

CASAA MEETING MINUTES  
October 20, 2010  
2:45 p.m. Wells Hall Room 200

Members attending: Bob Stark, Terri Cossey, James Crow, Carole Efird, Mary Heady Laura Hughes, Veronica Studards and Ranelle Eubanks. Donna Hunnicutt, Carol Strong, Brandi Maxwell and Sayeed Mehmood notified that they were unable to attend the meeting and sent rubrics for this meeting. Sarah Bloom and Dennis Patterson were absent.

The **School of Math and Sciences** 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 Math and Sciences:

**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....:”**

While student learning outcomes were clear, no website was given that indicated the SLOs. The website reverted to the assessment report. This should be repaired in the revised assessment report for this year.

**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 was unclear and insufficient to answer the question. Three syllabi were attached. It is unclear how SLOs are communicated to students. Please be more specific in the revised assessment report.

**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 is no historical data (other than the past year) available for any course other than organic chemistry. Other major programs such as mathematics should be discussed in this report. Graduation rates are not discussed...how do number of majors compare with number of graduates?

**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.)**

In response to Question 4, can you explain why scores might be falling? It is not clear from the report how decisions have been affected by the evidence provided. If the same final exam is given for all students, how can one campus perform better than the other? Please provide additional input for the revised assessment report.

**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 is information about the changes made to the school because of feedback received over the years, but there is little information given about what exactly was done, i.e. interviews, surveys, comments, and conversations. Specific information or data-driven information would be helpful. There is no plan of action and there is no evidence provided in response to the call for the plan of action. If students were lacking, how was this discovered? Why was Medical Terminology added? What data-driven information do you have to support this change? How do you know there is a difference in Chem I? This response should be improved for the revised assessment report.

**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.**

What supporting documentation do you have that indicates tutoring in Harris Hall is ineffective? Do you have statistics to support student use of the Tutoring Center? What documentation do you have that there were not math tutors in Harris Hall? You indicate changes to Chemistry but do you have supporting documentation to provide evidence for this change? There is no timeline for the plan of action. This response should be improved for the revised assessment report.

**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 is little evidence of historical patterns or trends to support this response. What courses are offered at Southark or SEABEC, a chart should be provided. There is little evidence showing how learning is being made accessible. This response should be improved for the revised assessment report.

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

No copies of surveys are provided. When is the survey administered? When are graduate surveys completed? How are students given the opportunity to tell about their field trips? Much more detail is needed in this response. This response should be improved for the revised assessment 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.**

Faculty involving students in research was excellent! Appendix III was mentioned; however, there was no Appendix III attached. What letter? Who calls? When are calls made? A summary of letters/phone calls to students who had dropped out showing the most common reasons for failure that will support changes you are making to your curriculum would be helpful. This response should be improved for the revised assessment report.

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The **School of Computer Information Systems** 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 Computer Information Systems:

**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 or Division 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.)**

The response to this question was adequate.

**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 to this question was adequate.

**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.)**

This question was not answered to the satisfaction of the committee. There were no student performance indicators; no evidence or documentation were provided and no analysis of evidence is provided. Course testing is the only indicator? What about the senior project? This response should be improved for the revised assessment report.

**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 is no course of action listed; it is not clear who does what and to what extent. There is some analysis going on, but it is not clear what a number of comments mean to those outside the CIS department. The analysis of data should be written in a more user-friendly way for people outside the department. Are you sure you are measuring what the unit needs? This response should be improved for the revised assessment report.

**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.**

This response should be improved for the revised assessment report. A course of action is not indicated; the plan does not indicate who will perform the tasks, and there is not a time line. There is an indication that something will be done, however.

**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**

Without computer access this response is lacking. Please provide a narrative for the hardcopy so that long-term reports will show an adequate response.

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

The response to this question was adequate.

**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.

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The **Division of Military Science** 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 Military Science:

**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....:”**

There was no website indicated in this response. This should be included/updated for the revised assessment report.

**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.)**

Only one syllabi was attached; a minimum of 3 is required. Brochures/flyers are mentioned in the report; however none are attached as documentation. This response should be improved for the revised assessment report.

**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 to this question was adequate.

**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.)**

While it is clear what performance measures are being collected and the forms used to collect the data are in the appendix; there is no data and the appendix are not clearly referred to in Question 5. There seems to be no analysis of the data. This response should be improved for the revised assessment report.

**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.**

More details are needed about the ways that the commander used “additional methods” to assess the vitality of the ROTC program. It seems unusual that this survey is a primary tool when it not clear that the Command Climate Survey has been recently used on this campus. The discussion of the After Action Review was good but it is not clear how this information is used to implement new strategies within the ROTC program. There should be more information about the relevant findings and or discussion from the formal AAR looking the individual school’s programs and the battalion as a whole. It is clear who conducted and participated in this event, but the outcomes of the meeting are not addressed.

**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.**

Documentation should include a list with dates of high schools to be visited. How are reservists recruited? The response to this question was generalized and should be more specific. This response should be improved for the revised assessment report.

**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**

Paragraph 3 is a repeat of paragraph 2. This should be repaired for the revised assessment report.

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

Excellent job involving students in the assessment process. This response was adequate.

**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.**

There is narrative about how the unit is making efforts, but there is no evidence provided. This response should be improved for the revised assessment report.

Respectfully submitted,

Ranelle Eubanks, Recorder