

CASAA MEETING MINUTES  
November 17, 2010  
2:45 p.m. Wells Hall Room 2010

Members attending: Terri Cossey, Dennis Patterson, Mary Heady, Veronica Studards, Carol Strong, and Ranelle Eubanks. Bob Stark, James Crow, Carole Efird, Sayeed Mehmood, and Brandi Maxwell notified that they were unable to attend the meeting and sent rubrics for this meeting. Sarah Bloom, Laura Hughes, Donna Hunnicutt and were absent. Also attending, Tom Springer, Dean, Social and Behavioral Sciences.

**The Fred J. Taylor Library** 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 Taylor Library:

**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 report referred the reader to the mission statement: there the reader found the mission statement but not the student learning outcomes. Learning outcomes should be listed on the website to complete this question.

**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.)**

Specific evidence indicates more what is done for prospective and current students versus communicating student learning outcomes; perhaps a re-wording would reflect this objective more clearly. The report indicated that several schools are making tours; documentation should include a list of schools making tours, number of students taking the tour, tour date, and library personnel responsible for the tour.

**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.)**

Two members noted that the documentation for this question indicated usage reports but were not evidence of achieving student learning outcomes.

**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 report indicated that placing athletic study hall in another facility has increased usage; however, this has been two years. Therefore, is the library able to document that the night-time usage of the Library has increased since moving study hall?

**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 adequate.

**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**

The response to this question was adequate.

**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.

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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. Please number report pages in future submissions.

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 link did not work, this must be repaired in the re-write. The report listed several minors within the School, but all minors are not listed, this should be repaired.

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 letter in Appendix I, Sample A is generic for Social and Behavioral and does not include information specific to psychology: the assessment report is for psychology. Delete all references to student names in the report by blacking out, deleting, etc. Brochure is missing from Appendix I, Sample C. Appendix 1, Sample E is headlined “Information Sheet about Majoring in Psychology”; however, the body of the sheet is about a major in political science. This should be repaired. The report references the 09-11 catalog pages 108-109. These pages reference the School of Forest Resources. The School of Social and Behavioral Sciences catalog information is found on pages 138-143; however, there is no reference to student learning outcomes on those pages. The 11-13 catalog should include student learning outcomes. The report indicates four syllabi are attached; however, there are only three (4673, 1023, and 1013). None of the syllabi reference student learning outcomes. The 8-semester plan is referenced as Appendix 2; however, it is actually Appendix 3. It does not indicate student learning outcomes. More importantly, the body of the 8-semester plan included in the report is for a major in criminal justice...not psychology! This should be repaired.

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 report does show evidence of some historical patterns or trends; however, there is no analysis of this data. Syllabi do not indicate oral communication although that is listed as a student learning outcome. Were senior surveys done in September 2010 as indicated in the

report? While this response is lengthy, it is weak referencing the work of the psychology department. The report indicates there is a retention problem between psychology majors as freshmen and as sophomores or juniors but the report does not indicate how this perceived problem will/should be addressed.

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.)

Appendix 6, Samples A-D are referenced; however Appendix 6 is an email from the Interim Dean to faculty. The reference to Appendix XX Sample XX needs to be corrected. Are evaluations made of field experiences?

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 is generalizable and not specific to psychology. Appendix XX is again referenced, this should be corrected. No one from the psychology department are listed as committee members. Appendix 9, Sample B is referenced; however this does not exist.

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.

Has the work of the Senior Survey Committee been done so that it can be implemented in Spring, 2011? There is only one reference specific to psychology in this response. Will the psychology faculty send out letters for students who have made the Dean's or Chancellor's list? Will the Undergraduate Student Research Forum include psychology students and advisors?

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

Because this report is specific to psychology, references to other courses should not be included. Also, a listing of students enrolled/completed might be more useful to determine if courses are more beneficial to students using one method of delivery over the other.

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

This answer is not specific to psychology: it is generalizable to all social and behavioral units.

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.

This answer is not specific to psychology: it is generalizable to all social and behavioral units. Several members noted they would like to see results of the Student Retention Committee in the coming report so that other units might take advantage of ideas. The report indicates “letters are being drafted” perhaps a sample, even if labeled “draft” would be beneficial documentation.

Respectfully submitted,

Ranelle Eubanks, Recorder