

CASAA MEETING MINUTES
January 27, 2010
3:00 p.m. Caucus Room of UC

Members attending: Bob Stark, Sarah Bloom, Dennis Patterson, Terri Cossey, Mary Heady, Carol Efird, Misty Paschall and Ranelle Eubanks. Carol Strong and James Crow notified that they were unable to attend the meeting and sent rubrics.

The **School of Agriculture and the School of Mathematics and Natural Sciences** 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 **School of Agriculture**:

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. Some members had difficulty accessing the website, but that can be addressed in the next 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 was adequate: the following information is noted. The report did not distinguish between current and prospective students, only addressing “students.” The brochures was “fuzzy” and difficult to read. The SLOs were not indicated on the brochure. Please be sure SLOs are easily found in the response. Please reference catalog pages as a method of communicating to students.

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.)

Graduation rates would be helpful information coupled with the number of majors each year to see if students are retained and graduating.

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 to this question is adequate. The data is evident; however, there is very little *analysis* of data in the 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.

What is the plan of action? Do you have minutes of faculty meetings? There is data evident, but there is little analysis of data.

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 response to this question was very generalized. What happened to the Sr. Survey responses regarding computer labs, soil lab, and library resources? Was a schedule of replacement developed? Faculty are not indicated by name.

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

The response indicates that due to the nature of the courses no efforts have been made to change student learning accessibility.

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

Please add Appendix V as the reference to this question. Do you have an example of where you have used this information to make a change? Are there changes you plan to make?

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.

The following remarks were noted regarding the **School of Mathematics and Natural 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....:”

As a general note, the appendices were not ordered correctly and this should be fixed in the report.

Although the web link was listed on the front of the report, a number of members overlooked it. For ease of reading, please list the website with the response.

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.)

Each syllabi lists course goals but not division SLOs. The catalog lists goals that are different from the SLOs; pages in the catalog were not referenced. There is no distinction between communicating SLOs to current or to prospective students. Are there no brochures? The appendix to this question did not match the 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.)

A chart of results of surveys and graduation rates would be helpful. The narrative never refers to SLOs. Paragraph 4 is very confusing; a table w/narrative might be helpful. A number of members noted that the information regarding student evaluations “did not belong” here. Is there an item analysis of final exams? The narrative regarding students taking graduate exams is interesting, but it does not provide information about most students. Are students passing the locally developed math tests?

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.)

How does the information provided relate to the SLOs? How are students evaluated on field trips? The narrative The information is very generalized. From the 2nd paragraph, did the change in 2006 help? Did you evaluate the change? The Colleges of Technology campuses were not mentioned in this 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 was no evidence provided; i.e. sample surveys as an appendix would be documentation. This narrative is not very specific; no examples were given. Who was interviewed? When? Why were these students selected? (Do you have interviewer notes?)

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 re-written. There is a vague course of action, does not indicate who will perform tasks (other than "math" faculty, etc.), does not indicate a time line or to what extent the plan will be carried out this year. Some members noted that some of the information in the response to Question 6 should be placed here and vice versa.

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 is too generalized. There is no table of courses scheduled in the response. It is not clear how the unit is making learning accessible, historical patterns and trends are not included in the response. There is no specific data on Early College High School. Show enrollments over time in specific courses to determine if there is a better time. Knowing enrollment versus course completers might be helpful.

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

Graduating senior surveys are noted but there is no sample copy of the survey? How long have senior surveys been done? What are the results? This is the place to put the student evaluation information from Question 4. Perhaps discuss the comments regarding needing upper level courses in chemistry and math from Question 8 here.

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.

Respectfully submitted,

Ranelle Eubanks, Recorder