

CASAA MEETING MINUTES
September 29, 2010
2:45p.m. Wells Hall Room 200

Members attending: Bob Stark, Sarah Bloom, Dennis Patterson, Terri Cossey, Donna Hunnicutt, Sayeed Mehmood, Carole Efird, James Crow, Brandi Maxwell, Veronica Studards, Laura Hughes, Sharon Cantrell and Ranelle Eubanks. Carol Strong and Mary Heady did not attend the meeting.

The School of Nursing and the College of Technology at McGehee 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 **College of Technology at McGehee, Practical Nursing** program.

Please number the pages throughout the report for ease in quickly referencing particular items.

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 State Board of Nursing regulates, to some extent, student learning outcomes. This program accredited by the State Board of Nursing; however, there is no letter of accreditation as documentation. A copy of the accreditation letter should be attached.

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.

Please re-write this response; all SLOs do not fit all sections of the UAM mission statement.

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 syllabi located on-line as referenced regarding SLOs are not the same as the syllabi included in the report. The PN Program student information presented to students was an excellent idea.

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 little evidence of historical patterns or trends in this response. Evidence is limited to course grades and/or exams. Item A 2) is not necessary to the questions. Graduation rates are included, but what is that figure compared to those enrolled? If there is a significant difference, why did these students not achieve the SLOs? Please move Item G, Attrition Rates to Question 5.

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.)

Meetings need to be formalized so that minutes or notes can be kept as documentation of meetings and discussions and how progress is made over time. The change regarding student medication errors was an excellent example. Item 2) h trails off and the sentence is incomplete.

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 statement “we attend webinars, conferences, and in-services” is broad and general, a log of specific dates/times/persons attending should be kept as evidence. The requirement by the State Board of Nursing to require Geriatric Leadership is a specific example that answers this question.

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

If students must attend in the summer, why is there no summer schedule indicated? In Item E, NA 1017 “was taught on Saturdays during the entire semester.” Does that mean every Saturday a new group of students? Was the course open to anyone who wanted nursing assistant training? What is your supporting data for changing start times for the

program? Are students surveyed? Are graduates surveyed? To see if there are other timeframes that would work better?

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

Item 10E: What is the *specific* retention plan for nurses, the narrative seems rather generic. When is the graduate follow up completed? A survey form should be included as evidence.

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 School of Nursing and the College of Technology at McGehee 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 **College of Technology at McGehee, Early Childhood** program.

Please number the pages throughout the report for ease in quickly referencing particular items.

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.

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 Program of Study does not indicate SLOs as indicated in the narrative.

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.)

Re-work this response. Graduation rates are noted in the narrative but that is all. How do you know that students have mastered SLOs? What does the practicum tell you?

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 re-written. Yes, SentenceWorks has been listed, but how has it improved unit decisions? Has AECECort suggested curriculum changes? If so, which ones? Do you have documentation to back up your suggestion? How does the success rate of Practicum relate to graduation rates?

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 re-written. Similarity between this question and other programs evaluated is remarkably similar. Retention rates are not "other than student performance." This is where the Cohort information should be placed from an earlier response. What other measures of success of student learning do you have?

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.

All goals are "to continue to" which indicates that the unit is satisfied with student progress as it is stated in this assessment report. It is not clear if the unit is seeking a national accreditation.

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.

How many ECE students complete the AASGT? This narrative would have been easier to read in table form.

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

Informal discussions with students about textbooks? What examples of practicum placement is based on student requests? Was this not done previously? Most importantly, what assignments changed as a result of student feedback?

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 School of Nursing and the College of Technology at McGehee 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 **College of Technology at McGehee, Administrative Office Technology** program.

Please number the pages throughout the report for ease in quickly referencing particular items.

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.

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 to this question was adequate. Reminder: please check all links to syllabi to be sure they are working.

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.)

No patterns or trends were noted: there was a discussion of coursework, practicum, and graduation rates but no discussion of changes over time. Pre/posting testing were mentioned; however, there was no evidence of this.

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 is very general and should be expanded. "During the next AOT assessment cycle, data will be available to determine the effectiveness of this course" was repeated several times.

5A3. Upon what basis were course modification and curriculum changes made to Practicum? Why were 10 hours added—upon what did we base our decision?

5B Standardized and teacher made tests were used to determine acquisition of SLOS. How do instructors analyze/evaluate test questions?

If instructors and supervisors in the practicum "rate" students, can should have an item line analysis to show where students are less strong than in other areas.

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 for AOT? Retention is 68%, is there an analysis of why students left the program. There are too many informal meetings that do not provide trackable responses. Notice: "retention spelling in charge of 6B. examples of professional meetings, senior surveys, alumni surveys would be beneficial.

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 specific. List faculty of each of the activities. The response noted that we “will continue to”; however, the retention rate is 68% if we continue, where are the efforts to increase that number?

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.

Efforts are being made to offer courses at different times. NOTE: Microcomputer Applications should be CIS 2223 (Not BUS 2232)

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 letter submitted as documentation was a letter of inquiry...not a letter of welcome, please attach a corrected copy.

The School of Nursing and the College of Technology-McGehee 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 Nursing:

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....:”

This response indicated that the School was accredited until 2018; however there was no letter of accreditation attached to indicate this. The letter of accreditation should be attached to the report. SLOs are well documented and easy to understand.

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.)

No syllabi are attached. A link to an online version would be acceptable. Brochures and postal cards are referenced, no copies are attached; please attach copies of materials mentioned in the report. A handbook was mentioned; it was unclear if this is the UAM student handbook or a nursing handbook, clarification is needed. A link to the handbook referenced would be acceptable. The response to this question was a list, not narrative as indicated by the question; more narration is needed in this 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.)

This response did not clearly address historical patterns. It was difficult to determine how SLOs and the assessments aligned; a more thorough explanation is necessary. The writing in the PEP was too small to be easily read by any committee member. On page 43, about line 9, the report states "2 faculty withdrew" is that a correct statement?

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 could use more explanation; several members noted that 5 D was very confusing. Examples of how student performance has affected unit decisions are unclear. It was unclear who made changes.

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 was a listing of what you do as a unit with no explanation of HOW you will improve; there are no examples of improvements. C&S changes were mentioned but it is unclear what those changes are and how it was determined that the particular change was 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.

There is no timeline or course of action indicated. The response is not specific enough to answer the question. Page 15, 1B indicates students were “induced” perhaps that should be another word. More information is needed to adequately answer the question.

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 schedule of courses indicated. There is no evidence of patterns/trends in the response. It was not clear how the new computers in the lab and computers for faculty made learning more accessible when courses are not offered on line. The report mentions “podcasting is on the horizon”—when? Where? Be specific in this response.

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

This response 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.

What is the purpose of the minutes in Appendix E? What about students who are not accepted? Are efforts made to bring them into alignment with the program? What about students who are failing? What are re-admittance procedures? Are social activities for all students—even “wanna-be’s?” One member indicated the response to this question is weak.

Respectfully submitted,

Ranelle Eubanks, Recorder