QUICK GUIDE FOR OUTCOMES RESULTS SECTIONS

(Contact ipa@fsu.edu with any questions and feedback requests)

Student Learning Outcomes (SLOs):

Results: Record the aggregated information/data regarding the levels at which the Outcome was achieved. Reported results may be based on information/data collected internally or retrieved from centrally maintained sources. A proper results statement for an Outcome is largely quantitative and provides a plethora of methodological details. Per FERPA guidelines and sampling recommendations, do not provide information about individual student's academic performance. When reporting results, the minimum number of students should be 10 for undergraduate programs and 5 for graduate programs and certificates. In cases when there are fewer than 5 students in a given reporting cycle, please wait for the next cycle(s) and combine the results. If there are fewer than 5 students in a program over a 3-year period, please contact IPA Office to discuss the best assessment approach.

> **Example:** *280 out 342 (81.9%) students majoring in Psychology and enrolled in the Research Methods in Psychology (PSY3213C) course in Fall 2019 and Spring 2020 correctly answered at least 10 out of 15 final exam questions testing this SLO. The goal/benchmark set for the 'Statistical Applications' SLO to have at least 75% of students achieve mastery has been met.*

Analysis of Results: Discuss the take-aways from internal discussions or investigations regarding the data. Analysis of Results should inform decisions that lead to continuous improvement of instruction. It should form the link between the data and the improvement plan and highlight areas of success in addition to areas needing improvement. Importantly, provide some evaluation of the assessment methodology/process and the assessment instrument if you come to the conclusion that they need to be changed.

> **Example:** *Compared to last year's results (78.2%), this year, a greater proportion of Psychology majors achieved mastery on this SLO. We hypothesize that the increase was due to improving the instructional materials for, and pedagogical approaches to, teaching how to choose the appropriate statistical test for different research questions. This topic was the most problematic to students last year as was evidenced by comparatively lower number of correct answers to the two exam questions that were focused on this topic. This year, more students correctly answered the two target exam items.*
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> *We also noticed that there were a couple test items whose difficulty levels were very low. Over 92% of majors responded correctly to questions #17 and #25 (choosing correct definition for a t-test and for a correlation test). The item difficulty analysis confirmed that these two exam questions were too easy for our students. We think this is likely because they both measure lower levels of learning in the Bloom's taxonomy (knowledge and understanding) and because the main lecture part of the course and the lab part of the course that cover t-test and correlation analyses are of high instructional quality.*

Improvement Action(s): Whether SLOs have been met or not, it is the responsibility of the program faculty and leadership to determine a plan of action for the next year. Occasionally, the level of student learning does not meet the desired goal/benchmark. In this case, academic programs should provide reasons why these goals/benchmarks were not met and then develop an improvement plan for the upcoming year. These plans should be well-thought-out and describe specific changes to be implemented, including revising instructional materials, adding or removing topics from taught content, or adopting a different textbook. Improvement plans may also require new or modified assessment practices or professional development. In cases when SLOs are being consistently achieved at a high level, it is recommended to either increase the desired goal/benchmark or to derive a SLO that would address other important learning outcomes. If these changes are not feasible, academic programs should consider how they expect to maintain high level of student learning. Most importantly, "Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do." (SACSCOC Resource Manual).

> **Example:** *In order to continue improving this SLO, we will implement the following enhancements:*
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> *First, even though the SLO goal/benchmark (75% of students) has been consistently achieved for the last four academic years, academic program faculty and curriculum committee decided against increasing it to a higher threshold. Instead, we decided to redesign the 'easy' exam questions to test higher levels of learning.*

Specifically, exam items #17 and #25 will be modified to test middle levels of Bloom's taxonomy (application and analysis). We plan to deploy the redesigned exam during the upcoming academic year.

To better prepare our students for a higher level of learning, we changed one in-class activity and modified one homework assignment. Now, in addition to teaching students what a t-test and a correlation test are, we want them to be able to apply this knowledge to analyze and interpret results of these two statistical tests.

Program Outcomes (POs):

Results: At the end of each assessment cycle, academic programs either aggregate information/data collected internally or retrieve it from centrally maintained sources. The results are used to determine whether the PO was met or not. A proper results statement for a PO is largely quantitative and provides a plethora of methodological details.

> **Example:** *Out of 28 instructional faculty in the program, 17 (61%) faculty participated in at least one teaching workshop offered by the FSU Center for the Advancement of Teaching (CAT) in the 2018-19 academic year (Fall, Spring, Summer). 9 faculty members participated in more than one workshop. The goal/benchmark set for this PO in Summer 2018 to have at least 50% of instructional faculty participate in this kind of professional development was achieved.*

Analysis of Results: Determine the reason(s) why the PO was attained at this particular level: state factors (actions/people/events) that negatively and/or positively influenced the results. Analysis should: 1) be focused on the take-aways from internal discussions or investigations regarding the data, 2) form the link between the data and the improvement plan, 3) highlight areas of success in addition to areas needing improvement. Provide an evaluation of the assessment process if it needs to be changed.

> **Example:** *The reasons why almost two thirds of our faculty attended at least one teaching workshop offered by the CAT are our faculty's desire to continuously improve their pedagogical knowledge and skills and the strong encouragement and support provided by the department Chair. At the departmental meeting before the start of the Fall semester, she informed the faculty of this opportunity and highlighted that teaching excellence is one of the priorities outlined in our college strategic plan (Goal 3) and the FSU Strategic Plan (Goals IV-V).*

Improvement Action(s): Describe a detailed plan of action to improve or sustain performance in the next year(s). If the goal/benchmark was not met, develop an improvement plan, which may range from small-scale enhancements to significant program-level changes. Improvement plans may include new or modified assessment approaches, enhancements to marketing and communication, the level and kind of support your program provides to faculty, staff and students, etc. If the PO is consistently achieved at a high level, you may increase the desired goal/benchmark, focus on a different aspect of the same PO, or derive a new PO that would address other important needs of your program. Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.

> **Example:** *This past year we had some success in increasing the number of students who take entrepreneurship courses. We want to continue increasing student entrepreneurial and innovative mindset and skills. Our faculty and the curriculum committee decided that instead of offering ENT 4114 Business Plan Design as an elective course, we will designate it as a required course and place it on the academic maps for both majors in our program.*
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> *We communicated our intent to the Dean of Jim Moran College of Entrepreneurship who agreed to open an additional section of this course. We are optimistic that this change will help our graduates be successful and will support FSU Strategic Plan Goal I and Performance-Based Funding metric #10, which are aimed at increasing the number of students taking entrepreneurship classes.*

MULTIPLE LOCATIONS/MODALITIES

IE Assessment requires separate Results Sections for each location/modality the academic program is offered at. In most cases, the level of learning demonstrated by the students who are enrolled in the same program but delivered in different locations/modalities will be comparable. This can be evidenced in equivalent or similar percentage of students achieving the mastery level on program SLOs across locations/modalities. In these cases, analyses or results and improvement plans may be the same. If there is evidence that learning may not be comparable across locations/modalities and/or that there may be issues related to student learning that are specific to one location/modality, they should be described, analyzed and addressed in the improvement plan specific to that location/modality.