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| **EDUCATIONAL PROGRAMS**  **INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORTING TEMPLATE**  **FOR STUDENT LEARNING OUTCOMES RESULTS SECTION** | | | | |
| **Academic degree/certificate 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**](mailto:ipa@fsu.edu) | | | | |
| **Component** | **Instructions** | **Example** | | **Your Content** |
| **Results Statement** | **Present the aggregated information/data regarding the levels at which the Student Learning Outcome (SLO) was achieved.** The results should be largely quantitative, with ample methodological details. Provide counts and percentages out of total where appropriate. | *280 out 342 (81.9%) students majoring in Psychology and enrolled in the Research Methods in Psychology (PSY3213C) course in Fall 2021 and Spring 2022 correctly answered at least 10 out of 15 final exam questions testing this SLO. The goal/benchmark set for the ‘Application and Interpretation of Statistical Tests’ SLO to have at least 75% of students achieve mastery has been met.* | | 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.** | *342* | | 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.** | *280* | | 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.** | *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 as described in last year’s Improvement Action. 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.* | | 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 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.* | | 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 revising instructional materials (slides, in-class activities, homework assignments, etc.), adding or removing topics from taught content, modifying program curriculum and/or associated map/matrix, etc. Improvement plans may also require new or enhanced assessment practices or professional development. If the SLO is consistently achieved at a high level, you may consider increasing the goal/benchmark, focusing on a different aspect of the same SLO, or sunsetting existing SLO and/or deriving a new SLO that would address other important competencies that your graduates should develop. “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 improving this SLO, we will implement the following enhancements:*  *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.* | | Click or tap here to enter text. |