

CASAA MEETING MINUTES  
February 9, 2010  
3:00 p.m. Library Conference Room A

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

The **School of Business and the School of Forest Resources** 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 Business**:

**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....:”**

Five of the 8 committee reports indicated problems with the link; a number indicated the link would not work, one indicated she could not access the web site through the link in the report but could access through the School of Business page. This makes viewing the document difficult at best and should be corrected as well as noted in future reports.

The SLOs did show improvement from past reports.

The pages of this report were not numbered, it would be very helpful if the pages were numbered 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.)**

There was only one syllabi attached as an example. Dr. Cabaniss’ link did not work; Dr. James page was linked to a blog. There was an extensive discussion of an effective assessment program that was quite repetitive, but the committee was not sure if this was the right place for that discussion. Would this information be available to students so they would know how they would be assessed? While brochures and the

website are mentioned, the majority of the narrative is focused on syllabi (only one) which did not provide SLOs.

**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 a capstone course with a comprehensive exam. The committee thinks that students could be tracked more effectively such as graduation rates with existing majors, tracking those who start at UAM versus those who transfer in. This could provide information about particular courses and what students seemed to be performing better than others and lead to improvement in a course.

**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.)**

What are the data driven program changes? That is not evident in the report. A number of the committee indicated that it was not clear how unit decisions were being made based on an analysis of evidence.

**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 answer is lacking. While the report indicates that surveys will be developed, it was noted by the School of Business representative that this was yet to be done. There could be discussion about how the unit would use the information from the surveys.

**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.**

Committee members noted this response was good and are hopeful regarding the outcomes of the process.

**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 generalized. There is discussion of a past agreement with PCC—UA but no current data regarding attempts to make learning accessible such as online courses, changes in schedule to offer different times for classes, etc.

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

Two student groups are recognized but there is little discussion of how the groups contribute to the assessment process. Student evaluation of teaching is included but there is little evidence how this is used as assessment or improvement.

**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 were some good ideas mentioned in this response. However, how does a faculty preview of an article aid in student retention? A list of speakers and dates could be submitted as evidence.

The following remarks were noted regarding the **School of Forest Resources:**

**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....:”**

A general note: Please put Appendices in the order they are referenced; i.e. Appendix V was the first appendix noted, leaving folks to wonder where the first four appendix were.

Two of the 8 committee reports indicated that the link in the report would not work which made viewing the document difficult at best and should be corrected as well as noted in future reports.

The accreditation standards were attached; however, there was no letter indicating the date of accreditation.

One member noted that the learning outcomes are really goals for the school; there is not much evidence of “the student should be able to....”

**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.)**

One member noted the link did not work in this response. The response to this question was acceptable.

**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. Is GPA the only statistical measure used to tell whether students have achieved your unit's SLOs?

**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 brought a mixed bag of questions from the committee. While 3 members thought the response was adequate, there were significant issues: there is no explanation of how the decision of combining 2 3-hour courses into a 4-hour course came about based on the analysis of data. One member indicated it was not clear how the students were doing and that the performance indicators were not there and no documentation was provided as well as no analysis of 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.**

It was not clear who carries out the tasks. Most of this information is related to the senior survey; what about the other years? While completing an employer survey every five years is acceptable, in some areas of forest resources (such as SIS/GIS) five years would be a formidable time in keeping students current.

**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.**

Committee members noted this response was good and easily understood.

**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 generalized and was not clear to some non-forestry members of the committee. It would be helpful documentation to indicate the 2-year schools with which there is a MOU.

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

The response to this question was adequate. Graduating students meet with the Dean for a final survey and while it is perceived that the student answers are honest and open, how is the halo effect accounted for; i.e. a student who is nearing graduation sees many things differently than if he/she were surveyed at a different time; by a different person, etc.

**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 were some good ideas mentioned in this response.

Respectfully submitted,

Ranelle Eubanks, Recorder