

CASAA MEETING MINUTES
March 10, 2010
3:00 p.m. Library Conference Room A

Members attending: Bob Stark, Donna Hunnicutt, Dennis Patterson, Mary Heady, James Crow, Walter Everett, and Ranelle Eubanks. Carole Efird and Terri Cossey notified that they were unable to attend the meeting and sent rubrics. Sarah Bloom, Sayeed Mehmood, and Laura Hughes were absent. Carol Strong had a prior budget hearing commitment.

The **School of Social and Behavioral 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 Social and Behavioral 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....:”

Six committee members present noted that the website did not work. In the narrative 6 programs are indicated; however, only 5 are listed. There was a question about the difference in the report from the Word document to the web document accessible from the School of Social and Behavioral Science website: the Word document contained 54 pages, the web document contained 76 pages. There were also several typographical errors in this response. If a student learning outcome is a goal for a student, it should be measurable, how does one measure “concern for community.” This is not a bad SLO; however, time and effort should be given to how this would be measured.

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 link in this response would not work. The narrative was too generalized to adequately answer the questions, it should be specific to Political Science and Criminal Justice. Page 4 has an incomplete sentence. There were no copies of letters sent as documentation that letters were in fact being sent. The wrong catalog (07-09) is noted. It was noted that while the assessment report is available for students and others to read, it

is not typically a student communication unless it is distributed to students to read. Syllabi should not extend past Summer I of 2009, at least one of the syllabi included is out of range for this 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.)

It is unclear how assessments are aligned to the student learning outcomes. One member suggested moving the tables to the appendix section of the report. There were no samples or rubrics for research projects. There is little evidence that students are achieving specific learning outcomes. Address the Criminal Justice and Political Science program, not all programs unless you are reviewing all programs.

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.)

Where is the student performance? There is no evidence or documentation. There is no analysis of data. Restrict your responses to Criminal Justice and Political Science unless all programs are reviewed. This response is very generalized, few specific examples. How did the department use evidence to decide if Research would be a capstone or sophomore-level course? This response should be re-written.

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 background on the Senior/Alumni Survey is needed, this information is vague? What year, semester was the survey done? What is the number of students surveyed? Is the survey repeated yearly? There is no documentation of minutes of meetings where decisions were made. When and where were decisions made to have study sessions? There is generalized information; namely, "when students said..." how many students? As a focus group? There is no supporting evidence included. There was 09-10 information here that should go into the next 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.

The response to this question was adequate.

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 are two Table 5s in this response. The chart is good, enrollment data would be more helpful in your decision to keep/change/add other courses of study and at what time frame. Include enrollment data in next year’s report.

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.

Respectfully submitted,

Ranelle Eubanks, Recorder