

CASAA MEETING MINUTES
November 3, 2010
2:45 p.m. Wells Hall Room 2010

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

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 numerous spelling and grammar errors in this report.**

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....”

Please be sure that links and formatting are available to everyone: At least three members were unable to open the web link provided in the report. One member noted the report was in a format that was not readable. Attach the hardcopy of the NCATE accreditation letter in the re-submission because it was not attached to the 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.)

The response mentions flyers in “D” but there is no flyer attached. Events are mentioned but there is no documentation log of these events. The University catalog is not mentioned.

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.)

What is the “assessment system?” Table 3, page 9 is not clear: who needs improvement? There are no numbers to support the table. Data is misleading: the response indicates “with confidence” but Strand 1 (et. al.) is below target: is 16% acceptable? Use of so many shades of

color makes this chart too difficult to read. Perhaps selecting several specific examples to narrate would be beneficial.

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 are numerous typographical and grammar errors in this response. How does lecture quality assess? At least three members noted this response is simply a listing with limited analysis of evidence. What examples of what the School of Education did are available and what analysis was done? There are lots of charts but little analysis of what was done.

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.

Three members noted that too many colors make this response difficult to follow. There is no copy of the survey used. There is little information on the stakeholders meeting: describe the results of this meeting. Perhaps a link to the annual stakeholder's meeting report in the document would be helpful. There is no analysis of the principal's survey or the graduate survey. There is no plan of action and no description of how the unit uses information other than student performance. What changes have been made based on surveys and meeting reports?

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 is not acceptable. The link opens to a 07-08 report. What specific changes are planned? While the assessment plan is comprehensive and detailed, specific plans for the next year are difficult to find in this response. Examples could be copies of faculty meetings where this data is discussed. Give specific examples of faculty requests for data. This response was not clear; some people could not access the link.

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 no evidence over time presented: one semester is not a historical pattern or trend. There is no discussion of patterns/trends such as what does the 2+2 data tell you? Have enrollment been declining in some courses? It would be helpful to indicate enrollment in these classes (and completers) over time to see if there is an effect.

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

This response is extremely brief with no clear evidence of how students are involved in the assessment process. Only one meeting indicates a student attended. What is the student involvement in portfolio requirements?

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 generalizable with no clear indication of who is responsible for the plan.

The College of Technology at Crossett 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 College of Technology Practical Nursing 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 link presented in the report did not reference student learning outcomes. Student learning outcomes should be available at any point a student could access the program; this should be repaired in the follow up report. There was no letter of accreditation attached from the State Board of Nursing or Council on Occupational Education (COE); this should be repaired in the follow up 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 lacked specificity. There was a vague link to the student learning outcomes and the mission but this should be remedied in the next annual report.

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 narrative is essentially missing; this response is only a list with no distinction between current and prospective students. There is no documentation of brochure or information booklet distribution including when or where used.

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 is not specific as regarding how student learning outcomes are assessed. There is no explanation of the decrease in student enrollment in 09-10. Pass rates should not be the only indicator of a student meeting student learning outcomes; i.e. what about pass rates on the first time taking the NCLEX as indicated in the outcomes. How do you measure a student joining a professional organization as indicated in the learning outcomes?

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 response should be resubmitted for review. There is only one paragraph with no evidence or analysis. No procedures for skills check offs. There are no specific examples included.

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.

This response should be resubmitted for review; only minimal information is included. One member indicated the entire response was unacceptable. What did the PN program do? What did they change? Why was it changed? There are no surveys; no analysis of evidence, and no plan of action. There is no documentation log of meetings with physicians or hospitals. Yes, the Advisory Committee met, but there is no evidence in the minutes that the committee had input into the curriculum. How can you be outgrowing your space when only 60% of students complete the program and admission is restricted?

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 resubmitted for review. Where did Items 1-5 come from? These items are not mentioned in Questions 5 and 6. The plan is too generalized; it does not indicate who, to what extent, or a time.

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

This response should be resubmitted for review. There are no historical patterns or trends indicated. There is only one semester of evidence presented. The response discusses general education and computer classes, but there is no schedule of those courses attached as documentation. Why are students encouraged to concentrate on PN after beginning? Can you document from past history that students are more successful who do not have other classes?

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

What data is available from surveys? How has this influenced change in the PN program? The follow-up report is misplaced, it should be much earlier in the report. Follow-up suggestions are not specific.

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 should be resubmitted for review. What evidence do you have that facilities upgrades retain students? This may be a recruitment tool. There is little evidence presented. Document utilization of tutors. Define “at risk.” This response is generic: nothing specific to the PN program.

Respectfully submitted,

Ranelle Eubanks, Recorder