be missing. There was no evidence of a TAP Briefing or Command Climate Survey. The response does not indicate how the unit analyzes the evidence nor does it indicate a plan of action. Recommendation: Re-write the response to address deficiencies.

**Question 7. Based on your unit answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit’s future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

A brief timeline was indicated, but there was no indication of who would perform the tasks. It was not clear from the response how the numbers will be increased or how the Cadet Climate Survey data will be incorporated into the plan. Recommendation: Re-write the response to address deficiencies.

**Question 8. Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High school, etc.) A table of course schedules over time showing efforts to offer courses via alternative formats, different time frames, etc. will be beneficial.**

Generally the response to this question did not answer the question. Again, although this is a new program, there is data from three years to incorporate. Course schedules could be incorporated into the response. Recommendation: Re-write the response to address deficiencies.

**Question 9. Specifically describe how your unit involves student directly in the assessment process.**

There was no explanation of “how” just “what” candidates are given. More narrative is needed to respond to this question adequately. Recommendation: Re-write the response to address deficiencies.

**Question 10. Describe and provide evidence of efforts your unit is making to retain students in your unit and/or at the University. (A statement indicating, “we are improving advising” is NOT evidence. Copies of letters sent to students, telephone logs, emails, documentation of advising sessions may be considered as evidence.**

This question was not answered. Recommendation: Write a response to address this question.

The following remarks were noted regarding the Taylor Library:

**Question 1. List the student learning outcomes (SLOs) for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: “A student who graduates from the School/Department of \_\_\_\_\_ should be able to....:”**

The website was easily located in this response. Several members noted that to include the mission, vision, and major emphases made the response overly long. Recommendation: In your next report, limit the response to how the library focuses on student learning outcomes and works toward that goal. The first weblink did not work.

**Question 2. Demonstrate how your unit’s specific student learning outcomes are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right of the UAM mission statement.**

It is again noted that mission, vision, and emphases are not the focus of the report but limit the response to student learning outcomes.

**Question 3. Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students. (Examples: website, catalog, syllabi (minimum of three), brochures, etc.)**

One member asked if information goes out to “netlist” or just to “student” list. Also, are bibliographic instruction sessions written? A copy of a session outline or handout might be evidence in response to this question. Recommendation: Please check all links, not all links in the response were accessible to every member.

**Question 4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit’s student learning outcomes. (Examples: pre/post tests, capstone courses, surveys, graduation rates, etc.)**

Recommendation: In the next report, attach summary of evaluation results as evidence.

**Question 5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions. (Examples: retention rates, pass rates for classes, teacher made tests, research papers, recitals, field experiences, etc.)**

The response to this question was adequate.

**Question 6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Include what, by whom, to what extent, etc.**

While faculty meeting minutes are provided, evidence of how decisions are made is not clear. Recommendation: Indicate how decisions are made utilizing information other than student performance

**Question 7. Based on your unit answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit’s future course of action. Include plans for what will be done, by whom, to what extent, and how often.**

The response to this question exceeded the expectations of the committee.

**Question 8. Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College**

**High school, etc.) A table of course schedules over time showing efforts to offer courses via alternative formats, different time frames, etc. will be beneficial**

Several members noted that no historical patterns or trends are indicated.  
Recommendation: In next year's report, include a brief (2-3 year) history to address historical significance.

**Question 9. Specifically describe how your unit involves student directly in the assessment process.**

The response to this question was adequate. Recommendation: Bullet 2 indicates feedback from students and alumni, a list a suggestion or two made by these sources would be helpful.

**Question 10. Describe and provide evidence of efforts your unit is making to retain students in your unit and/or at the University. (A statement indicating, "we are improving advising" is NOT evidence. Copies of letters sent to students, telephone logs, emails, documentation of advising sessions may be considered as evidence.**

The response to this question was adequate.

Ranelle Eubanks, Recorder