COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Thursday, February 16, 2012

SUBJECT: ACADEMIC LEARNING COMPACTS AND LEARNING OUTCOMES ASSESSMENT

PROPOSED COMMITTEE ACTION
No action required. Information item.

BACKGROUND INFORMATION
An update on the changes to regulation 8.016 (now entitled Student Learning Outcomes Assessment), an example of current practices at FAU, and a summary of the plan for ensuring that FAU is in compliance with the revised regulation.

IMPLEMENTATION PLAN/DATE
N/A

FISCAL IMPLICATIONS
N/A
Academic Learning
Compacts and Learning Outcomes Assessment

Committee on Academic and Student Affairs
February 16, 2012
Student Learning Outcomes Assessment
R.E. LeMon, Associate Vice Chancellor
November 9, 2011

www.flbog.edu
Guiding Principle and History

• The Board of Governors recognizes that high-quality teaching, learning, and assessment require a clear understanding of expected core student learning outcomes by both faculty and students.

• Academic Learning Compacts (ALCs) were established in 2004
  
  • to convey expected core student learning outcomes for each baccalaureate program in the State University System and
  
  • to identify, by academic program, what students will have learned by the time they graduate, and
  
  • to identify how content knowledge, and communication and critical thinking skills will be measured.

• In 2007, Board of Governors adopted Regulation 8.016 Academic Learning Compacts.
Proposed Amendment to Reg. 8.016

- November 2011 - Board of Governors is considering notice to amend Regulation 8.016
  - Academic Learning Compacts Work Group (members from 6 universities and the Board office) developed revisions
- Amendments clarify processes for student learning outcomes assessment
- Title change from “Academic Learning Compacts” to “Student Learning Outcomes Assessment”
Sample ALC: USF B.S. Chemistry

• Discipline-Specific Knowledge and Skills

  • **Outcome 1:** Demonstrated knowledge of chemistry topics
    • **Assessment:** Standardized test of general subject knowledge (ACS subject test) at end of each course

  • **Outcome 2:** Demonstrated knowledge of scientific research methods and use of research instruments
    • **Assessment:** Final exam in capstone course reviewed by at least 2 faculty and evaluated at 4 levels of performance

  • **Outcome 3:** Effective use of scientific method in well-written, logically correct and concise lab reports
    • **Assessment:** Lab reports in capstone course scored using a detailed scoring rubric
Sample ALC:USF B.S. Chemistry (cont.)

- Critical thinking skills
  - **Outcome 1**: Demonstrate critical thinking and analytical abilities, including ability to draw appropriate conclusions from research data
    - **Assessment**: Faculty teams analyze 2 oral presentations (posters and student research conference) using rubrics

- Communication skills
  - **Outcome 1**: Demonstrate effective written communication skills
    - **Assessment**: Faculty team analyzes final written research project in capstone course
  - **Outcome 2**: Exhibit effective oral communication skills
    - **Assessment**: Faculty member evaluates oral presentation on final research project in capstone course
FAU Example
B.A. and B.S. in Geography

**Discipline-specific Knowledge and Skills**

- **Outcome**: Students understand basic concepts and theories in the spatial analysis of human-environmental systems.

- **Assessment**: Final project in capstone course in which students demonstrate their understanding of basic concepts and theories.
Critical Thinking Skills

- **Outcome**: Students evaluate information, data and problems related to geography by applying basic principles of scientific methodology and appropriate research techniques.

- **Assessment**: Students complete a major research project that illustrates their understanding of the scientific method as applied to geographic problems.
Communication Skills

• **Outcome:** Students can produce writing that is grammatically correct and well organized and deliver clear and well-organized oral presentations using graphic tools and other techniques.

• **Assessment:** Students will produce a substantial written report of a research project and orally present that project in class. The project should utilize graphics such as computer cartography, GIS and Remote Sensing.
# Next Steps at FAU

<table>
<thead>
<tr>
<th>Student Learning Outcomes Assessment</th>
<th>Completed</th>
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<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Completed</strong></td>
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<tr>
<td>Review of compacts and assessment plans for academic years 09-10, 10-11, and 11-12</td>
<td>Feb 20</td>
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<tr>
<td>College-level committees appointed</td>
<td>March 1</td>
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<tr>
<td>Review student learning outcomes and revise as necessary for Fall 12</td>
<td>April 30</td>
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<tr>
<td>Implement student learning outcomes assessment designed to meet BOG requirements</td>
<td>August 1</td>
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