COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Tuesday, February 18, 2014

SUBJECT: STUDENT LEARNING OUTCOMES ASSESSMENT STATUS REPORT

PROPOSED BOARD ACTION
No action required. Information item.

BACKGROUND INFORMATION
Florida Atlantic University has developed Student Learning Outcomes Assessments (formerly known as Academic Learning Compacts) for each of its baccalaureate programs, as mandated by the Board of Governors in Regulation 8.016. A report is submitted to the BOG annually in the spring semester.

Student Learning Outcomes identify discipline-specific knowledge and skills, as well as broader communication skills and critical thinking skills that students in their respective programs are expected to demonstrate prior to graduation. This process also identifies methods by which students will be assessed of these skills.

The attached status report will be submitted to the Board of Governors by February 28, 2014.

IMPLEMENTATION PLAN/DATE
N/A

FISCAL IMPLICATIONS
N/A

Supporting Documentation:
- Student Learning Outcomes Assessment Status Report request from the BOG
- FAU Student Learning Outcomes Assessment Report 2013

Presented by: Michele Hawkins, Associate Provost
Phone: 561-297-3069
MEMORANDUM

DATE: February 4, 2014

TO: SUS Data Administrators

FROM: Jan Ignash, Vice Chancellor for Academic and Student Affairs

THROUGH: Gene Kovacs, Assistant Vice Chancellor, IRM

SUBJECT: Student Learning Outcomes Assessment Progress Reports

Due Date: February 28, 2014

Board of Governors Regulation 8.016 requires universities to submit a status report on student learning outcomes assessment for each baccalaureate program. The following elements must be included: (1) identification of expected core student learning outcomes, (2) posting of expected core student learning outcomes on the Web, (3) identification of corresponding assessment tools, (4) posting of examples of corresponding assessment tools on the Web, (5) development of a system of program assessment/evaluation, and (6) use of information to improve student achievement and program effectiveness. The status report covers the period from January 1, 2013, through December 31, 2013. The due date for the report is February 28, 2014.

Please use the attached template to report on the status of student learning outcomes assessment in each baccalaureate degree program. The Board’s expectation is that each element be reviewed for possible improvement with the exception of new programs early in their review cycles or programs undergoing significant modifications. If an element is not reviewed for possible improvement, please provide a brief explanation in the comment section of the template.

Terminated programs that were not phased out by December 31, 2013, and inactive programs that still have students enrolled as of December 31, 2013, should be included. If the report includes a terminated or an inactive program, please note in the comment section of the template that the program status is terminated or inactive. Terminated programs that were phased out prior to December 31, 2013, and inactive programs that have no students enrolled as of December 31, 2013, should not be included. Please submit only one response per institution, and be sure to identify the individual responsible for the completion of the status report on the front page of your institution’s report. Submissions should be e-mailed to: SUS-Submissions@flbog.edu.

Please contact Andrew Morse by email at Andrew.Morse@flbog.edu or by phone at
(850) 245-9681 if you have any questions or need technical assistance with this submission. Thank you for your assistance with this request.

Attachment

c: SUS Academic Learning Compact Representatives

Eugene Kovacs  
Assistant Vice Chancellor/CIO  
Information Resource Management

Board of Governors  
State University System of Florida  
325 West Gaines Street, Suite 1625  
Tallahassee, Florida 32399  
(850) 245-0837  
(850) 245-0419 FAX  
Visit us online at www.flbog.edu
1. Program faculty have identified expected core student learning outcomes in the areas of communication, critical thinking, and content/discipline knowledge and skills.

2. Program faculty have made core learning expectations in the areas of communication, critical thinking, and content/discipline knowledge and skills readily available to prospective and enrolled students.

3. Program faculty have identified corresponding assessment tools - the different ways in which individual students are assessed within the context of the program to determine if they have mastered the articulated core learning expectations.

4. Program faculty have included examples of the corresponding assessment tools that students may encounter in the program to determine if they have mastered the expected core student learning outcomes.

5. Program faculty have developed a system of program assessment/evaluation, including external validation, (which can involve sampling) to corroborate that graduates have truly attained the expected core competencies.

6. Program faculty have used information from the periodic review of Student Learning Outcomes, as well as from the evaluation of corresponding assessment mechanisms to improve student achievement and program effectiveness.

Please use this key to provide a status report on each program:
CI = Evidence That Element is Completed and in Continuous Improvement Mode. PC = Evidence That Element is Partially Completed. NS = No Evidence That Element is Started.

New program added 2010-2011. First cohort entered in Fall 2011. Assessment plan in place including data collection. No students have completed the program so limited data for analysis and, thus, program improvement.

New program added 2010-2011. First cohort entered in Fall 2011. Assessment plan in place including data collection. No students have completed the program so limited data for analysis and, thus, program improvement.

Comments:

Student Learning Outcomes Assessment Status Report for January 1, 2013, through December 31, 2013

University: Florida Atlantic University
Prepared By: Michele Hawkins
Date Submitted:

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4. Program faculty have included examples of the corresponding assessment tools that students may encounter in the program to determine if they have mastered the expected core student learning outcomes.
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6. Program faculty have used information from the periodic review of Student Learning Outcomes, as well as from the evaluation of corresponding assessment mechanisms to improve student achievement and program effectiveness.

**Student Learning Outcomes Assessment Status Report for January 1, 2013, through December 31, 2013**

**University:** Florida Atlantic University

**PREPARED BY:** Michele Hawkins

**Date Submitted:**

**STUDENT LEARNING OUTCOMES ASSESSMENT ELEMENTS**

1. Identification of expected core student learning outcomes.
2. Core learning expectations posted on the Web.
3. Identification of corresponding assessment tools.
6. Use of information to improve student achievement and program effectiveness.

**PLEASE USE THIS KEY TO PROVIDE A STATUS REPORT ON EACH PROGRAM:**

- **CI** = Evidence That Element is Completed and in Continuous Improvement Mode.
- **PC** = Evidence That Element is Partially Completed.
- **NS** = No Evidence That Element is Started.

**COMMENTS**

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