



Item: AS: I-2

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Tuesday, April 16, 2013

**SUBJECT: ACADEMIC LEARNING COMPACTS AND 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: Academic Learning Compacts and Learning Outcomes Assessment

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FLORIDA ATLANTIC
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Committee on Academic and Student Affairs

Student Learning Outcomes Assessment

April 16, 2013

FLORIDA ATLANTIC UNIVERSITY

Student Learning Outcomes Assessment

- I. Report to Board of Governors for 2012
- II. Examples from Program Assessment
- III. University-wide Assessment Improvements



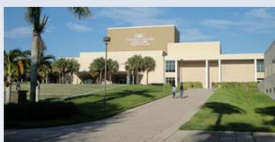
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I. Report to Board of Governors for 2012

A) BOG Regulation 8.016, Student Learning Outcomes Assessment

- Report on undergraduate student learning outcomes assessment activity
- Report submitted annually on January 31



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I. Report to Board of Governors for 2012 (cont.)

Element	Programs (n=87)
Identification of outcomes	100% completed
Posting of outcomes on Web	100% completed
Identification of methods	100% completed
Posting of methods on Web	100% completed
Analysis of data	98% completed (2 new programs*)
Improvements made to programs	98% completed (2 new programs*)

*Data analysis partially completed; program improvements not yet started

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II. Examples from Program Assessment

A) B.B.A. in Accounting

- Content Knowledge Outcome: Students demonstrate proficiency in use of quantitative methods and decision-making tools in business situations
- Assessment: Embedded exam questions on probabilistic and deterministic models used for decision-making
- Data Analysis: Average score of 68 with a target of 70
- Improvements: New textbook, modify course content, provide online tutorials

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II. Examples from Program Assessment (cont.)

B) B.S. in Ocean Engineering

- Critical Thinking Outcome: Students demonstrate ability to design an engineering system meeting specific requirements
- Assessment: Final project in capstone course evaluated by team of faculty and industry representatives
- Data Analysis: 57% rated as “excellent”; 30% as “satisfactory”
- Improvements: Add a required semester-long Honors Independent Study in research lab

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II. Examples from Program Assessment (cont.)

C) B.F.A. in Graphic Design

- Communication Outcome: Students present their creative skills through effective oral and written presentations of work
- Assessment: Student portfolio including resume, designer statement, and exhibition evaluated by department faculty
- Data Analysis: Average written score 3.3; average oral score 4.3 (5 = superior)
- Improvements: Include written and oral assignments in all undergraduate courses to enable skills development

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III. University-wide Assessment Improvements

- A) All Colleges now have College-level assessment committees to review and revise assessment plans according to BOG requirements and FAU standards
- B) “Continuous Quality Improvement” document completed Dec. 2012
 - describes FAU’s assessment philosophy and process; and
 - posted on FAU Assessment Website

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III. University-wide Assessment Improvements (cont.)

C) Revisions to Assessment Database to allow report generation

D) Expanded rubric to evaluate Program Assessment Plans

E) Faculty development workshops in Spring 2013:

- developing student learning outcomes;
- devising assessment methods;
- analyzing data; and
- identifying program improvements.