

University Core Curriculum Assessment Guidelines

Summary

All courses that are part of the University Core Curriculum need to define learning outcomes, methods to assess those outcomes, collect/analyze related data, and identify and implement improvement actions to improve student learning and success. Outcomes need to be aligned to the specific area of the core curriculum the course belongs to and competencies measured should reflect the students' attainment of related skills. The course objectives are a good starting point for identifying these outcomes. Similarly, courses that are designated as meeting the Gordon Rule Writing, Global Learning, or Civic Literacy requirements should also identify outcomes that relate to these areas. Each modality of the course (i.e., face-to-face, online, hybrid, high school dual enrollment), requires similar outcomes, artifacts assessed, and methods for assessment, but need to have different results.

Assessment Cycle:

Assessment Planning (Pre-Assessment Cycle)

- Define Outcomes: ensure that they match the core curriculum category (e.g., Arts, Mathematics), designation as relevant (e.g., Gordon Rule, Global Learning), and course objectives outlined in the syllabus
- Outline Methods of assessing outcomes: match outcomes to course assignments where competencies are measured

First Year Actions

- Review/revise assessment plan and **submit any revisions**
- Collect data
- Review/analyze data
- **Submit Results (October 15)**

Second Year Actions

- Collect data
- Review/analyze data
- Develop improvement strategies
- **Submit Results and Use of Results for Improvement (October 15)**
- Start implementation of improvement strategies

Follow-up Actions

- **Submit Follow-ups and Related Documentation one year after second year actions**

Sampling

When collecting student artifacts that require a significant investment of time to assess, it is important to develop a robust and well-defined sampling strategy. For courses that have large sections or numerous sections, a robust and well-defined sampling strategy may be used to reduce the workload while preserving an accurate reflection of student achievement levels. Sampling is not a one size fits all. A justification of the sampling strategy is required and should include specific information about the reason for sampling and the methodology used to ensure the sample is representative of students in the course.

Related FIU Policy

380.102 Assessment of Student Learning Outcomes