COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Thursday, December 13, 2012

SUBJECT: STUDENT LEARNING OUTCOMES ASSESSMENT

PROPOSED COMMITTEE ACTION
No action required. Information item.

BACKGROUND INFORMATION
See attached PowerPoint presentation.

IMPLEMENTATION PLAN/DATE
N/A

FISCAL IMPLICATIONS
N/A

Supporting Documentation: Student Learning Outcomes Assessment
Presented by: Dr. Brenda Claiborne, Provost  Phone: 561-297-3062
Student Learning Outcomes Assessment

A. Alignment with BOG regulation 8.016
B. Assessment of Student Learning Outcomes for Degree Programs
C. Assessment of Student Learning Outcomes for Intellectual Foundations Program (core curriculum)
A. Alignment with BOG Regulation 8.016

BOG Regulation 8.016 states that institutions must:

- Identify student learning outcomes
- Develop corresponding assessment methods
- Use a program assessment system
- Ensure continuous improvement in program effectiveness and student learning

B. Assessment of Student Learning Outcomes for Degree Programs

Process at FAU

- Student learning outcomes identified
- Multiple methods used to assess learning outcomes
- Analyze data
- Data used to make continuous improvement in program effectiveness and student learning
Example of steps in assessing the BA in English

1. One of three student learning outcomes:
   Students will have the ability to analyze/interpret a complex literary work...

2. Assessment method for this outcome
   Faculty committee assessed student essays from two gateway courses

3. Data analyzed for 2010-2011

4. Based on data, faculty changed pedagogical methods in 2011-2012

Assessment of student essays before and after changes in pedagogical methods

<table>
<thead>
<tr>
<th>Rating</th>
<th>Results 2010-2011</th>
<th>Results 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>18 %</td>
<td>20 %</td>
</tr>
<tr>
<td>Strong</td>
<td>32 %</td>
<td>33 %</td>
</tr>
<tr>
<td>Competent</td>
<td>35 %</td>
<td>38 %</td>
</tr>
<tr>
<td>Inadequate</td>
<td>15 %</td>
<td>9 %</td>
</tr>
</tbody>
</table>
Examples of types of actions taken to ensure continuous improvement

<table>
<thead>
<tr>
<th>Action Description</th>
<th>Improvement Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course revisions</td>
<td>Improvements in pedagogy</td>
</tr>
<tr>
<td>Assessment plan changes</td>
<td>Personnel changes (e.g., instructors)</td>
</tr>
<tr>
<td>Curricular changes, including adding or changing courses</td>
<td>Use results to budget and allocate resources</td>
</tr>
<tr>
<td>Improve advising</td>
<td>Faculty development/training</td>
</tr>
</tbody>
</table>

Top four actions taken to ensure continuous improvement

<table>
<thead>
<tr>
<th>Program Improvement</th>
<th>Number of Programs Making Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td>Course revisions</td>
<td>61</td>
</tr>
<tr>
<td>Assessment plan changes</td>
<td>57</td>
</tr>
<tr>
<td>Curricular changes, including adding or changing courses</td>
<td>28</td>
</tr>
<tr>
<td>Improve advising</td>
<td>17</td>
</tr>
</tbody>
</table>
C. Assessment of Student Learning Outcomes for Intellectual Foundations Program (core curriculum)

- Four general student learning outcomes called General Competencies
- Six categories of student learning outcomes called Specific Competencies
- Assessment results used to improve individual courses and the overall program
- Spring 2012 assessment process used data from 72 representative sections

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Courses Meeting or Exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ability to think critically</td>
<td>68 %</td>
</tr>
<tr>
<td>2. The ability to communicate effectively</td>
<td>69 %</td>
</tr>
<tr>
<td>3. An appreciation for how knowledge is discovered, challenged, and transformed as it advances</td>
<td>63 %</td>
</tr>
<tr>
<td>4. An understanding of ethics and ethical behavior</td>
<td>80 %</td>
</tr>
</tbody>
</table>
## Percentage of courses meeting or exceeding benchmarks in the Specific Competency of Global Citizenship

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Courses Meeting or Exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship (Western Identities Only)</td>
<td></td>
</tr>
<tr>
<td>1. Identify different individual, cultural, and national identities</td>
<td>100 %</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the economic, political, environmental and/or social processes that influence human action/interaction</td>
<td>75 %</td>
</tr>
</tbody>
</table>

## Percentage of courses meeting or exceeding benchmarks in Specific Competency of Creative Expression

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Courses Meeting or Exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Expression</td>
<td></td>
</tr>
<tr>
<td>1. Identify one or more forms/genres of creative expression</td>
<td>89 %</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the theory or methods behind the creative expression(s)</td>
<td>89 %</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the social, cultural, or historical context of the creative expression(s)</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Percentage of courses meeting or exceeding benchmarks in Specific Competency of *Science and the Natural World, Labs*

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Courses Meeting or Exceeding Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Science and the Natural World, Labs</em></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate an understanding of how experiments are conducted</td>
<td>71 %</td>
</tr>
<tr>
<td>2. Be able to analyze resulting data</td>
<td>75 %</td>
</tr>
<tr>
<td>3. Be able to draw appropriate conclusions from such data</td>
<td>75 %</td>
</tr>
</tbody>
</table>

Actions taken to ensure continuous improvement in the Specific Competency of *Science and the Natural World*

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title</th>
<th>Changes made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Intro to Astronomy</td>
<td>Add more material on explanatory models</td>
</tr>
<tr>
<td>Chemistry</td>
<td>General Chemistry I</td>
<td>Use more examples to illustrate complex reactions</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Intro to Anthropology</td>
<td>Increase group work activities</td>
</tr>
<tr>
<td>Engineering</td>
<td>Engineering, Science, and the Humanities</td>
<td>Increase lab assistance and work on progressive skill building</td>
</tr>
</tbody>
</table>
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Summary
A. Alignment with BOG regulation 8.016
B. Assessment of Student Learning Outcomes for Degree Programs
C. Assessment of Student Learning Outcomes for Intellectual Foundations Program (core curriculum)