

CASAA MEETING MINUTES  
November 11, 2009  
3:00 p.m. Library Conference Room A

Members attending: Sarah Bloom, Terri Cossey, Mary Heady, Carol Strong, and Ranelle Eubanks. Carole Efird and Dennis Patterson were unable to attend the meeting and sent rubrics.

The **School of Arts and Humanities** 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 **ART** program:

**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....:”**

SLOs were clearly indicated; however, there was no website available. Recommendation: Add website link and be sure that it works!

**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.**

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.)**

The website link does NOT work in this response. There was only one syllabi attached; the question asks for three syllabi. There is no differentiation between current and prospective students. There is a listing for this response, there is no narration. There is no reference to the catalog in the response. Recommendation: Re-write this response.

**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.)**

How are pre/post test evaluated? What have the results been? There is no analysis of data. The response indicates “committee considered”—what committee? It is not referenced elsewhere in the report. There are no historical patterns/trends indicated. There is limited

evidence presented to indicated how students have achieved SLOs. Recommendation: Re-write this response.

**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.)**

There is mention of assignment sheets but none are attached as documentation. The data included is from 2006; that is OLD data, what is current? From which courses are the grade distributions? Recommendation: Data is presented but there is no analysis of data. What are the numbers telling...or not telling the department?

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

Where is the Art plan? The plan of action in Appendix C did not cover art. There are no supporting documents here—minutes, notes, C&S proposals? Do you have proof of students/alumni indicating the equipment is poor? This response was very weak. Recommendation: Re-write this response.

**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.**

There was a plan of action indicated; there was no evidence of who or when steps would be taken. Recommendation: Re-write this response including the missing information.

**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**

What are enrollment numbers? What are the grades in the non-traditional courses compared to the traditionally-timed courses? Recommendation: Response adequate, include the information asked for in the next report.

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

“Courses at times are revised” is very vague, need specificity. Recommendation: This response is adequate but need more specificity in the next report.’

**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 response is adequate.

## **MUSIC**

The following remarks were noted regarding the **MUSIC** program:

The report “header: needs to be changed, it indicates Assessment for 2007-2008 and the report is for 2008-2009.

**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 response to this question was basically sound; however, the Division of Music references accreditation by the National Association of Schools of Music; but no letter of accreditation was attached as documentation. Recommendation: Attach letter from NASM indicating 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.**

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.)**

The narration/explanation was very brief, more specificity is needed. The response references 2006 when current ways the SLOs are communicated is needed. There were

only two syllabi attached; the question asks for three. There were no catalog pages referenced. Recommendation: Update this response and include necessary information.

**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.)**

The response included information in red ink that was exactly the question the committee had: what data do we have from these pre/post tests. Graduation rates and the number of music majors is included; however, there is no explanation of how students have achieved the SLOs; i.e. how do you know that students have achieved what the Division set out for each of them to achieve? While the number of music majors seems positive (from 60-65), not many students graduate in music. Recommendation: There is no analysis of the information. Do historical patterns/trends say anything to the Division?

**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.)**

There is no analysis of data showing how unit decisions have been improved. For example, it was noted that teaching assignments were reconfigured but there is no indication from analysis of measures of student performance that this was necessary. Why was this done? The report indicates “steady improvement in retention rates;” however, the charts are of enrollment—not retention of students. If the Praxis is used, more information should be given. It is not clear how the Praxis shows unit decisions are being improved. Recommendation: Re-write 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 what, by whom, to what extent, etc.**

There is no analysis of data. How is a course of action selected? What changes have been made? There are 4 items mentioned but there is no analysis of how this evidence leads to better unit decisions. Recommendation: Re-write this response.

**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 availability of a Music Technology Lab is noted; however, how was it decided that this was necessary? Is there documentation that supports the need for a technology lab? What is the future course of action? To what extent will the plan be carried out in the coming year? What is the timeline? Recommendation: Re-write 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**

It was evident from all committee members that no historical patterns/trends were included in this response. The response was a listing of how learning is made accessible. Recommendation: Address historical patterns/trends. Include a table of course schedules *over time* that shows efforts to offer courses via alternative formats, different time frames, etc.

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

The response indicates student evaluations of teaching as the only way student are involved; however, in earlier responses it was noted that students completed junior/senior narratives, senior exit survey, and alumni surveys/interviews—the results could be used in this response. Recommendation: Use the information from surveys/interviews to update this response. Is there a list of responses from students?

**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 indicates that students who have left the program prior to graduation are contacted; it should be helpful to know what the students indicate is the reason for leaving the program. Recommendation: Keep a tally of student response to monitor, have discussion, etc. for inclusion in the next report.

## **SPEECH**

The following remarks were noted regarding the **SPEECH** program:

**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 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.**

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.)**

Three sample syllabi are NOT attached. Catalog pages are not referenced. There is no brochure attached. There is no differentiation between current and prospective students in the narrative. Recommendation: Re-write this response to address the question and include three syllabi and a copy of a brochure.

**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 has been evidence of assessment measures with good data analysis; however, the data has not been updated to include the most current results. Putting the information in table form would have made the reading much easier. Recommendation: Include the current year’s data; consider using table form for the next year’s 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.)**

The data indicates a flat trend with a temporary increase from 2001-04 only. What is that data telling the speech unit? There is a big difference in the number of majors and the number of graduates, what is the problem? What decisions have been made based on the data? Recommendation: Re-write this response to address the question.

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

This response is vague, lacks specificity, for example, “address concerns” and “communicate” are not concrete terms. The response does not indicate how the unit analyzes data or a plan of action. There were limited examples given in this response. The plan of action is for the School of Arts and Humanities, what about the speech department specifically. Recommendation: Re-write this response.

**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.**

While there are a number of good ideas presented, the response does not indicate who will perform the tasks, to what extent the plan will be carried out in the current year, neither is there a time line. Question 7 Item 1 is very vague...why does the unit believe the course content should be changed? Recommendation: Re-write 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**

There are several references to 2006-2007; this is old data. SACBEC is listed and not clear...is this Warren? Are classes offered in Warren? The CIV reference is vague. What about night classes? What about the number of student served? Recommendation: Re-write this response to more clearly reflect the question and considering the committee’s notes.

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

Recommendation: An explanation of “presentation coding” is needed.

**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 response is barely adequate.

Respectfully submitted,

Ranelle Eubanks, Recorder