



Item: AS: I-4

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

**SUBJECT: ACADEMIC LEARNING COMPACTS AND LEARNING OUTCOMES ASSESSMENT**

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**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

*Making Waves*





# STATE UNIVERSITY SYSTEM *of* FLORIDA

## Board of Governors

## Student Learning Outcomes Assessment

R.E. LeMon, Associate Vice Chancellor  
November 9, 2011

[www.flbog.edu](http://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.



# FAU Example – Cont.

## B.A. and B.S. in Geography



### 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.

# FAU Example – Cont.

## B.A. and B.S. in Geography



### 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



## Student Learning Outcomes Assessment

Activity	Completed
Review of compacts and assessment plans for academic years 09-10, 10-11, and 11-12	Feb 20
College-level committees appointed	March 1
Review student learning outcomes and revise as necessary for Fall 12	April 30
Implement student learning outcomes assessment designed to meet BOG requirements	August 1