



Item: AS: I-3

**COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**

Wednesday, December 14, 2011

**SUBJECT: ACADEMIC LEARNING COMPACTS**

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**PROPOSED COMMITTEE ACTION**

No action required. Information item.

**BACKGROUND INFORMATION**

In 2005, the Florida Board of Governors established a policy requiring each university to develop and implement Academic Learning Compacts (ALC) to account for student achievement in baccalaureate degree programs. Every year Florida Atlantic University submits a status report to the Florida Board of Governors on our progress in this area.

In keeping with the Florida Board of Governors Policy Guideline 05.02.15:

- ALCs for each degree program must identify baccalaureate degree recipients' expected core learning outcomes (content/discipline knowledge and skills, communication skills, and critical thinking skills) and assessments to measure student achievement;
- Each university must establish effective assessment and evaluation processes to gather information to ensure that students are achieving expected outcomes and "to improve student achievement and program effectiveness";
- Universities shall periodically submit status reports "that include an analysis of the progress being made in each baccalaureate program";
- Academic program reviews need to demonstrate "how information from periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, has been used to improve student achievement and program effectiveness."

FAU ALCs can be found at <http://www.fau.edu/iea/assessment/alc.php>.

**IMPLEMENTATION PLAN/DATE**

N/A

**FISCAL IMPLICATIONS**

N/A

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**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

November 10, 2011

**SUBJECT:** Public Notice of Intent to Amend Board of Governors Regulation 8.016  
Academic Learning Compacts

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**PROPOSED BOARD ACTION**

Consider approval of the public notice of intent to amend Board of Governors Regulation 8.016 Academic Learning Compacts.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

An SUS Academic Learning Compacts Work Group, consisting of representatives from seven universities and the Board office, drafted initial revisions to Regulation 8.016. The proposed amendments clarify the process related to student learning outcomes assessment. As such, the title of the regulation has been changed from "Academic Learning Compacts" to "Student Learning Outcomes Assessment."

Paragraph (1) sets out required policies and procedures. Each board of trustees must have a process for certifying student learning outcomes. Each university must develop processes for the following areas: (1) Academic Learning Compacts (ALCs), (2) related assessment mechanisms, (3) program evaluation, and (4) continuous improvement.

Paragraph (2) outlines required products. A hard copy or electronic version of the university-wide regulation or policy and related procedures regarding student learning outcomes assessment must be provided to the Board office. Each ALC must be posted on the university's Web site. Universities must submit periodic status reports on student learning outcomes assessment to the Board office.

Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

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**Supporting Documentation Included:** Backup Found Behind Academic and Student Affairs Committee Agenda Item

**Facilitators/Presenters:** Governor Ann Duncan

## 8.016 Academic Learning Compacts Student Learning Outcomes Assessment

### (1) Policies and Procedures

- (a) Each board of trustees shall require its university to establish a process for certifying that each baccalaureate graduate has completed a program with clearly articulated expected core student learning outcomes.
- (b) Each university shall develop processes to ensure that:
  - 1. program faculty develop and publish an Academic Learning Compact for each baccalaureate program that, at a minimum,
    - a. outlines expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills;
    - b. takes into consideration perspectives of appropriate constituencies (including but not limited to potential employers and graduate programs) regarding the knowledge and skills graduates need in the global marketplace and society; and
    - c. lists the types of assessments students may encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.);
  - 2. program faculty develop methods for assessing student achievement of the expected core student learning outcomes within the context of the program;
  - 3. university personnel use program evaluation systems (which may include sampling) to evaluate the program and related assessment practices to analyze their efficacy in determining whether program graduates have achieved the expected core student learning outcomes; and
  - 4. university personnel use the evaluation results to improve student learning and program effectiveness.
- (c) As appropriate, this regulation shall support and be supported by regional and specialized accreditation efforts, as well as the program review procedures in Regulation 8.015.

### (2) Products

- (a) A current hard copy or a URL (Web link) to an electronic version of the university-wide regulation or policy and related procedures regarding Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement expectations shall be provided to the Board of Governors Office.
- (b) Each Academic Learning Compact shall be made available (using student-friendly, jargon-free language) on the university's Web site.



(c) As requested by the Chancellor or the Chancellor's designee, university personnel shall submit to the Board of Governors Office periodic status reports on Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement processes. The articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis.

(1) Introduction

~~(a) "Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance." American Psychological Association (March 2002). In recent years, there has been increased emphasis on the identification and assessment of core student learning outcomes in higher education. The Florida Board of Governors has articulated the importance of student achievement in its strategic planning and accountability processes. Research indicates that university students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program faculty will assess that learning. Therefore, the Board has determined that universities must develop "Academic Learning Compacts" and related assessment processes to define and demonstrate student achievement in baccalaureate degree programs in the State University System.~~

~~(b) University Infrastructure for Developing, Implementing, and Reviewing Academic Learning Compacts and Related Assessment Processes. The Board of Governors supports the ongoing devolution of authority to the universities, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that the Academic Learning Compacts and corresponding assessment processes are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations. The infrastructure outlined below is in place to ensure such compliance.~~

(2) Policies and Procedures

~~(a) Each university Board of Trustees must approve a process for certifying that each baccalaureate graduate has completed a program with~~

~~clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills.~~

~~(b) Each university must construct clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and related assessment activities. These policies and procedures must be aligned with this System regulation.~~

~~(3) Processes: For all baccalaureate programs (or that an institution intends to place on) the State University System Academic Degree Inventory:~~

~~(a) Program faculty must develop Academic Learning Compacts that identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills<sup>\*</sup>; and (iii) critical thinking skills.<sup>\*</sup> Input should be sought from the business and professional community to identify learning outcomes that students need for success in the global marketplace and society.~~

~~(b) Program faculty must identify the corresponding assessment tools and procedures that faculty use within the context of the program to determine if individual students have met each of the articulated core student learning expectations.~~

~~(c) University personnel must develop robust and effective program assessment/evaluation systems (which can involve sampling), including external corroboration, to substantiate that graduates have truly attained the expected core competencies. Such program assessments/evaluations should provide assurance that completion of the baccalaureate degree programs indicates that individual students have attained the articulated core learning requirements.~~

~~(d) Program faculty must demonstrate the use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.~~

~~(4) Products:~~

~~(a) A current copy of each university's policies and procedures regarding both Academic Learning Compacts and corresponding assessment/evaluation processes must remain on file in the Board of Governors Office of Academic and Student Affairs.~~

~~(b) Program faculty must provide current and prospective students with student friendly, jargon-free Academic Learning Compacts for each baccalaureate program on (or that an institution intends to place on) the State University System Academic Degree Inventory. Each Academic~~

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<sup>\*</sup> It will be a university decision as to whether there will be institutional level definitions and/or required outcomes in the areas of communication and critical thinking skills. Some institutions may decide instead that definitions and/or required outcomes will be established (or supplemented) at the program level.



~~Learning Compact must be made available on the university's Web site and must include, at a minimum:~~

~~(i) concise statements of what active and successful students participating in the joint teaching-learning assessment process will know and be able to do, expressed in terms of the core student learning outcomes embodied in the requirements for each baccalaureate degree;~~

~~(ii) a list of the types of assessments students might encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.).~~

~~(c) As part of the mandated review and continuous improvement process for State University System degree programs (refer to the Board of Governors Regulation on Academic Program Review), university personnel must submit an up-to-date hyperlink to a copy of the Academic Learning Compact for each baccalaureate degree program under review. University personnel are expected to demonstrate how results from the periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, have been used to continuously improve program effectiveness and student learning.~~

~~(d) Initially, university personnel will be asked to submit periodic status reports to the Board of Governors Office of Academic and Student Affairs on the progress baccalaureate degree program faculty are making on developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment/evaluation policies, procedures, and products.~~

~~(5) Responsibilities of the Office of Academic and Student Affairs. The Board of Governors, Office of Academic and Student Affairs will:~~

~~(a) Review institutional policies and procedures to ensure that they comply with the expectations outlined in this regulation.~~

~~(b) Offer technical assistance to university personnel as they work to improve the quality of program assessment/evaluation processes to demonstrate that individual students receiving the baccalaureate have attained the articulated core learning requirements.~~

~~(c) Convene periodic meetings of representatives from the State universities to review institutional progress in developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment policies, procedures, and products, as well as to share related best practices.~~

~~(d) Provide periodic updates to the Board of Governors on efforts in the State University System to demonstrate student achievement in the baccalaureate degree programs.~~

Authority: Section 7(d), Art IX, Fla. Const.; History: New 3-29-07, Amended XX-XX-12.

# Florida Board of Governors



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## News

### **ACTIONS TAKEN: Florida Board of Governors, Nov. 10 In Boca Raton**

11/10/2011

**FOR IMMEDIATE RELEASE—November 10, 2011**

### **“ACTIONS TAKEN”: MEETING OF THE FLORIDA BOARD OF GOVERNORS, NOV. 10**

*BOCA RATON, Fla.—In regular business, the Florida Board of Governors today took the following actions. This list represents highlights and is not the complete list of business. Please consult the web site [www.flbog.edu](http://www.flbog.edu) for all agenda items and back-up materials.*

*Unless otherwise indicated, votes below were taken by the full Board based on the earlier work and discussion within standing committees; the committees forward their respective business items to the full Board of Governors agenda for action and any further discussion necessary. The full Board meeting is the concluding meeting of the two days of proceedings.*

#### **Board of Governors Elects new Chair, Vice Chair**

Governors Dean Colson of Coral Gables and Mori Hosseini of Daytona Beach were nominated and elected to the posts of Chair and Vice Chair, respectively, for the 2012-13 leadership term. There is a separate press release on this item that has been sent. Meanwhile, the terms for four seats on the Board of Governors conclude in January 2012; see [www.flbog.edu](http://www.flbog.edu) under “The Board” for the listing of members and terms. Fourteen of the Board’s 17 members are appointed by the Governor in staggered seven-year terms.

#### **From the Academic and Student Affairs Committee (Chair Ann Duncan)**

Voted to approve the Public Notice of Intent to Amend Board of Governors Regulation 6.018: Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities. This will align existing Board regulation language with changes made by the Legislature in the 2011 Session (s. 1007.264 and 1007.265, Florida Statutes).

Voted to approve the Public Notice of Intent to Amend Board Regulation 8.016, Academic Learning Compacts. These



amendments would simply clarify the process related to student learning outcomes assessment. A presentation on the compacts was made in the committee on Wednesday. Several years ago, there were more than 800 compacts for baccalaureate degrees were put in place, to assure student learning and critical thinking skills, among other commitments in the curricula. Each Academic Learning Compact in place at a university is posted on its web site for access by the students and the public. A detailed historical presentation about the success of this initiative – considered a national model – was made by Board staff at the committee-level meeting, and is posted under Wednesday’s materials.

Note: These amended regulations are expected to return to the next full Board meeting in January for final action after the public comment period required in our Board regulations.

#### **From the Strategic Planning Committee (Chair Frank Martin)**

**Dental Education Proposals:** As reported in the media earlier this week, UCF withdrew its proposal on Tuesday. The other proposal on the agenda represents a collaborative partnership between UF and FAMU that would dedicate some of the new student slots at the existing UF dental school for minority students, shepherded by FAMU, who would work in underserved and rural areas in Florida.

#### **Regularly queried documents by the media:**

The Florida DOH report presented by DOH at the June meeting of the Board of Governors can be found here:

[http://www.flbog.edu/pressroom/meeting\\_items.php?id=126&agenda=528](http://www.flbog.edu/pressroom/meeting_items.php?id=126&agenda=528)

The Senate’s Interim Committee study and report, released this summer and reviewed at the September meeting of the Board of Governors, can be found here:[http://www.flbog.edu/pressroom/meeting\\_items.php?id=150&agenda=541](http://www.flbog.edu/pressroom/meeting_items.php?id=150&agenda=541)

During committee-level discussion of the UF-FAMU proposal, Governor Hosseini made a motion to approve the concept of the collaborative partnership but require additional financial information at the Board of Governors in January. In discussion, Chair Parker asked about the cycles of funding and whether there would be a way to move the partnership forward while the funding over the initial start-up years of expansion might be less recurring dollars in costs to the state. Governor Perez had extensive questions about the per-student costs in the expansion relative to the number of new student slots. The committee vote passed with members voting no. Today, the Board took up the same vote in a motion, and it passed by acclamation.

Voted to approve the “**Board of Governors’ Strategic Plan Update for the State University System of Florida: 2012-2025.**” During the past 18 months, the Strategic Planning Committee has aggressively worked on development and finalizing this document. At its August special workshop and in meetings prior, the committee crafted an updated mission statement and vision statement for the State University System, and identified increased or new goals and performance indicators for the 13-year period. The committee identified three “critical points of emphasis” for the updated Strategic Plan: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. Targeted 2025 goals have been identified within this framework – and in recognition of the tripartite mission for public universities: Teaching, Research, and Public Service. The Strategic Planning Committee and the Board staff will now develop implementation plans for the new goals and performance indicators; these will augment the existing dashboard performance indicators that are found today in the Board of Governors’ Annual Report as well. See [www.flbog.edu](http://www.flbog.edu) – “Annual Report” link.

**“Organizing the System for Success”:** As part of the strategic planning process throughout 2011, several Board regulations have been developed or updated. Two votes on final action for two regulations were at this meeting: One is Board Regulation 8.004: Academic Program Coordination. This regulation promotes the collaboration and coordination of program delivery across the State University System. The other regulation is amended Board Regulation 8.009: Educational Sites. The amendments clarify the approval processes for campuses and other educational sites by delineating responsibilities of the Board of Governors and universities’ Boards of Trustees. These two votes fully conclude the work done during 2011 to address a total of three Board regulations; specifically, two were amended from language in the 1970s -80s during the time pre-dating the Board of Governors (operating as the Board of Regents), when the System was much smaller with fewer universities. That language also did not include the university Boards of Trustees – as those bodies were established in the past decade. As Board Chair Parker and Committee Chair Frank Martin have stated in the past, updating these Board regulations has been critical and necessary, in order to ensure that there is no unwarranted duplication in the System – and to demonstrate to the Legislature and other stakeholders that the Board is meeting its constitutional obligations and responsibilities to oversee a coordinated, accountable State University System.

#### **From the Facilities Committee (Chair Dick Beard)**

Voted to approve the Higher Education Classroom Utilization Study to send to the Legislature. See agenda item under Facilities Committee and the study report posted. Apart from the existing widespread utilization of classroom facilities on nights and weekends currently at many state universities in the System, the Legislature asked for a more detailed study to



further maximize possibilities.

**From the Budget & Finance Committee (Chair Tico Perez)**

Voted to approve the “2011 New Fees Report to the Legislature.” Florida Statutes require the Board to submit an annual report summarizing fees at the universities. In January there were eight new fee proposals submitted to the Budget and Finance Committee for consideration. Ultimately, the Board of Governors approved four new fees at its March meeting. The report on the web site summarizes the proposals, actions taken on each proposal, and details about the fees approved, including anticipated revenues and expenditures.

Voted to approve the market tuition rate list of proposals. Please consult the “fact sheet” I sent out earlier on this topic. Please note this issue is only for graduate-level online degrees or graduate-level courses offered through continuing education, and has nothing to do with baccalaureate degree programs. The following universities submitted proposals: UCF, FIU, FSU, UF and USF. The market tuition rate proposals are optional and voluntary. The 2010 legislative “governance rewrite” directed the Board of Governors to evaluate market tuition rate concepts nationally, and implement a Board regulation framework, should universities voluntarily pursue the market tuition rate for certain programs. The Board is in its second cycle/second year of a three-year pilot program. Some universities in the System are not pursuing market tuition rate programs.

**Regarding student fees that universities may propose or propose to increase for FY 12-13:** Any such proposal must be first heard and approved at the university Board of Trustees level, then submitted to the Board of Governors. Universities have a deadline of Jan. 16 to send formal proposals to the Board of Governors. The Budget & Finance Committee will have a meeting, to be announced, in February for a separate hearing on the proposed fees. Any new fees would not be implemented until Fall 2012 term. The Budget and Finance Committee in the past has rejected some fee proposals and sent them to the full Board with a recommendation against approving.

**Higher Education Strategies Ad Hoc Workgroup (UNF President John Delaney, Workgroup Chair)**

A presentation was made on some of the national trends in higher education, an ad hoc workgroup formed after the September Board meeting. The presentation was added this morning to the web site agenda materials. Further discussions will be had in the Strategic Planning Committee on how these items may interface and support the Board of Governors’ existing 2012 legislative policy agenda, the existing Legislative Budget Request, and the just-completed Strategic Plan update (2012-2025) that had final approval at this Board meeting. (More regarding the Strategic Plan update is below.)

**Board of Governors Foundation, Inc.**

The Board gavelled in as the Board of Governors Foundation, Inc., in order to discuss and approve a few items. The annual report of the Foundation stated that more than \$600,000 has been distributed through several endowment scholarship funds for which the Board of Governors distributes scholarship and financial aid monies to the 11 institutions. The Foundation budget was approved, and the new Chair and Vice Chair of the Foundation will be Governors Dean Colson and Mori Hosseini, respectively.

*Previous editions of “Actions Taken” from the past year of Board meetings are all on the web site, along with other resources, at [www.flbog.edu/pressroom](http://www.flbog.edu/pressroom) for your reference at any time.*

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