FIU | FLORIDA INTERNATIONAL UNIVERSITY

OFFICIAL UNIVERSITY POLICY

Assessment of Student Learning Outcomes #380.102

INITIAL EFFECTIVE DATE:	LAST REVISION DATE:	RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT
April 17, 2019	October 13, 2023	Academic Affairs/Office of Academic Planning and Accountability

POLICY STATEMENT

Academic programs, standalone certificate programs, and micro-credentials (e.g., badges) must create appropriate Student Learning Outcomes (SLOs), as well as design applicable assessment methods to measure these outcomes. These programs are required to collect, analyze data trends, and report the results of these outcomes each year. In accordance with the assessment cycle established by the Institutional Effectiveness team, programs are required to describe improvement strategies at the end of the cycle. A follow-up report documenting the implementation of improvement strategies is required one year after the improvement strategies are recorded. The effect of the improvement strategies on student learning need to be taken into consideration when planning future assessment and improvement strategies.

University Core Curriculum (UCC) courses must also complete the above-mentioned assessment requirements. They must follow the assessment cycle established by the Institutional Effectiveness team for core courses.

Additionally, each delivery model (e.g., online, primarily online, hybrid, off-campus, off-shore, dual enrollment) requires separate SLO reports. The outcomes and methods are expected to be the same, or equivalent, across all delivery models of the program. However, data and analysis of the results, the improvement strategies driven by these data, and the follow-up reports and documentation of the implementation of improvement strategies must relate specifically to the students taught under each delivery model.

SCOPE

This policy applies to all academic degree programs and thus includes members of the University Community responsible for program delivery, evaluation, and review (faculty and college/school administrators).

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REASON FOR POLICY
This policy delineates the requirements sets forth by Florida International University regarding the conditions under which academic programs, standalone certificates, University Core Curriculum Courses (UCC), and micro-credentials must be assessed as mandated by the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC accreditation principles dictate that all academic programs, certificates, general education courses, and other credit-granting programs require assessment processes and documented data-driven improvement actions. Assessment reports for academic programs, standalone certificates, University Core Curriculum Courses (UCC), and micro-credentials are submitted to SACSCOC every five years for review.

DEFINITIONS	
TERM	**DEFINITIONS**
Face-to-Face Course	Less than 50% of the direct instruction of the course is available using some form of technology when the student and instructor are separated by time, space, or both. This designation can include activities that do not occur in a classroom (e.g., labs, internships, practica, clinicals, labs).
Face-to-Face Program/Certificate	Less than 50% of the direct instruction of the program/certificate is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program/certificate.
Hybrid Course	50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.
Hybrid Program/Certificate	50-79% of the direct instruction of the program/certificate is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program/certificate.
Micro-credentials	See FIU Policy 380.104 Development and Issuance of Micro-Credentials
Off-Campus Location	An off-campus location is a site outside of FIU's Modesto A. Maidique and Biscayne Bay Campuses, but within the United

	States. An academic program or certificate is classified as off-campus if 50% or more of the coursework is available off-campus.
Off-Shore Location	An off-shore location is a site outside of the United States. An academic program or certificate is classified as off-shore if 50% or more of the coursework is available off-shore.
Online Course	100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (e.g., exams, internships, practica, clinicals, labs) that cannot be completed online can be completed off-campus.
Online Program/Certificate	100% of the direct instruction of the program/certificate is available using some form of technology when the student and instructor are separated by time, space, or both. All program/certificate requirements that cannot be completed online can be completed off-campus.
Primarily Online Program/certificate	80-99% of the direct instruction of the program/certificate is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program/certificate.
Standalone Certificate Program	A certificate for academic credit that is available to non-degree seeking students. Non-degree seeking students must hold the department-specified credentials prior to enrollment in the desired standalone certificate program.
Student Learning Outcomes (SLOs)	Assessment outcomes and methods that focus on measuring student's proficiency on competencies, skills, and behaviors required for the mastery of an academic program, standalone certificate program, micro-credential, or UCC course.

ROLES AND RESPONSIBILITIES

Academic Unit: The unit drafts an assessment plan detailing the student learning outcomes that graduates are able to demonstrate and the methods by which to assess their proficiency in these outcomes. Faculty are responsible for collecting and analyzing data as outlined in the assessment plans. Faculty utilize these data to create targeted improvement strategies to help strengthen students' attainment of the related competencies. Finally, after one year, faculty are to provide follow-ups reports describing the implementation of the improvement strategies and provide documentation as evidence.

College Dean: The dean, or the dean's designee, approves the assessment plan and report on an annual basis.

Academic Planning and Accountability - Institutional Effectiveness (IE) team: The IE team provides guidance throughout the assessment process and is responsible for monitoring each academic unit's compliance with submitting data and reports. The IE team tracks and reviews the completion of all assessment reports. To support this function, the IE team shall provide workshops and professional development opportunities to assist faculty in planning and reporting assessment data. The IE team also leads the University Assessment Committee whose members consist of representatives from each academic unit. The committee serves to disseminate important information related to assessment guidelines, deadlines, and professional development opportunities.

Provost: The Provost, or the Provost's designee, oversees the assessment process.

RELATED RESOURCES

Authority
Southern Association of Colleges and Schools Commission on Colleges, *Principles of Accreditation,* Principle 8.2 (sacscoc.org)

Related Policies
FIU 350.020 Program Review Policy
FIU 380.103 Authorization, Modification, and Assessment of Certificate Programs that Award Academic Credit
FIU Policy 380.104 Development and Issuance of Micro-Credentials

CONTACTS

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HISTORY

Initial Effective Date: April 17, 2019
Review Dates (*review performed, no updates*): February 7, 2024
Revision Dates (*updates made to document*): November 17, 2020; October 13, 2023.

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April 17, 2019	April 23, 2020	Division of Academic Affairs/Office of Academic Planning and Accountability

PROCEDURE STATEMENT

At Florida International University, the assessment of student learning is composed of four steps:

1. Create an Assessment Plan: All academic programs, standalone certificate programs, micro-credentials (e.g., badges), and UCC courses will create an assessment plan consisting of student learning outcomes and specific assessment methods describing how these outcomes will be measured. The plans are submitted to the Office of Academic Planning and Accountability Institutional Effectiveness team for review and input into the online assessment management system.

2. Collect SLO Data: Faculty collect outcomes data as delineated in the assessment plan. The academic unit is responsible for entering and analyzing data in the online assessment management system. Analyses of data may include comparing results over several years, examining sub-competency outcomes to create targeted improvement plans, and discussing and documenting evidence of the effectiveness of past improvement actions based on current results.

3. Develop Data-Driven Improvement Strategies: For academic programs, standalone certificates, and micro-credentials, data from a minimum of two academic years shall be analyzed for trends and used to develop improvement strategies. For UCC courses, all data collected on an annual basis shall be analyzed and used to develop improvement strategies. Improvement strategies must be directly related to an assessed learning outcome.

4. Report Follow-up Details: One year after the improvement strategies are defined, a follow-up describing how and when the improvement strategies were implemented are reported. Supporting documentation must be appended to the improvement strategies as evidence of implementation.

Throughout the steps above, departmental faculty are expected to collaborate in the assessment process and in developing and implementing improvement strategies. The Office of Academic Planning and Accountability Institutional Effectiveness team is available for assistance in completing these steps and guiding faculty on best practices related to assessment and curricular development (send e-mails to: assessment@fiu.edu).