

CASAA MEETING MINUTES
December 1, 2010
2:45 p.m. Wells Hall Room 2010

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

The **School of Arts and Humanities** (Art, English, and Music) 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 Arts and Humanities, **Art Department**. In general, this report is improved from the 2009 report, comments regarding improving this report will move the report to more clearly indicate the progress the Art Department is making.

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....:”

While student learning outcomes were clear, the website linked to *last year’s assessment report*. This was of major concern: The Art SLOs should be clearly indicated on the website. It was also noted that the punctuation used in the SLOs was not consistent at the end of statements. These errors should be repaired in the report revision.

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.)

Guiding Question number 3 asks for three sample syllabi: only 1 syllabus was submitted. The website links to last year’s assessment report: Art SLOs should be clearly indicated on the website and not refer to a previous report. This response is a listing of items, not a narrative as asked for in the question. These errors should be repaired in the report revision.

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 evident that students are assessed; however, there are no historical patterns or trends noted. Over time, what are the course grades for the examples indicated, what is the student graduation rate, etc. Provide an explanation regarding how a syllabi review indicates whether a student has achieved a student learning outcome.

The explanation and appendices for the capstone course and thesis paper were "on target," i.e. easy to understand and provided background knowledge for the response. However, there are no historical patterns or trends noted.

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.)

Samples of assignments sheets would be helpful as evidence. If the use of assignments sheets was made to "improve unit decisions," what was the evidence that led the unit to this decision? If the increase in the number of As and Bs is a reflection of improved teaching methods, what teaching methods were changed for this positive impact?

Because Art Appreciation is a general education course, it would be helpful for analysis to separate Art Appreciation from the remaining Art courses.

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.

While it is clear that faculty is utilizing information other than student performance, there is little evidence presented. Faculty meetings included in the appendices are little more than agendas of meetings, while this is an improvement over last year's report, evidence should include minutes of meetings as indicated in the question. The concept of meeting with high schools is excellent; however, there is no evidence that faculty met with high school art faculty. The response indicates that faculty updated curriculum as a result of student evaluations; however, there is no evidence of this. Perhaps if the response indicated that of XXX number of student evaluations in the last three years, XXX number of students indicated that the equipment, facilities, and tools were contributing to their lack of success and interest, a funding request might be more favorably viewed. In turn, this would be evidence needed to answer this question. The response indicates that faculty attended professional conferences, but there is no evidence such as Faculty One attended the XXXX meeting on XXXX dates in XXXX. Regional Art exhibitions should be indicated by place, date, etc.

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 clearly indicates the priorities and persons responsible; it would be helpful to indicate a timeline. For example, in 2011 we plan to offer XXX art history course(s). The use of alumni mentors is excellent, can you give more details of how this works?

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

Provide a list of exhibitions, locations, and dates of events for evidence with this response. While it is indicated that faculty discern no difference in grade distributions, there is no evidence of this. A grade distribution of on-ground and on-line courses should be presented as documentation.

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.)

Your response clearly shows that you are responsive to students: there is no indication (evidence) of how or why you gathered this information. Where is this feedback coming from?

The School of Arts and Humanities (Art, English, and Music) 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 Arts and Humanities, English Department.

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....:”

While student learning outcomes were clear, the website linked to last year’s assessment report. This was of major concern: The English SLOs should be clearly indicated on the website. One member noted that the SLOs should include “familiarity with canonical works.”

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.)

Guiding Question number 3 asks for three sample syllabi: only 1 syllabus was submitted. This response is a listing of items, not a narrative as asked for in the question. These errors should be repaired in the report revision.

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 information in Appendix C regarding pre-test analysis was difficult to read; perhaps a tabular format would be more easily understood. The explanation was helpful in this regard. Provide an explanation regarding how a syllabi review indicates whether a student has achieved a student learning outcome.

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.)

In the analysis of this response, it is indicated for example “make sure students English majors know how to use databases.” It is not clear how one “makes sure” this is done. It is evident that the English department is collecting data regularly.

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 is unclear how the evidence provided determines necessary unit decisions.

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.

On page 5, Question 7, Composition II: the sentence is incomplete and lacking substance. There is no timeline—no prioritization of a plan of action. Under World Literature I and II, it is indicated that instructors will participate in assessment of how teaching is successful but there is no plan of action regarding how this will be done. In the section regarding new Fundamentals learning outcomes, it is stated: “students will learn and use word processing.” How will learning word processing be assessed? Will you be grading word processing skills?

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

Page 6, under CIV Courses, 205 should be 2005. It is clear that the number of online sections of courses is increasing. It should be helpful to historically track the number of students enrolled versus the number of students completing and the grades of those completing.

The chart on page 6 does not indicate that any Early College courses for 2008-09/10. This needs to be corrected. It is not clear who participates in Early College and how many students or what affect this has had on the UAM English Department.

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

Appendix F, the capstone rubric is missing from the report. While the potential does exist for faculty to revise courses based on student evaluation of teaching, it is not clear that this has ever been done. If student evaluations of teaching are not used, why should the unit continue to do these evaluations?

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 is nothing in this response that indicates direct contact with students and helping them to stay in the unit/University. This response indicates changes that have been made but does state why these decisions were made; i.e. how did the unit determine that these problems existed? What are the effects of having the Writing Center open hours in the late afternoon? How was it decided that this was needed? How many students are participating in the later hours? Are numbers available to see how many students are using SentenceWorks? It is not clear why

Introduction to Literary “Students” was added to the curriculum or when it was added. It is not clear what is meant by “greater number of English faculty teaching majors...”

The School of Arts and Humanities (Art, English, and Music) 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 Arts and Humanities, Music Department.

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 committee found several areas of concern with this response that should be corrected in the report revision. There is no letter from NASM attached to indicate accreditation. The SLOs on the website do not match the ones in the report. The link to the NASM handbook did not work. The website indicated for the SLOs goes to the Division goals...not the Department of Music.

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.)

Student learning outcomes should be listed in places other than the previous year’s assessment report! This response is simply a listing, there is no narration of the listing. The website was inoperable. There are only 2 syllabi included when the question clearly asks for 3 sample syllabi.

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 not clear what the scores on the pre/post test indicate...is this the number of responses correct compared to number of responses correct? Why are there music majors who did not take the pretest? A means of measuring learning from Theory I to II, III, or IV might be beneficial to the instructor/dean. It seems that in the senior recital the student is expected to address literature from each of the stylistic periods but faculty assess the student on proficiency in voice or instrument.

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.)

It is not clear who completes Jury Forms: Only instructors? Other students? When? The courses listed in the narrative regarding retention and graduation rates are not all included in the charts that follow. One can assume that these courses showed a decline in enrollment due to faculty reconfiguration?

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 begins "We have not used the following assessment tools in the past year, but plan to start using them again in 2010." Listed, among others, are the NASM Guidelines and the Strategic Plan. Have these not been used in the last year? Have the assessment tools otherwise listed in this response been used this year? There is no evidence of how the unit analyzes and selects a course of action for this response. Instead of attaching blank forms, a sample form with student name blocked out could be used as clear evidence.

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.

Page 9, NASM reaccreditation: is March 2010 correct? This question asks for your input from Questions 5 and 6; however, the responses for 5 and 6 are not included in the response to this question. Why is a pre/post test planned for Music History when no mention of this is made in Questions 5 and 6? Why are you doing more high school recruiting? The responses to Questions 5 and 6 do not indicate a lack of high school recruiting. Are you saying that high school recruiting has led to the increase in the numbers of students? A record should be kept of who contacts the students, the student name, high school, and date of contact.

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 description of making learning accessible and little in the way of historical patterns and trends addressed in this response. Why is History or Music I being offered online? What was the basis for this decision?

It should be helpful to historically track the number of students enrolled versus the number of students completing and the grades of those completing for online courses.

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

It is a good idea to have peer reviewers. Are those evaluations made a part of the performer's grade? The Alumni Survey seems exceedingly long, perhaps it could be shortened to provide a better response rate.

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 committee's responses to this question ranged from "lacks enthusiasm" to "could have been better" to "lack of evidence for the few things noted" to "really short, incomplete answer." The letter attached in Appendix F was a recruitment letter, the question asks for retention efforts. The letter also mentioned a brochure attached, but no brochure was available as evidence. How is meeting with a student to work out registration concerns effort of retaining students; i.e. can you prove that the student who was not advised left UAM for another school? Contacting students who have left the program is a good idea but there is no evidence of telephone, email, or letters by faculty to those students. Perhaps it would be beneficial (through a short evaluation?) to determine if musical performances contributed to every student's campus experience.

Respectfully submitted,

Ranelle Eubanks, Recorder