

CASAA MEETING MINUTES

February 24, 2010

2:30 p.m. House Room

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

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/Department of _____ should be able to....:”

The links are very detailed and most committee members liked that. The website, however, was not clearly indicated. Include a statement indicating that the School of CIS does not hold national accreditation because some members were unsure if the unit held accreditation.

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; however, two members indicated that to have every SLO related to every part of the mission did not show careful thought about the response.

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 most members indicated that this was a good response, two members indicated that the narration did not seem to “flow” well and more explanation could be given that just saying “see Appendix A, B, or C.”

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.)

As a whole, the committee noted that the links for this response did not work; please repair the links! Two members noted that historical patterns or trends were not noted; please review this response for

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 should be re-done. Most committee members indicated that the student performance indicators were not indicated and there was no evidence/ or documentation or analysis of data provided. The response was broad and generalized.

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.

The response to this question was acceptable; no further action needed.

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 is lacking. It is vague and does not indicate who will perform the tasks, to what extent the plan will be carried out, or a time line. The response seemed to indicate that there were no improvements to be made

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 to this question was adequate; no further action needed.

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

The response to this question was adequate; no further action needed.

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; no further action needed.

Respectfully submitted,

Ranelle Eubanks, Recorder