



**Long Island University**  
**Outcomes Assessment Committee Meeting**  
Meeting notes of Tuesday, April 07, 2009  
11:00 am-11:30am  
Jonas Boardroom

**Present:** Philip Wong, Sara Haden, Kathleen Morley, Valerie Lava, Pria Talwar, Naomi Azar, Donna Dolinsky, Carole Griffiths, Gustavo Rodriguez, Kathleen Modrowski, Mohammed Ghriga, Brandi Buchanan, Patricia Keogh

1. University Assessment Committee Update (Kathy Morley)

Kathy provided a general update of activities on the UAC, including initial committee discussions about program review. This prompted some discussion of how departments are being required to cut down on courses due to lower enrollment, making it impossible to run advanced courses necessary to graduate majors. The task of program review, then, seemed illogical at this point (e.g., why conduct a program review when programs are being drastically limited to the point of extinction?). Kathy expressed the university's commitment to creating a structure where these issues can be discussed and where faculty can have their voices heard, and acknowledged that program review and institutional effectiveness are loaded topics that need to be looked at from a number of different angles. The university assessment committee is beginning to raise the questions, but it won't be the body to answer these questions. At this preliminary stage, they are doing research to find out what other universities do to this end.

2. Phase 1 – Basic Review Concepts (Kathy Morley)

Kathy gave out power point slides that address how Phase I should be approached, reviewing the central concepts of Learning versus Program Goals. The power point is available on the Outcomes Assessment Website, along with other sources of information on this topic. Learning Goals are described as: What the student will accomplish. It can be good to include specific examples, such as rubrics, essay questions, etc. Program Goals are described as: What the faculty is doing towards reaching the learning goals.

The goal is a general statement about what we want to accomplish whereas the outcome is a concise statement that describes what specifically you want the students to demonstrate and/or the program to accomplish. This year, departments can choose either program or learning goals, however in the future, learning goals will be emphasized and program goals will be captured in a different way.

You can assess the stated goal via direct and indirect measures. Direct: Faculty observes the students' demonstration of skills. Indirect: The student offers an opinion about the demonstration of that skill (i.e. having completed the program, the student can report whether he thinks he made gains in his writing skills). There are direct and indirect measures that can be used from both a program and learning perspective. Kathy recommends that departments focus on direct and indirect measures from the student learning, as opposed to the program, perspective.

Use the Brooklyn Outcomes Assessment website as a valuable resource. The University Assessment Website also has power point slides on rubrics and additional resources will be posted, such as portions from the book: *Student Learning: A Common Sense Guide*. Power point presentations on measurements will also be posted.