

CASAA MEETING MINUTES
October 14, 2009
2:30 p.m. Wells Hall Room 200

Members attending: Bob Stark, Sarah Bloom, Terri Cossey, Donna Hunnicutt, Sayeed Mehmood, Mary Heady, James Crow, Laura Hughes, and Ranelle Eubanks. Carole Efir and Carol Strong notified that they were unable to attend the meeting and sent rubrics.

The **School of Education** report was reviewed using the rubric as a point of discussion in the context of the 10 questions.

The following remarks were noted regarding the School of Education:

There were too many problems with broken links; these links must be repaired so that all committee members can review. One member noted that this report was too similar to the previous year's report indicating little change in the assessment process.

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 student learning outcomes were clearly written; however, there were other items missing from Question 1. Recommendation: Include a website where SLOS can be found. Include the letter of accreditation as documentation. There are also grammatical errors in this response. A link to NCATE standards is not proof of UAMs accreditation.

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.

This response was adequate.

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.)

Recommendation: Differentiate ways SLOs are communicated to current and prospective students. The narrative contains grammatical errors. Item C is wordy and vague. There are no references to the UAM catalog in the response. Syllabi could not be accessed. There are radio ads although there is no reference to this in the report. Is there no brochure(s) for the School of Education? Do you not go to job fairs? A website is mentioned but there is no link. This response needs specificity.

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: This is just a list of assessments. The links do not work. If an acronym is used, please reference the full name at first mention of the letters. No data tables were accessible although this was noted. Is internship a capstone course? What are your graduation rates versus those who begin as education majors? Generally this response was not adequate, please re-write.

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.)

It is unclear how the flowchart related to the question. There was no documentation and an analysis provided. This was a simple listing with no narrative explanation. Recommendation: rewrite the response to include the necessary items.

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.

There was no evidence the links did not work. There was no plan of action. No description of employer and alumni feedback. There was no explanation of how surveys are used to make unit changes. Recommendation: Rewrite the response to this question.

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 links did not work. The answer did not fit the questions. There was no course of action indicated. Perhaps evidence is here but what course of action is taken for the unit—not the student. Candidate surveys are mentioned in the narrative but the description is of alumni surveys. Recommendation: Rewrite this response.

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

Links do not work. There is no evidence. There are no historical patterns or trends explained. Note: El Dorado is NOT in the Delta. A simple description of the MAT does not indicate how learning is made accessible. Recommendation: rewrite the response to this questions.

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

Again, the links did not work. This is a simple list, not a specific description. Recommendation: Rewrite the response to this question.

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 is a statement of intent—not a description and evidence of efforts the unit has made to retain students. Recommendation: Rewrite the response to this question.

Respectfully submitted,

Ranelle Eubanks, Recorder