|  |
| --- |
| **EDUCATIONAL PROGRAMS****INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORTING TEMPLATE****FOR PROGRAM OUTCOMES RESULTS SECTION** |
| **Educational program name:**  Click or tap here to enter your unit’s name |
| **Completed by:** Click or tap here to enter your name | **Report date:**  Click or tap here to enter date |
| **Academic year for which the results are reported:** Select from drop-down |
| **RESULTS SECTION****Additional guidelines and examples are available at ipa.fsu.edu. Email your questions to** **ipa@fsu.edu** |
| **Component** | **Instructions** | **Example** | **Your Content** |
| **Results Statement** | **Present the aggregated information/data regarding the levels at which the Program Outcome (PO) was achieved.** The results should be largely quantitative, with ample methodological details. Provide counts and percentages out of total where appropriate and compare to last year’(s’) results for context. | *By the end of the academic year 2021-22 (Fall, Spring, Summer), 72 out of 153 Florida College System (FCS) transfer students from the most recent Criminology program cohort (Summer/Fall 2018) graduated from FSU. Thus, the 2-year graduation rate of the 2018 transfer students cohort is 47.1%. This is higher than last year’s graduation rate of 46.0% (81 out of 176 students). The goal to increase graduation rate of this population of students to at least 47.0% was achieved. Data were retrieved from* [*https://ir.fsu.edu/graduation\_retention\_secure.aspx*](https://ir.fsu.edu/graduation_retention_secure.aspx) | Click or tap here to enter text. |
| **Conclusion** | **Indicate whether the achieved results have met the goal/benchmark that was set for this Outcome.** If there is insufficient information/data to make judgement, select the “Inconclusive” option and provide additional explanation as to why in the “Analysis of Results” field below. | *Criteria Met* | Select from drop-down |
| **Location/ Modality** | **Select the location/modality that your educational program belongs to**. If you are reporting for an Educational Program that is offered in multiple locations/modalities, you will need to provide a separate Results Statement, Analysis of Results, ‘Closing of the Loop’, and Improvement Action(s) entry for each of them (do not report data for multiple locations/modalities in one form). Please aggregate student data using the location/modality of the degree/certificate program that students belong to as opposed to the location/modality of the course, or of the students, or of the instructors. | *Main Campus* | Select from drop-down |
| **# Students Assessed** | **Provide the headcount of students who were included in assessment.** | *153* | Click or tap here to enter text. |
| **# Students Meeting Goal/ Benchmark** | **Provide the headcount of students who were included in assessment and met the pre-determined goal/benchmark of the Outcome.** | *72* | Click or tap here to enter text. |
| **“Closing of the Loop” on Last Year’s Improvement Action(s)** | **All units need to make sure that they ‘close the loop’ on prior year’(s’) improvement action(s) by explicitly stating whether those changes were indeed implemented as planned and whether they had the intended positive effect.** | *We believe that the slight increase in the transfer students graduation rate is due to changes we instituted based on last year’s improvement actions, specifically, advising student to take at least one more course per term when feasible and offering one more required 4000-level course in the summer. This resulted in more 2020 cohort students taking summer courses and registering for more credit hours per term than transfer students from the 2019 cohort. In the 2020 cohort, 56% of students took at least one summer course, while in the 2019 cohort, 48% did the same. Also, in the 2020 cohort, the average Fall/Spring credit load was 12.24 credit hours, while in the 2019 cohort, it was 11.88.* | Click or tap here to enter text. |
| **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. | *We hypothesize that the increase in the graduation rate was modest due to different reasons. One factor that negatively affects transfer students graduation rate is students leaving the program and the university altogether. Anecdotally we know that many of our transfer students who left the program were part-time and/or already had jobs and families. Some of them indicated in the ‘Non-Returner’ survey that it was difficult to stay engaged with academics and feel connected with faculty and other students.* | Click or tap here to enter text. |
| **Improvement Plan** | **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.” | *In order to continue growing the number of FCS transfer students who graduate from our program within two years, we will implement the following enhancements:**First, the Dean’s Office will plan and organize a ‘get together’-type event for our transfer students. They also set aside some funds to support this event. We will invite faculty, staff, students and their families to a potluck in an informal setting like a park. This event will be held in the Spring semester, right after midterms. We chose this time because transfer students who leave the program most often do so after the Spring term. Hopefully, this experience will create a greater sense of belonging for our transfer students and will give our faculty and staff an opportunity to strengthen student engagement with academics through establishing personal connections with students.**Second, we want to build on the initial success of increasing summer course offerings and average credit hours taken per term. Required CCJ3011 Criminology is already offered during the summer, but there are only two sections of this class, both of which fill up quickly every time. We have requested another teaching faculty line in the budget request to address this and related instructional needs. Copy of the request and associated rationale is attached. In case the line is not funded, we will explore options of having this class taught by TAs and/or as an online class with a larger enrollment cap.* | Click or tap here to enter text. |