

CASAA MEETING MINUTES
December 2, 2009
2:30 p.m. Library Conference Room A

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

The **Division of Nursing** 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 Division of Nursing:

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 SLOs were well stated and the report indicates the baccalaureate program is accredited.; however, there was no letter of accreditation attached. Recommendation: Complete the question by attaching the accreditation letter.

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.)

While the report noted recruitment materials and syllabi. There was no documentation attached. In 3A, the links did not work. In 3C there was an erroneous table in the body. Recommendations: (1) Provide links that work; (2) explain “recruitment materials” just what is that and provide a scanned copy of brochures; (3) if syllabi are so lengthy that the report becomes cumbersome, at least provide specific links to syllabi.

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 narrative is not clear; assumptions had to be made, i. e. goals for successful students? Acronyms (HESI) should be spelled out at least the first time they are used. There was a blank in 4A what is “___” scores? The historical patterns and trends are not addressed except for passing rates. Does Appendix A go with this question? Provide examples of assessment documents. Recommendation: Re-write 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.)

The response notes that there is data; however, there is no analysis. There is nothing specific about what is going on OR what is being done to address it. A suggestion would be the use of “N/A” in the blank cells of tables. There were no specific examples of a change. Recommendation: Re-write this response including an analysis of the data.

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.

Give examples of “C.” Copies of meeting minutes from B&D would document the narrative. There was no clear plan of action provided. A plan was developed, but there was no evidence of meetings, collaborations, etc. Submissions to C&S committee were mentioned, but what changed? Recommendation: Re-write this response giving specific examples of how the unit selects a course of action.

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 plan is very general and broad and does not indicate who will perform the tasks nor have a prioritized list. Some of the information provided here could go in the response to Question 10, i.e. use the short version on retention in this question and the longer version in Question 10. Recommendation: Re-write this response to be explicit in addressing the plan for the unit.

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 were no schedules attached to show how student learning is accessible over time; historical patterns and trends were not addressed. Do "D" and "E" even apply to this question, perhaps add to Question 10? Little analysis of data here; little in the way of historical patterns and trends. The only historical data mentioned is last year's enrollment of LPN-RN from the COTs. Recommendation: Re-write this response with more specificity regarding historical patterns, trends, and alternative modes of instruction.

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

Item 9E should also be included in Question #6. The alumni/senior surveys could be attached or linked to or have excerpts from. You should document here in case people only read this section of the report. Attach copies of minutes from curriculum committees or weekly consults as documentation evidence. Recommendation: Re-write 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.

How can you document that the Nursing Association, the Nursing Honor Society and advising are affection retention? Perhaps these are recruiting tools?

Respectfully submitted,

Ranelle Eubanks, Recorder