

CASAA MEETING MINUTES  
October 28, 2009  
2:30 p.m. Wells Hall Room 200

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

The **Colleges of Technology at McGehee and Crossett** 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 **College of Technology at McGehee**:

Although the Agriculture Production Management program was assessed, because there has been no teacher for two years, this program was not reviewed by the Committee. All responses in the report were identical and gave little information. It was noted that since there were several separate programs, it would have been easier read if a Table of Contents with page numbers noted had been included. One person noted that the links were not active.

**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....:"**

**Administrative Office Technology:** The response to this question was adequate.

**Emergency Medical Technology:** Is the EMT program not an accredited program? Some members noted that the links did not work; for others it did.

**Heavy Equipment:** The response to this question was adequate.

**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.**

**Administrative Office Technology:** The response to this question was adequate.

**Emergency Medical Technology:** The response to this question was adequate.

**Heavy Equipment:** The response to this question 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.)**

**Administrative Office Technology:** No catalog pages were referenced.

**Emergency Medical Technology:** Catalog pages were not referenced. There was a lack of narration to explain how the unit communicates SLOs. Recommendation: Add additional information to this response.

**Heavy Equipment:** Catalog pages were not mentioned. There was little narration; this is simply a list of information. Recommendation: Add additional information to this response to answer these issues.

**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.)**

**Administrative Office Technology:** The response does not show how SLOs are assessed. It is not clear that a 70% retention means. Is graduation rate the *only* method of determining whether students have achieved? Recommendation: Rewrite this response to more accurately answer the question.

**Emergency Medical Technology: The retention rate is unclear.** This response does not include an analysis of data. What does this information tell you about the SLOs? How many students attempted the exams? If 47% pass, are we achieving our goal? Recommendation: Rewrite the response to this question to more accurately reflect the question.

**Heavy Equipment:** How does one assess "safe and efficient"? It is not clear what a retention rate is? Are there no pre/post tests that should be easy for safety issues.

**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.)**

**Administrative Office Technology:** Does the student who enrolls always complete? There is no analysis of data included; i. e. how many began the internship program? Is there a 100% pass rate? What changes have been made based on terms performance? Do students know when they will be evaluated? Recommendation: Rewrite response including data analysis.

**Emergency Medical Technology:** There were no evidence or documentation provided; no analysis of evidence provided; what changes have been made based on student performance? Rewrite the response to this question.

**Heavy Equipment:** Students are remediated? How? Why were decisions made to change? Based on what data? The performance indicators are not clearly understood. Changes to Math/English can be mentioned here. Recommendation: Rewrite this response.

**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.**

**Administrative Office Technology:** The response does not indicate how the unit analyzes the evidence. The response does not indicate a plan of action. It was noted that a new program (AOT) was created. Is this not a revision? Why was this change made? One member noted that there was no information to answer the question in this response. Recommendation: Rewrite the response to this question to reflect these issues.

**Emergency Medical Technology:** The response does not indicate how the unit analyzes evidence; the website is to the DOT of Arkansas; there is no plan of action. Appendix E should be Appendix D. The minutes attached were of the same meeting. Recommendation: This question was not addressed in the response; rewrite the response to this question.

**Heavy Equipment:** This is a list of changes; the first four do not define “why” changes were made. When and where were faculty meetings and memberships used? Who decided on program changes? Are there graduate surveys? 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.**

**Administrative Office Technology:** There is no timeline indicated, no course of action, does not indicate what will be done or who. The plan presented does not respond to how the program revision links to SLOs. Recommendation: Rewrite the response to this question.

**Emergency Medical Technology:** Were there no other changes than how a tourniquet was applied? What happened to the 47% pass rate? The report did not answer by whom or how often. Recommendation: Rewrite the response to this question.

**Heavy Equipment:** The changes indicated are for Fall 2009, what changes took place the year this report assesses? By whom, to what extent, how often, is not addressed. The time line is not adequate. Recommendation: Rewrite the response to this question.

**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.**

**Administrative Office Technology:** Historical patterns/trends are not indicated; one year is not historical. Recommendation: Include historical data in response to this question.

**Emergency Medical Technology:** Historical patterns and trends are not addressed. Recommendation: Address this missing piece in your response.

**Heavy Equipment:** There is a current schedule included. The response asked for course schedules *over time*, include with the next report. Historical patterns and trends are not addressed. Recommendation: Include historical patterns and trends to reflect making learning accessible over time.

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

**Administrative Office Technology:** Do students returning from internships not make recommendations about program changes? Is there any way students are involved in assessing the program and how it could be improved?

**Emergency Medical Technology:** Are there no other ways students are involved? Are graduates not surveyed to see if the program needs to be changed?

**Heavy Equipment:** The student evaluation of teaching is used; this is not directly involving students in the assessment process.

**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.**

**Administrative Office Technology:** When/how are referrals made to student services? What report is made? Recommendation: Rewrite this response.

**Emergency Medical Technology:** Discuss opportunities with whom? Where? When? There is no evidence provided. Are job opportunities discussed during the courses? Is there any one-on-one instruction or refreshers for students who do not pass the exam? Recommendation: Include more information in your response to this question.

**Heavy Equipment:** This response was adequate.

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The **Colleges of Technology at McGehee and Crossett** 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 **College of Technology at Crossett**:

**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....:”**

**Electromechanical:** Is this program accredited? There was no documentation of an accreditation. Recommendation: Respond to this question in your response.

**Welding:** Is welding an accredited program? There was no documentation to prove this.

**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.**

**Electromechanical:** The wording used in this response does not match SLOs; i.e. CP, TC and Advanced Certificate in Industrial Equipment Repair? Recommendation: Rework this response.

**Welding:** The response to this question 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.)**

**Electromechanical:** There is no narration, this is a listing only. There was no mention of catalog pages? Who gets the Information Program Booklet? Where can I find an IPB? There is differentiation between current and prospective students. Recommendation: Rewrite the response to this question to more accurately reflect the question asked.

**Welding:** The narrative needs to be expanded to explain how information materials are distributed. There is no reference to catalog pages. There is no narration. It is unclear about the Information Program booklet. Recommendation: Expand the response to this question.

**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.)**

**Electromechanical:** There were no links to SLOs. The first part (2 paragraphs) does not address the question. Cumulative? i.e. forever? Is graduation rate the ONLY determining factor to show that students have achieved goals? There are no clearly addressed historical patterns/trends. The response does not show how SLOs are assessed. The response does not show that students have achieved SLOs. Recommendation: Rewrite the response to this question.

**Welding:** This response was answered more fully in Question 5. The retention rate of 74% is unclear. The response is vague regarding the ANS certification. The response does not show how SLOs are assessed except for graduation rates. Is that the only means of determining if SLOs are achieved? One member indicated that the response does not adequately address the question. Recommendation: Rewrite the response to this question.

**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.)**

**Electromechanical:** There are no specific examples of how the student performance has changed unit decisions. The second part of the question was not answered. The data in Appendix D is for 1997!! Computerized exams produce interesting information that could be useful in assessing what topics are NOT as easily understood. Has any of this actually been used to make changes in the program? This was a description of three types of tests used, there was no analysis of data. Recommendation: Rewrite the response to this question.

**Welding:** There is no information included on how the data are used to inform program decisions. It is not clear of the chart versus "regular" tests. You need charts over time for analysis. There is no documentation included and no analysis of data. Recommendation: Rewrite the response to this question.

**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.**

**Electromechanical:** The response does not indicate how the unit analyzes the evidence. The minutes are from 2006!!! In the 2008 minutes “valuable input” is very vague. There needs to be more specificity. Little data is presented about the type of information gathered from field trips or one-on-one meetings with businesses. The first paragraph lists several things; however only one is given an explanation. Recommendation: Rewrite the response to this question.

**Welding:** Are there minutes from the Ram-Fab meeting? What changes have been made? The response does not indicate how the unit analyzes the evidence or indicates a plan of action or evidence provided by the plan of action. 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.**

**Electromechanical:** This is a poor explanation. It is unclear how students will be involved. The plan is not clear. The question was not addressed. Recommendation: Rewrite the response to this question.

**Welding:** Who is responsible for these activities? How were these things determined? There is no plan of who will perform tasks or to what extent. Recommendation: Expand the response to this question.

**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.**

**Electromechanical:** A table of schedules does not indicate accessible learning. There were no historical patterns and trends addressed. Recommendation: Rewrite the response to this question.

**Welding:** There were no computer, math, or communication courses on the schedule that were pinpointed in the narrative. There is no evidence of how learning is being made accessible. There are no historical patterns/trends addressed. Recommendation: Rewrite the response to this question.

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

**Electromechanical:** Where is the info? The data? The response to this question should be used elsewhere. Can an attachment be provided for how the end of semester evaluations are constructed and administered and/or used? The response to follow up report could be used in response to Question 4. Are many surveys completed? Recommendation: Rewrite the response to this question.

**Welding:** The technical follow up could be used in Question 4. There were no survey results attached. Alumni are involved (could be used to address another question) but how are current students involved? Response: For this report, expand on the response given

**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.**

**Electromechanical:** Information is not retention, it is recruitment information. This list is not descriptive; how can you show that it proves retention? Recommendation: Rewrite the response to this question.

**Welding:** There is no evidence presented as part of this report. This information appears to be about recruitment, not retention. Recommendation: Rewrite the response to this question.

Ranelle Eubanks, Recorder