

## **Outcomes Assessment Meeting 10/5/10**

### **Attendees:**

Gladys Schrynemakers

William Burgos

Amy Ginsberg

Cristiana Kahl

Stacy Jaffe Gropack

Bupendra Shah

Brook Stowe

Helisse Levine

Jessica Trubek

Nancy Grove

Maria Vogelstein

Timothy Leslie

Benjamin Saunders

Trish Keogh

Kathleen Modrowski

Dawn Kilts

Kathy Morley

Sara Haden

Tina Zerilli

Nicole Nehrig

### **Article Discussion:**

- Important to use the data to identify student weaknesses and improve student learning
- Distinction between program effectiveness and assessment of student learning outcomes

- Outcomes assessment should be a collective effort within the department. If liaisons need support from other faculty members in their department, speak to Kathy Morley and she may be able to help with support.
- Common language is helpful—the assessment template is used to put us on the same page when we communicate the results
- Number of outcomes is set at 5 because it is fairly typical, when more than 5 it may become unmanageable, when less than 5 it may not be enough to gather enough information to evaluate student learning
- Formatting objectives as “student will...” measures what the student can actually demonstrate so taps student learning, not what faculty is teaching
- Middle States is not mandating that schools do curricular mapping but Kathy Morley recommends it because it helps look at the curriculum overall and gather data that ties back to the curriculum
- One direct measure is required for each objective
  - Direct= actual student performance
  - Indirect= perceived student performance
- Systematic approach—the use of the data is what matters the most

#### **Roles of Committee Members:**

- The role of liaisons is to communicate information regarding outcomes assessment from the committee to their respective departments
- The role of faculty fellows is to conduct targeted workshops in particular schools/colleges

#### **Upcoming Events:**

**Friday, October 8<sup>th</sup>** an assessment expert, Peggy Maki is coming to the campus to speak to the outcomes assessment committee at 9am in Pratt 619. 10:30 there will be a meeting with the assessment fellows in Jonas Board Room, 12:00 lunch in the Kumble Theater Lobby, 1:00-4:00 the main presentation will take place in the Kumble Theater. If faculty have not registered they can do so at [vpaa.liu.edu/registrations](http://vpaa.liu.edu/registrations)

**Wednesday, October 13<sup>th</sup>** is a rubrics webinar by Innovative Educators from 1:00-2:30 in the Jonas Board Room. Please RSVP to Meseret Tzehaie at ext. 3405.

**Tuesday, November 2<sup>nd</sup>** each member should email a current version of a rubric that one of their faculty members in their department is using. The committee will review some of these together for strengths and weaknesses. Email the rubric by October 29<sup>th</sup> to Stephanie Hundt at [stephaniehundt@gmail.com](mailto:stephaniehundt@gmail.com).

**November 15<sup>th</sup>** Phase I should be submitted. More information will be provided as to how that will be submitted.

- Phase I is the goals, objectives, and measures the department plans to use for the academic year: 2 goals, 2 objectives for each goal, and 2 measures per each objective.
- If you have a small program, 10 or fewer majors, talk to Kathy regarding Phase I for the core curriculum.
- Departments with multiple degree programs may be able to combine reports if there is a rationale behind it e.g., if all degree programs are accredited together.
- Also add proposed information for the academic year 2010-2011 together with changes from last year's report. Also submit all measurement tools: rubric, test items, etc... for this year and last.

### **Departmental Updates:**

#### Core Curriculum:

- Committee met for first time in September
- Courses targeting for fall: Oral Communications 3, English 16, History 1 & 2, Physics 20—these are being worked on currently by their respective liaisons
- Kathy Morley clarifies that the data being turned into the committee is not the raw data, but rather a summary of the result—high level data reporting

#### Connolly-Science:

- Many of the departments are behind
- Sent email introducing self and including expectations of outcomes plan, and key dates and deadlines
- Hopes to meet with each department individually before next meeting
- Is meeting with Physics to discuss Core Curriculum as well
- Training on StudentVoice so he can pass on

#### Connolly-Communications, Visual and Performing Arts:

- Sent an email, reminding them of what is expected, upcoming dates
- Had a division meeting this summer
- Has met with all 7 of the program liaisons and they have submitted drafts of their proposed plans which will be revised

#### Connolly-Social Sciences:

- Sent an email introducing self and asking where each department is regarding goals/objectives, no one is grossly behind

#### Library:

- Met last month
- Have moved to increase pre and post assessments to 10, were using clickers, now using StudentVoice

#### Teaching & Learning:

- Just finished 2<sup>nd</sup> accreditation visit in September, will find out results in April
- Auditors were impressed with the program, called work “groundbreaking”
- Using qualitative research and create action plans to act on the data

#### School of Business:

- Just got an additional 7 year accreditation
- Have all of their updates, revisions, and comments completed as of September 30th

#### Nursing:

- Decided to have 3 liaisons due to needs within the programs
- Moving along well, on schedule
- Completed last year an accreditation for master’s
- Now writing an accreditation for the undergrad and to combine the master’s and undergrad

#### Pharmacy:

- On track
- Just finished action plan for the current year
- Sent out an email re-introducing selves, important dates, resources
- Goal is to get more people involved—need additional measures for the Brooklyn report to supplement the direct measures, the faculty has agreed to take this one
- Graduate programs are in a state of revision—have developed syllabi
- Kathy Morley and Gladys Schrynemakers recently attended a meeting to help them implement outcomes assessment
- Unlikely that they will meet the November 15<sup>th</sup> deadline but may do just 3 objectives in order to catch up

#### School of Health Professions:

- Have been meeting with each departments and going over their Phase I reports and making revisions
- Have asked them all to prepare goals, objectives, and measures by October 15<sup>th</sup> so they can be tweaked before November 15<sup>th</sup> deadline

#### School of Education/Human Development and Leadership:

- Have 3 different accrediting bodies, working towards professional accreditation
- Counseling submitted 3 Phase II reports and they are resubmitting as one report
- School Psychology did not submit theirs on time because they were waiting on national test data that came in over the summer; they submitted it on September 30<sup>th</sup>
- Ed and Leadership was asked to resubmit and did so by September 30<sup>th</sup>
- They are facing a lot of challenges because of a change in leadership: new department chair and program coordinators
- Working on having an October 15<sup>th</sup> deadline to have time for revisions
- Kathy Morley would like to have a follow up meeting to discuss reports