Mission: The ultimate goal of our Master’s in Information degree program is to provide students with a foundation to begin their careers as information professionals. The program seeks to provide students with the broad understanding of Information Studies necessary to become a general practitioner, and with sufficient depth in a selected area to begin developing a specialization in the field.

Goals approved by faculty 12.05.2018
1. Students who complete the MSI/MAI core will achieve KSAs determined by relevant stakeholders, including but not limited to ALA.
2. Students who follow specific programs of study and/or complete certificates will achieve KSAs determined by industry/organizational/disciplinary standards.
3. Course objectives and descriptions will be aligned with the course content in terms of measurable outputs.
4. Achievements of individual students, alumni, and faculty will be identified and communicated.
5. Relevant stakeholders will have input into the MSI/MAI curriculum, including helping identify future faculty needs.
6. The MSI/MAI programs will work strategically toward diversity and inclusion in its curriculum and student population.
7. The MSI/MAI program will explore strategic partnerships within and outside of the university for educational and research opportunities.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Process</th>
<th>Results</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO - FTE Enrollment Target - By the end of the year, the program will increase the number of full time equivalent (FTE) students in the MSI/MAI degree program by 5%.</td>
<td>Florida State University - This will result in meeting the targeted enrollment goal of an increase in FTE by 5% from the previous academic year’s Fall semester FTE. In addition, the data analyst will use benchmarking strategies to compare enrollment statistics against our peer institutions--Drexel, Rutgers, UCLA, University of Maryland, and the University of Pittsburgh. Assessment Method: Enrollment Statistics</td>
<td>Reporting Period: 2018 - 2019 Conclusion: Inconclusive 2016-2017 FTE: 147, 2017-2018 FTE: 146. The 2018-2019 reporting period saw an increase to 154 (4.76 %) in FTE. (10/11/2019) Location: Distance / Online Analysis of Results: The outcomes is &quot;Inconclusive&quot; since the FTE increase is not quite 5%. This movement is in the right direction. This also indicates that our recruiting efforts are having a positive effect.</td>
<td>Improvement Plan: We will more aggressively promote the GRE waiver for highly qualified students. We have designated a staff member in Student Services to take on a bigger role in recruiting. We will implement additional recruiting strategies, based on the staff member’s assessment and recommendations. (10/11/2019)</td>
</tr>
<tr>
<td>Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019, 2019-2020 Start Date: 07/01/2017 Outcome Type: Program Outcome</td>
<td>Florida State University - This will result in meeting the targeted enrollment goal of an increase in FTE by 5% from the previous academic year’s Fall semester FTE. In addition, the data analyst will use benchmarking strategies to compare enrollment statistics against our peer institutions--Drexel, Rutgers, UCLA, University of Maryland, and the University of Pittsburgh.</td>
<td>Reporting Period: 2017 - 2018 Conclusion: Criteria Not Met FTE Fall 2017: 146 FTE Fall 2016: 147</td>
<td>Improvement Plan: We will utilize our targeted marketing materials and webinars to recruit new students to the program and to offer scholarships as an incentive to enroll in our MSI/MAI degree.</td>
</tr>
</tbody>
</table>

05/14/2020 Generated by Nuventive Improve
### Outcomes

We have revised our web site to improve recruiting.

For 2018-2019, we petitioned the University and received permission to waive the GRE requirement for applicants with a minimum undergraduate GPA of 3.0 and a minimum of two years of relevant work experience.

In addition, we contacted Rutgers administrators to discover what actions were taken that resulted in a dramatic, sustained increase in enrollment. Their responses are included here:

- **Lilia Pavlovsky:**
  - I would attribute the growth to a few factors:
    1. Program restructuring: making sense of the program not just to librarians but to various prospective information professionals. We leveraged our undergraduate student population as well.
    2. Our student support function became more systematic -- esp. for online students
    3. We regrouped our marking function (for online and on campus students) in a way that made better sense and was more clearly targeted towards differentiating MI from MBA or CS
    4. Master of Information (a more generic degree title) tended to attract more diverse communities of learners.


(12/10/2018)

**Location:** Distance / Online

**Budget Impact:** Yes

**Analysis of Results:** Our Fall 2017 FTE decreased by 1 FTE (-.7%) from our Fall 2016 FTE. We contacted faculty administrators at Rutgers to find out what they are doing that has resulted in dramatic, sustained enrollment increases

**Related Documents:**

- [2016-2017_PeerInstitutions_FTEGrowth_Comparison.pdf](#)

### Assessment Process

the American Library Association Trend Summaries for 2017 and 2016, Drexel (-7.63%), UCLA (-4.31%), and the University of Pittsburgh (-18.06%), reported negative growth in enrollment over the previous year. The University of Maryland at College Park reported no growth (0.00%), and Rutgers at New Brunswick reported 40.83% growth in enrollment (see attached document).

### Results


### Improvement Plan

We have revised our web site to improve recruiting.

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    3. We regrouped our marking function (for online and on campus students) in a way that made better sense and was more clearly targeted towards differentiating MI from MBA or CS
    4. Master of Information (a more generic degree title) tended to attract more diverse communities of learners.


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**Related Documents:**

- [2016-2017_PeerInstitutions_FTEGrowth_Comparison.pdf](#)
5. However the population that increased the most were the Librarians. Their attraction to the program, as stated in surveys I distribute in the first and last course of the program, was the fact that they could diversify their skills (e.g. not just LIS but LIS and data science). The other significant enrollment sector was our undergraduate ITI students.  
6. Addition of Archives and Preservation made a huge impact as well.

Ross Todd:  
Just to add a couple more things to what Lilia (as MI Director) has stated:  
When we developed the MI program with its focused concentrations from the MLIS, we did not take a silo approach - that is develop separate masters degrees for example MI in Data Science, MI Interaction and Design etc. and then only have one or two such as LIS or school librarianship accredited. We argued (successfully) with the ALIA accreditation team that our concentrations were drawn from a common corpus of courses that constitute the knowledge, competencies, values and ethics of librarianship. All students do common foundation courses, and then articulated required courses and electives according to the specific concentration. Students seems to value the versatility of
<table>
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**Outcomes**

Professional opportunities. Lilia mentioned our undergraduate major ITI. This is a major that comes out of the LIS department, and has grown rapidly since 2014. Currently it has about 800 students. But very few graduates ever went on and did the MLIS, choosing to go elsewhere for a masters. The restructuring of the MLIS to the MI, coupled with university approval to develop a 4+1 dual degree with the ITI major has worked very well, providing a pathway for our top achievers in the ITI.

Based on the above information, we will explore Rutgers's list of proven strategies that increased enrollment to determine which, if any, strategies might work at FSU.

(12/10/2018)

**Florida State University** - This will result in 98% of the students scoring 80% or better as determined by a reading analysis assignment with a criterion-based grading rubric.

**Assessment Method**: Course Embedded Assignment (Often in tandem with exam question bank)

**Reporting Period**: 2018 - 2019

**Conclusion**: Criteria Met

148 MSI-seeking students enrolled in LIS 5408 and 144 (97.3%) MSI students successfully completed the course. All 144 (100%) students achieved a score of 80% or higher on the Reading Analysis assignment. (10/11/2019)

**Location**: Distance / Online

**Analysis of Results**: The reading analysis assignment is designed to assess comprehension of change management concepts and practices. Through an in-depth discussion of the reading, students can demonstrate their understanding of these concepts. The results indicate that students are succeeding in gaining this understanding.

**Improvement Plan**: We will use the reading analysis assignment to assess students' understanding of change management concepts and practices. We will work with all instructors of the course to ensure that the assignment remains effective, consistent and relevant to the field of study. We will gather feedback from instructors on their and their students' experiences with this assignment.

(10/11/2019)
### Outcomes

#### Skills

<table>
<thead>
<tr>
<th>SLO - Organization of Information for Access</th>
<th>Florida State University</th>
<th>Reporting Period: 2017 - 2018</th>
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<tbody>
<tr>
<td>Upon completion of LIS 5703, Information Organization, a required course in the MS Program, the student will be able to define a variety of structures and technologies for organizing and retrieving information and describe and implement these on a basic level.</td>
<td>This will result in 90% of the students receiving 80% or better as determined by a series of four progressive assignments with a criterion-based grading scheme.</td>
<td>Conclusion: Criteria Met</td>
</tr>
<tr>
<td>Outcome Status: Active</td>
<td>Change Notes: 2018-2019</td>
<td>97 students successfully completed LIS 5408 Management of Information Organizations</td>
</tr>
<tr>
<td>Outcome Year(s): 2017-2018, 2018-2019, 2019-2020</td>
<td>Assessment Method: Class Performance or Presentation, Problem-Solving Exercise</td>
<td>97 students scored 80% or better on the identified assignment (12/30/2018)</td>
</tr>
<tr>
<td>Start Date: 07/01/2017</td>
<td>Location: Distance / Online</td>
<td>Conclusion: Criteria Met</td>
</tr>
<tr>
<td>Outcome Type: Student Learning Outcome</td>
<td>Analysis of Results: Of the 97 students who successfully completed LIS 5408 Management of Information Organizations during Academic Year 2017-2018, 97 students (100%) scored 80% or better on the assignment used for assessment of this student learning outcome.</td>
<td>Improvement Plan: We will build upon student success for the Managing Innovation SLO by a combination of analysis of student input from EvaluationKIT as well as end of semester debriefing sessions focused on what went well—what needs to be improved and brainstorming ideas for improvement. (01/01/2019)</td>
</tr>
<tr>
<td>SLO Outcome Category: Content/Discipline Knowledge and Skills</td>
<td>Reporting Period: 2018 - 2019</td>
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<tr>
<td>Reporting Period: 2017 - 2018</td>
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<tr>
<td>Conclusion: Criteria Not Met</td>
<td>Improvement Plan: We will review the sequencing of the four assignments. We will focus on providing more scaffolding with the assignments. We will focus on providing formative feedback throughout the progressive assignments so that students build skills, and we will closely monitor students' progress from assignment to assignment. (10/11/2019)</td>
<td></td>
</tr>
<tr>
<td>Location: Distance / Online</td>
<td>Analysis of Results: The outcome is &quot;inconclusive.&quot; We fell short of our goal (by 1.2%). More scaffolding may be needed in order to ensure that 90% of students achieve a score of at least 80% on the four assignments.</td>
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<tr>
<td>Analysis of Results: From Dr. Gary Burnett, LIS5703 Instructor</td>
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<tr>
<td>The students were successful because LIS5703 is structured around iterative stages of feedback and student/teacher interaction. This interaction takes three forms:</td>
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<tr>
<td>1. Synchronous class sessions. These are not prepared lectures, but progress based on student questions about</td>
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### Assessment Process

- **Conclusion:** Criteria Met

- **Details:**
  - 97 students successfully completed LIS 5408 Management of Information Organizations.
  - 97 students scored 80% or better on the identified assignment (12/30/2018).
  - Location: Distance / Online.

### Results

- **Analysis of Results:**
  - Of the 97 students who successfully completed LIS 5408 Management of Information Organizations during Academic Year 2017-2018, 97 students (100%) scored 80% or better on the assignment used for assessment of this student learning outcome.

### Improvement Plan

- **Improvement Plan:**
  - We will build upon student success for the Managing Innovation SLO by a combination of analysis of student input from EvaluationKIT as well as end of semester debriefing sessions focused on what went well—what needs to be improved and brainstorming ideas for improvement. (01/01/2019)
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<td>the readings and other activities. This allows me to directly target those areas where students find that they are confused or would like further clarification.</td>
<td>2. Asynchronous discussions. I direct these discussions, which focus on a series of bibliographic databases (available through the FSU library), by providing a set of guided queries, an answer key, and a set of discussion questions. I also participate actively in the discussions throughout the week, so I can address areas of weakness in the student posts.</td>
<td>I suspect this may be the “series of four progressive assignments” to which Dr. Bradley refers (although there are actually five). Grading evaluates both quantity and quality of student participation, but a high level of interaction is built in. Students are encouraged to ask questions, answer each others’ questions, etc. I chime in when it seems needed to provide additional information, correct misconceptions, etc. By the end of the series of discussions, students are well versed in the capabilities, design, and base-level implementation of such information organizing/retrieval systems.</td>
<td>The assessment process does not point to a specific learning outcome. Therefore, our Program Chair and the Curriculum Committee decided to sunset this student learning outcome and</td>
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<tr>
<td>3. Building on that, students write their first paper in which they demonstrate their &quot;basic level&quot; understanding of these kinds of systems by designing a basic &quot;Metadata Application Profile.&quot; Again, I build in iterative feedback and interaction, through reading and extensively commenting on drafts as they work (even when I have 50 students).</td>
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<td>In all cases, I keep close track of student progress, and actively intervene if I see students slipping.</td>
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SLO - Content Expertise - Archived 18 - Upon completion of the course of instruction, the student will be able to apply knowledge in a specific content area of the LIS discipline. **Outcome Status:** Archived **Outcome Year(s):** 2017-2018

**Florida State University** - 90% of students in the degree program successfully complete a technology course with a score of 80% or better from the specific list of courses identified for the Technology Skills Requirement.

**Reporting Period:** 2017 - 2018

**Conclusion:** Criteria Not Met

38 MSI/MAI students earned a certificate unduplicated head count: 217 (12/28/2018)

**Location:** Distance / Online

**Analysis of Results:** For Academic Year 2017-2018:

11 MSI/MAI students completed the Graduate Certificate in

**Improvement Plan:** The assessment process does not point to a specific learning outcome. Therefore, our Program Chair and the Curriculum Committee decided to sunset this student learning outcome and
<table>
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<tbody>
<tr>
<td><strong>SLO - Technology Competence</strong> - Upon completion of LIS 5485, Introduction to Information Technology, the student will be able to demonstrate an understanding and application of information technology for the provision of information and information services.</td>
<td><strong>Assessment Method:</strong> Department Assessment</td>
<td>Information Architecture 4 MSI/MAI students completed the Graduate Certificate in Reference Services 5 MSI/MAI students completed the Graduate Certificate in Youth Services 10 MSI/MAI students completed the Graduate Certificate for Information Leadership and Management 15 MSI/MAI student completed the Graduate Certificate in Health Information Technology for a total of 38 (17.5%). We did not meet the target of 35% of the MSI/MAI students completing at least one certificate as part of their degree program.</td>
<td>We will change our assessment of this SLO from a course grade to a score. So instead of using the letter grade of B, we will use the score of 85%. This also represents a slight increase in our performance measure, as a B is typically a score of 83%. The course covers a variety of technology skills and knowledge, which should be assessed through multiple assignments. Therefore, we will use overall performance in the course as a measure, but will use a score rather than a letter grade. (10/11/2019)</td>
</tr>
<tr>
<td><strong>SLO - Designing a Research Study</strong> - Upon completing of LIS 5271, Research in Information Studies, a required course in the MSI program, the student will be able to analyze</td>
<td><strong>Assessment Method:</strong> Portfolio of Student Work</td>
<td><strong>Reporting Period:</strong> 2018 - 2019  <strong>Conclusion:</strong> Criteria Met 55 of 62 MSI students enrolled in LIS 5485 in Fall 2018, Spring or Summer 2019 successfully completed the course. All 55 (100%) students scored 80% or higher on their coursework. (10/11/2019)  <strong>Location:</strong> Distance / Online  <strong>Analysis of Results:</strong> Students generally come into the MSI program with, at the very least, basic technology skills. Their performance in the course indicates that they are successfully building on these skills. The course is meeting its overall objective of providing a technology foundation to MSI students.</td>
<td>We will use the research proposal paper to assess students' understanding of the basic concepts of research methods. We will ensure that all</td>
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<tr>
<td>Outcomes</td>
<td>Assessment Process</td>
<td>Results</td>
<td>Improvement Plan</td>
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<td>Students apply the concepts of multiple methods of collecting, managing, and analyzing evidence.</td>
<td>Assessment Method: Project Evaluation, Written Report or Essay</td>
<td>(100%) attained a score of 80% or higher on the Research Proposal Paper. (10/11/2019)</td>
<td>Instructors of the course use the assignment consistently. We will gather feedback from instructors about their and their students' experiences with the assignment. (10/11/2019)</td>
</tr>
<tr>
<td><strong>Outcome Status:</strong> Active</td>
<td><strong>Location:</strong> Distance / Online</td>
<td><strong>Analysis of Results:</strong> The research proposal measures students' understanding of the various methods that can be used to collect, manage, and analyze evidence. Students are performing well on the assignment. We conclude that they have gained an understanding of the key concepts of research methods.</td>
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<tr>
<td><strong>Outcome Year(s):</strong> 2018-2019, 2019-2020</td>
<td><strong>Reporting Period:</strong> 2018 - 2019</td>
<td><strong>Conclusion:</strong> Criteria Met</td>
<td></td>
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<tr>
<td><strong>Outcome Type:</strong> Student Learning Outcome</td>
<td><strong>Location:</strong> Distance / Online</td>
<td>124 MSI students enrolled in LIS 5411 over the course of the reporting period (Fall 2018, Spring/Summer 2019). Of those, 119 successfully completed the course and all 119 received a score of 80% or better on the policy brief assignment. (10/11/2019)</td>
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<tr>
<td><strong>SLO Outcome Category:</strong> Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
<td><strong>Analysis of Results:</strong> The policy brief assesses students' understanding of key concepts related to information policy issues. Students' performance on the assignment indicates that they are gaining this understanding through the course. Moreover, they are successfully demonstrating this understanding through this assignment.</td>
<td><strong>Improvement Plan:</strong> We will use the policy brief to assess students' understanding of key concepts related to information policy issues. We will work to ensure that instructors use the assignment effectively and consistently. And we will gather feedback from instructors on their and their students' experiences with the assignment. (10/11/2019)</td>
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<tr>
<td><strong>SLO - Developing a Policy Brief - Upon completing of LIS 5411, Introduction to Information Policy, a required course in the MSI program, the student will be able to analyze and describe information policy issues.</strong></td>
<td><strong>Assessment Method:</strong> Project Evaluation, Written Report or Essay</td>
<td>This will result in 90% of the students receiving 80% or better as determined by a policy brief assignment with a criterion-based grading scheme.</td>
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<tr>
<td><strong>Outcome Status:</strong> Active</td>
<td><strong>Outcome Year(s):</strong> 2018-2019, 2019-2020</td>
<td><strong>Outcome Type:</strong> Student Learning Outcome</td>
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<tr>
<td><strong>Outcome Type:</strong> Student Learning Outcome</td>
<td><strong>SLO Outcome Category:</strong> Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
<td><strong>Location:</strong> Distance / Online</td>
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College of Communication and Information
School of Information
Table 3: Student Learning Outcomes

Information Studies (Doctorate)

Mission: Mission
The Ph.D. in Information Studies, offered by the Florida State University School of Information, part of the College of Communication and Information, prepares astute and creative researchers for academic, corporate, nonprofit, or governmental settings.

Goals
The goals of the doctoral program are to prepare graduates who:
1. Are familiar with techniques of information studies research
2. Have mastered discrete fields of knowledge so that they are familiar not only with what has been done in their specific fields but also with the potential and opportunity for further advances
3. Have demonstrated capacity to do original and independent scholarly investigation or creative work in their selected fields

Outcomes Assessment Process Results Improvement Plan

PO - Student Placement - Archived18
- At the end of the academic year, the program will prepare graduating doctoral students to obtain high quality jobs appropriate to their research interests.
Outcome Status: Archived
Outcome Year(s): 2017-2018
Start Date: 07/01/2017
Outcome Type: Program Outcome
Florida State University - This will result in 85% of doctoral graduates being offered a tenure track faculty job or other equivalent position in the academic, corporate, government, or private sector as evidenced by student interviews with the Doctoral Program Coordinator conducted at the end of the academic year within which they defend their dissertation
Assessment Method: Department Assessment
Reporting Period: 2017 - 2018
Conclusion: Inconclusive
There were no PhD graduates during 2017-2018. Therefore, no career assistance was provided. (01/26/2019)
Location: Distance / Online
Analysis of Results: N/A as there were no PhD students ready to graduate during 2017-2018. Please refer to document of the status of each doctoral student to confirm no students were ready to graduate.
Related Documents: PhD Admit to program and candidacy.xlsx
Improvement Plan: We will keep monitoring the progress and success of doctoral students in their prospectus defense process to ensure continued success in meeting successful prospectus

SLO - Original Research - Archived18
- Students will demonstrate capacity to perform original and independent scholarly investigation or creative work in their selected field.
Outcome Status: Archived
Florida State University - This will result in 75 percent of students passing their prospectus defense
Assessment Method: Department Assessment
Reporting Period: 2017 - 2018
Conclusion: Criteria Met
3 doctoral students presented prospectus defense during 2017-2018. (01/26/2019)
Location: Main Campus
Analysis of Results: All 3 doctoral students (100%)
Improvement Plan: We will keep monitoring the progress and success of doctoral students in their prospectus defense process to ensure continued success in meeting successful prospectus
<table>
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<tr>
<td><strong>Outcome Year(s):</strong> 2017-2018</td>
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<td>successfully passed their prospectus defense.</td>
<td>defense outcome for our students. (02/01/2019)</td>
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<tr>
<td><strong>Start Date:</strong> 07/01/2017</td>
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<tr>
<td><strong>Outcome Type:</strong> Student Learning Outcome</td>
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<tr>
<td><strong>SLO Outcome Category:</strong> Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
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<tr>
<td><strong>SLO - Knowledge of Field</strong> - Students will demonstrate knowledge of the selected field and critical thinking skills.</td>
<td>Florida State University - This will result in 75% of students who took the exam passing the preliminary exam.</td>
<td>Reporting Period: 2018 - 2019&lt;br&gt;Conclusion: Criteria Met&lt;br&gt;6 out of 6 students took and passed the Preliminary Examination. (10/08/2019)&lt;br&gt;Location: Main Campus&lt;br&gt;Analysis of Results: In 2018-2019, 100% (6/6) of the students who took the Preliminary Examination passed the examination. The target was 75%; therefore, we surpassed the target.</td>
<td>Improvement Plan: We will regularly track student success and, if needed, provide scaffolding measures to students to ensure appropriate progress in the program sequences. For the upcoming reporting period (Fall 2019 - Summer 2020) we will follow the doctoral students and their programmatic advancement closely to ensure that we will meet target again. (10/09/2019)</td>
</tr>
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<td><strong>Outcome Status:</strong> Active</td>
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<td><strong>Outcome Year(s):</strong> 2017-2018, 2018-2019, 2019-2020</td>
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<td><strong>SLO Outcome Category:</strong> Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
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<td><strong>SLO - Methods</strong> - Students will develop and demonstrate familiarity with the techniques of information studies research.</td>
<td>Florida State University - This will result in 75 percent of students passing the first year research methods course LIS 6279, Research in Information Studies, and LIS 6027, Statistics and Data Analysis for Information Studies, with a score of 80% or better.</td>
<td>Reporting Period: 2018 - 2019&lt;br&gt;Conclusion: Criteria Met&lt;br&gt;15 first year doctoral students enrolled in LIS 6027 and LIS 6279. All 15 completed the coursework successfully. (10/09/2019)&lt;br&gt;Location: Main Campus&lt;br&gt;Analysis of Results: 100% of the 15 first year doctoral students enrolled successfully completed the research methods and statistics / data analysis course during the</td>
<td>Improvement Plan: We observe the progress and success of doctoral students in their preliminary exam process and apply lessons learned/best practices to ensure continued success in meeting a successful preliminary examination outcome for our students. (02/01/2019)</td>
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<td><strong>Outcome Type:</strong> Student Learning</td>
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<td><strong>Assessment Method:</strong> Departmental Exam/Comprehensive Exam/Preliminary Exam</td>
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<td><strong>Assessment Method:</strong> Course Report</td>
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<td><strong>Reporting Period:</strong> 2018 - 2019&lt;br&gt;Conclusion: Criteria Met&lt;br&gt;3 doctoral students took and passed the Preliminary Exam during 2017-2018. (01/26/2019)&lt;br&gt;Location: Main Campus&lt;br&gt;Analysis of Results: Of the 3 doctoral students who took the Preliminary Exam, all 3 (100%) passed the Exam.</td>
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<td><strong>Outcome</strong></td>
<td></td>
<td>reporting period.</td>
<td>beyond the doctoral program. (10/09/2019)</td>
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<tr>
<td><strong>SLO Outcome Category:</strong></td>
<td><strong>Assessment Method:</strong> Survey Results</td>
<td><strong>Reporting Period:</strong> 2017 - 2018</td>
<td><strong>Improvement Plan:</strong> Students successfully met the LIS 6279 Research in Information Studies criteria for passing the Research Methods course but had not yet had the opportunity to take the LIS 6027 Statistics and Data Analysis course which was upcoming in the next semesters. We will monitor success in the statistics course for achievement of success in both outcome measures. (02/01/2019)</td>
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<tr>
<td>Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
<td><strong>Location:</strong> Main Campus</td>
<td><strong>Conclusion:</strong> Criteria Met LIS 6027 was not offered during 2017-2018. This course will be offered again Fall 2018 and Spring 2019. 6 doctoral students successfully completed LIS 6279 Research in Information Studies. (01/26/2019)</td>
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<tr>
<td><strong>Analysis of Results:</strong></td>
<td><strong>Conclusion:</strong> Criteria Met</td>
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<tr>
<td>Of the doctoral students who successfully completed LIS 6279 Research in Information Studies, all 6 of the students (100%) earned a grade of B or higher.</td>
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<tr>
<td><strong>PO - Student Placement</strong></td>
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<td><strong>Reporting Period:</strong> 2018 - 2019</td>
<td><strong>Improvement Plan:</strong> 66% of 2018-2019 doctoral graduates obtained professional employment; however, due to administrative changes in the reporting period (from Summer through Spring to Fall through Summer), there was very little time between late summer defenses and applying for / being hired into professional positions. Therefore, we believe it would be inaccurate to report a failure of meeting the target. Instead, in light of the administratively required changes, for the 2019-2020 reporting period, we will include Fall 2018-Summer 2019 graduates and their employment status at the end of Summer 2020. For the previous reporting period (2017-2018), there were no PhD in Information awarded. (10/08/2019)</td>
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<td>By the end of the year, the program will determine the number of graduates who obtain professional employment.</td>
<td><strong>Location:</strong> Main Campus</td>
<td><strong>Conclusion:</strong> Inconclusive Reporting results deferred for one year. See Analysis of Results for an explanation. (10/02/2019)</td>
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<tr>
<td><strong>Outcome Status:</strong> Active</td>
<td><strong>Analysis of Results:</strong> Due to the change in the semesters included in reporting for the academic year (now Fall, Spring, Summer instead of Summer, Spring Fall) and the timing of hiring for academic tenure-track faculty positions, it was determined that the most equitable method would be to report the 2018-2019 doctoral graduates in 2019-2020 and so on for subsequent years.</td>
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<td><strong>Outcome Year(s):</strong> 2018-2019, 2019-2020</td>
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<td><strong>Outcome Type:</strong> Program Outcome</td>
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<td>This will result in 85% of the doctoral students obtaining professional positions related to their education.</td>
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<td><strong>Assessment Method:</strong></td>
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<tr>
<td>SLO - Original Research - Students will demonstrate capacity to perform original and independent scholarly investigation or creative work in their selected field. <strong>Outcome Status:</strong> Active <strong>Outcome Year(s):</strong> 2018-2019, 2019-2020 <strong>Outcome Type:</strong> Student Learning Outcome <strong>SLO Outcome Category:</strong> Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
<td>This will result in 80 percent of students successfully defending their dissertation as determined by the student's doctoral supervisory committee. <strong>Assessment Method:</strong> Faculty Committee Evaluation of Dissertation, Thesis or Treatise</td>
<td><strong>Reporting Period:</strong> 2018 - 2019 <strong>Conclusion:</strong> Criteria Met 3 students defended their dissertation during the reporting period (Fall 2018 - Summer 2019). (10/09/2019) <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> 3 students defended their dissertation and 3 (100%) students successfully passed their defense. We see this as a validating indicator that our students are well prepared when they are presenting their dissertation defense.</td>
<td><strong>Improvement Plan:</strong> We remain committed to carrying through with the strategies that have led to our students' success rates and anticipate that we will see a similar outcome for the next reporting period (Fall 2019 - Summer 2020). (10/09/2019)</td>
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Information Studies (Specialist)

**Mission:** The Specialist Degree is a post-Master’s degree. Students who pursue the Specialist Degree are interested in becoming aware of new areas within the field of Information Studies. They are also interested in improving or developing skills and additional competencies in the field. As a result of this focus, students acquire the knowledge and competencies to perform at high levels within their areas of specialization. The program is planned cooperatively with faculty members who help tailor the program to meet the professional needs of its graduates.

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| PO - Program of Study for Specialist Program - By the end of the year, the program will use an advising and tracking system which ensures that all students pursuing a Specialist Degree have talked with their advisor and have a comprehensive Plan of Study in place by the end of their first semester. A Program of Study form for the Specialist Program is now available to specialist degree students and their faculty advisors. | Florida State University - All Specialist students will have their records reviewed by Student Services at the beginning of the second semester. Any student who has not filed a program of Study will have a hold placed on their registration before registration opens for the next semester. The hold will remain in effect until the Program of Study has been filed with Student Services. This will result in 100% of the students in the Specialist program having planned their program and filed their Program of Study form with Student Services. **Assessment Method:** Department Assessment | **Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met  
100% of Specialist students have filed a Program of Study within their first semester in the program. (10/11/2019)  
**Location:** Distance / Online  
**Analysis of Results:** Consistent follow up from Student Services staff has ensured 100% compliance. Faculty advisor involvement has contributed to compliance as well. And we hypothesize that students find the program of study to be a valuable tool in planning their coursework. | **Improvement Plan:** We will work to ensure that students submit a program of study. Student Services staff is committed to repeatedly follow up with students to achieve compliance and involve faculty advisors on a regular basis. We will solicit feedback from students on the value of the program of study to their progress toward degree completion. (10/11/2019) |

**Outcome Status:** Active  
**Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020  
**Start Date:** 07/01/2017  
**Outcome Type:** Program Outcome

| Reporting Period: 2017 - 2018  
**Conclusion:** Criteria Met  
Six students were enrolled in the Specialist program in this timeframe, and of these six students, three students reached their second semester in the program during this period which is the time when they were required to file a Program of Study. All three (100%) completed their Program of Study which was filed with Student Services. (02/07/2019)  
**Location:** Distance / Online  
**Analysis of Results:** This goal was successfully met with 100% of Specialist students filing Programs of Study with Student Services during their second semester of enrollment. | **Improvement Plan:** We will offer reminders to students to increase student participation in completing their Program of Study and work with faculty to ensure that they encourage their advisees to complete the program of study so we will keep meeting this goal in future. (02/08/2019) |
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<td><strong>SLO - Content Expertise</strong> - Students in the Specialist Degree Program who have chosen to complete a Certificate Program within their Specialist Degree curriculum will, upon completion of the course of instruction, be able to apply this certificate knowledge directly to their specialized study. &lt;br&gt;<strong>Outcome Status</strong>: Active &lt;br&gt;<strong>Outcome Year(s)</strong>: 2017-2018, 2018-2019, 2019-2020 &lt;br&gt;<strong>Start Date</strong>: 07/01/2017 &lt;br&gt;<strong>Outcome Type</strong>: Student Learning Outcome &lt;br&gt;<strong>SLO Outcome Category</strong>: Content/Discipline Knowledge and Skills</td>
<td><strong>Florida State University</strong> - At least 25% of Specialist Degree Students earn at least one certificate as part of the Specialist program. &lt;br&gt;<strong>Assessment Method</strong>: Department Assessment</td>
<td><strong>Reporting Period</strong>: 2018 - 2019 &lt;br&gt;<strong>Conclusion</strong>: Criteria Met &lt;br&gt;2 of 2 (100%) students who earned a Specialist in Information Degree also earned at least one certificate. (10/11/2019) &lt;br&gt;<strong>Location</strong>: Distance / Online &lt;br&gt;<strong>Analysis of Results</strong>: Each certificate is designed to provide in-depth content knowledge in a particular specialization. The percentage of Specialist students electing to complete a certificate indicates that they understand the importance of being able to demonstrate an area of specialization. The certificate also provides students with a concrete way to demonstrate to employers their knowledge of a specialization.</td>
<td><strong>Improvement Plan</strong>: We will encourage students to focus on a specialization by earning a certificate. We will promote the certificates more aggressively to Specialist degree students. We will increase the goal from 25% to 30% of students earning a certificate. (10/11/2019)</td>
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<td><strong>SLO - Information Technology Knowledge</strong> - Upon completion of the course of instruction, the student will be able to demonstrate the ability to create web content. &lt;br&gt;<strong>Outcome Status</strong>: Active &lt;br&gt;<strong>Outcome Year(s)</strong>: 2017-2018, 2018-2019, 2019-2020 &lt;br&gt;<strong>Start Date</strong>: 07/01/2017</td>
<td><strong>Florida State University</strong> - This will result in 25% of students demonstrating the ability to create web content via completion of LIS 5362 Design and Production of Networked Multimedia, LIS 5364 Website Development and Administration, LIS 5367 Advanced Web Applications, LIS 5313 Digital</td>
<td><strong>Reporting Period</strong>: 2018 - 2019 &lt;br&gt;<strong>Conclusion</strong>: Inconclusive &lt;br&gt;During the reporting period, one Specialist student completed the program. Although the student had completed coursework to satisfy requirements for two certificates, a change in University policy requiring admission to the certificates before completion of the second course made the student ineligible to apply and receive the two certificates. (02/08/2019) &lt;br&gt;<strong>Location</strong>: Distance / Online &lt;br&gt;<strong>Analysis of Results</strong>: Due to a change of university policy on certificate admissions making it more restrictive for students to apply for certificate credit, the Specialist student who would in the past have qualified for two certificates was not able to receive certificate credit. This result is inconclusive.</td>
<td><strong>Improvement Plan</strong>: We have increased communications to students to try to ensure that they are aware of the new restrictive University policy on certificate admission. We foster encouragement among faculty and staff members to promote (and assist) students with timely certificate application(s). (02/08/2019)</td>
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**Outcomes**

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<tr>
<td>Student Learning Outcome</td>
<td>Media: Concepts and Production, documented completion of a web design workshop, or an e-portfolio evaluated by the faculty advisor. <strong>Assessment Method:</strong> Course Report, Department Assessment, Portfolio of Student Work</td>
<td>through Summer 2019 reporting period completed the listed web-content courses. Thus, 100% of the students met the goal. These technology courses provide instruction in developing web content. The percentage of students successfully completing these courses indicates their ability to create web content. It also indicates their recognition that, regardless of their focus or specialization, this ability will be a valuable asset in their careers.</td>
<td>(10/11/2019)</td>
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**SLO Outcome Category:** Communication Skills, Content/Discipline Knowledge and Skills

**Assessment Method:** Course Report, Department Assessment, Portfolio of Student Work

**Reporting Period:** 2017 - 2018

**Conclusion:** Criteria Met

One student completed the Specialist degree during the reporting period, and also had completed the LIS 5313 Digital Media course. (02/08/2019)

**Location:** Distance / Online

**Analysis of Results:** 100% of the students completing this program (1 student) also successfully completed a qualifying course (5313 Digital Media).

**Improvement Plan:** We will advise the students completing the Specialist degree to take coursework geared to their level of experience in web design to achieve 100% successful compliance with the web content requirement. (02/08/2019)
Mission: The Bachelor of Science in Information Technology program opens the door to rewarding professions that emphasize using information technology and leadership to help people, organizations, and communities become more connected and successful. The iSchool offers a B.S. in Information Technology with two majors: Information Technology (IT), and Information, Communication and Technology (ICT), a Minor in Information Technology and a Certificate in Health Informatics.

The goals of the program are to develop students who can:

- Communicate effectively with different stakeholders through a variety of media and channels
- Work collaboratively in diverse socio-technical environments
- Demonstrate an understanding of how sociotechnical systems work
- Employ user-centered approaches to design and develop technologies, products, and services that address vital individual, social, and organizational needs
- Manage technology and information effectively and ethically
- Apply entrepreneurial and critical thinking skills in designing innovative solutions for a variety of technology challenges

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<td>PO - Increase the number of women enrolled in IT or ICT - Archived18 - By the end of the year, the program will increase the number of women enrolled in the Information Technology or Information, Communication, and Technology majors and premajors by 10% each year using the 2010-2011 academic year women enrolled in the IT and ICT major and premajors as a baseline. <strong>Outcome Status:</strong> Archived <strong>Outcome Year(s):</strong> 2017-2018 <strong>Start Date:</strong> 07/01/2017 <strong>Outcome Type:</strong> Program Outcome</td>
<td>Florida State University - Evaluation is based on enrollments in Information Technology majors; and Information, Communication, and Technology majors and compare to the 2010-2011 enrollments. Target: 30% of base year 2010-2011 <strong>Assessment Method:</strong> Enrollment Statistics</td>
<td>Reporting Period: 2017 - 2018 <strong>Conclusion:</strong> Criteria Met 122 females were enrolled in IT, ICT majors and premajors during 2010-2011. 165 females were enrolled in IT, ICT majors and premajors during 2017-2018 (01/25/2019) <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> During 2017-2018 165 females were enrolled in the Information Technology; Information, Communication, and Technology majors and premajors. This number represents 35% growth from the baseline year 2010-2011.</td>
<td><strong>Improvement Plan:</strong> We are exploring new ways to boost enrollment and to work on recruitment activities to increase women enrolled in the IT and ICT programs. (01/25/2019)</td>
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Florida State University - Evaluation is based on female enrollments for the fall semester in the IT and ICT majors, upper-pre-majors in IT and ICT, and pre-majors in IT and ICT compared to the 2010-2011 | Reporting Period: 2017 - 2018 **Conclusion:** Criteria Met In academic year 2017-2018, there were 165 women enrolled in the IT and ICT majors/premajors. In academic year 2010-2011, there were 122 women enrolled in the IT and ICT majors/premajors. (12/28/2018) | **Improvement Plan:** We are seeking ways to increase women enrollments in the IT and ICT majors/premajors. We have revised our IT minor to attract freshmen and sophomores and...
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<td>SLO - Understanding of Sociotechnical Systems - Archived18</td>
<td><strong>Florida State University</strong> - This outcome will be determined by evaluation of student performance in LIS 3353, Technologies for Information Professionals, based on an assessment identified by the instructor. 90% of the students who pass the course will score 75% or higher on the particular assessment. <strong>Assessment Method:</strong> Class Performance or Presentation</td>
<td><strong>Location:</strong> Main Campus  <strong>Analysis of Results:</strong> We experienced an overall increase of 43 women enrolled in the IT and ICT majors/premajors. This was an increase of 35.25%. <strong>Reporting Period:</strong> 2017 - 2018  <strong>Conclusion:</strong> Criteria Met 162 of the 172 students (94%) received 75% or higher on the specified assignment in LIS 3353 Technologies for Information Professionals. The target of 90% was met. <strong>Location:</strong> Main Campus  <strong>Analysis of Results:</strong> We implemented our Action Plan to review course content and prerequisites to ensure that students are prepared for technical material. We hired 2 tenure track faculty and 2 specialized faculty with expertise in Information Technology. In addition, we had smaller classes; thereby, reducing class size and improving the instructor/student ratio for assisting students with the materials. Additionally, we deleted superfluous prerequisites and only kept the prerequisites that prepared the students for the content of LIS 3353.</td>
<td><strong>Improvement Plan:</strong> We have an established club for women in technology called WISE (Women in IT Sharing Experiences). Many local female IT professionals share their wisdom and experiences with women students in the IT and ICT majors/premajors. We sponsor a Women in Leadership Conference held at the Turnbull Conference Center each spring semester thus providing an opportunity for our female students to network with IT professionals and to be inspired by women leaders in this area and beyond. (12/28/2018)</td>
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<td>SLO - Apply Entrepreneurial and Critical Thinking Skills - Archived18</td>
<td><strong>Florida State University</strong> - This outcome will be determined by evaluation of student performance in LIS 4910, Information Technology Project, based on an assessment of</td>
<td><strong>Reporting Period:</strong> 2017 - 2018  <strong>Conclusion:</strong> Criteria Not Met 174 students successfully passed LIS4910 Information Technology Project. 152 students scored 75% or better on the IT Project assignment. (01/25/2019)</td>
<td><strong>Improvement Plan:</strong> We will explore options for student support in improving project plan writing abilities including</td>
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<td>thinking skills in designing innovative solutions for a variety of technology challenges. <strong>Outcome Status:</strong> Archived <strong>Outcome Year(s):</strong> 2017-2018 <strong>Start Date:</strong> 07/01/2017 <strong>Outcome Type:</strong> Student Learning Outcome <strong>SLO Outcome Category:</strong> Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
<td>the project plan assignment. 90% of the students who successfully complete the course will score 75% or higher on the particular assessment. Students in LIS 4910 will produce project plans for IT systems. Each student will be assessed on the student's individual performance on a specific plan. <strong>Assessment Method:</strong> Capstone Course Evaluation</td>
<td><strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> 152 (87%) of the 174 students who successfully passed the course scored 75% or better on the IT Project assignment. <strong>Improvement Plan:</strong> We will explore options for student support in improving writing abilities including leveraging FSU's Writing Center. We are also experimenting with possible improvements through reducing class size via the class size initiative for impact on student achievement. (01/25/2019)</td>
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<td><strong>SLO - Communicate Effectively - Archived18</strong> - Upon completion of the course of instruction, the student will be able to demonstrate the ability to communicate effectively with different stakeholders through a variety of media and channels. <strong>Outcome Status:</strong> Archived <strong>Outcome Year(s):</strong> 2017-2018 <strong>Start Date:</strong> 07/01/2017 <strong>Outcome Type:</strong> Student Learning Outcome <strong>SLO Outcome Category:</strong> Communication Skills, Content/Discipline Knowledge and Skills</td>
<td><strong>Florida State University</strong> - This outcome will be determined by evaluation of student performance in LIS 3021, Technical Communication for Information Professionals. 90% of the students who successfully complete the course will score 75% or higher on the formal short proposal. <strong>Assessment Method:</strong> Class Performance or Presentation</td>
<td><strong>Reporting Period:</strong> 2017 - 2018 <strong>Conclusion:</strong> Criteria Not Met 139 students successfully passed LIS 3021 Technical Communication for Information Professionals. 119 students scored 75% or higher on the formal short proposal assignment. (01/25/2019) <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> 119 (86%) of the 139 students who successfully passed LIS 3021 scored 75% or better on the formal short proposal assignment. <strong>Improvement Plan:</strong> We will explore options for student support in improving writing abilities including leveraging FSU's Writing Center. We are also experimenting with possible improvements through reducing class size via the class size initiative for impact on student achievement. (01/25/2019)</td>
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<td><strong>SLO - Work Collaboratively - Archived18</strong> - Upon completion of the course of instruction, the student will be able to demonstrate the ability to work collaboratively in diverse socio-technical environments. <strong>Outcome Status:</strong> Archived <strong>Outcome Year(s):</strong> 2017-2018</td>
<td><strong>Florida State University</strong> - This outcome will be determined by evaluation of student performance in LIS 4910, Information Technology Project, based on an assessment of the project plan assignment. 90% of the students who successfully complete the course will score 75%</td>
<td><strong>Reporting Period:</strong> 2017 - 2018 <strong>Conclusion:</strong> Criteria Not Met 174 students successfully completed LIS 4910 Information Technology Project. 152 students scored 75% or higher on the IT Project assignment. (01/25/2019) <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> 152 (87%) of the 174 students who</td>
<td><strong>Improvement Plan:</strong> We will explore options for student support in improving project plan writing abilities including leveraging FSU's Writing Center. We are also experimenting with possible improvements through reducing class size via the class size initiative for impact on student achievement. (01/25/2019)</td>
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| **Start Date:** 07/01/2017  
**Outcome Type:** Student Learning Outcome  
**SLO Outcome Category:** Critical Thinking Skills, Content/Discipline Knowledge and Skills | Students in LIS 4910 will produce project plans for IT systems. Each student will be assessed on the student's individual performance on a specific plan.  
**Assessment Method:** Capstone Course Evaluation | successfully passed the course scored 75% or better on the IT Project assignment. | For the next cycle, we shall once more monitor student success in completing this learning objective to ensure successful completion rates for these courses and gather more data for improved decision-making going forward as we are also exploring and experimenting with possible improvements in student achievement through reducing class size via the class size initiative for impact on student achievement. (01/25/2019) |

**Florida State University - 90% of the students who complete LIS 3793 Information Architecture, or LIS 4351 User Experience Design, or LIS 4380 Social Media Management, or LIS 4381 Mobile Application Development and Management, or LIS 4772 Introduction to Consumer Health Informatics will score 75% or higher.**  
**Assessment Method:** Class Performance or Presentation

**Reporting Period:** 2017 - 2018  
**Conclusion:** Criteria Met  
LIS3793 Information Architecture 39 students successfully passed the course.  
LIS4351 User Experience Design 45 students successfully passed the course.  
LIS4380 Social Media Management 88 students successfully passed the course.  
LIS4381 Mobile Application Development and Management 39 students successfully passed the course.  
LIS4772 was not offered during 2017-2018. (01/25/2019)  
**Location:** Main Campus  
**Analysis of Results:** 36 (92%) students earned 75% or higher of the 39 students who successfully passed LIS3793.  
44 (98%) students earned 75% or higher of the 45 students who successfully passed LIS4351.  
85 (97%) students earned 75% or higher of the 88 students who successfully passed LIS4380.  
36 (92%) students earned 75% or higher of the 39 students who successfully passed LIS4381.  
LIS4772 was not offered N/A. |

| SLO - Employ User-Centered Technologies, Products, Svcs - Archived18 - Upon completion of the course of instruction, the student will be able to employ user-centered technologies, products, and services that address vital individual, social, and organization needs.  
**Outcome Status:** Archived  
**Outcome Year(s):** 2017-2018  
**Start Date:** 07/01/2017  
**Outcome Type:** Student Learning Outcome  
**SLO Outcome Category:** Content/Discipline Knowledge and Skills | **Florida State University** - 90% of the students who complete LIS 3793 Information Architecture, or LIS 4351 User Experience Design, or LIS 4380 Social Media Management, or LIS 4381 Mobile Application Development and Management, or LIS 4772 Introduction to Consumer Health Informatics will score 75% or higher.  
**Assessment Method:** Class Performance or Presentation | **Reporting Period:** 2017 - 2018  
**Conclusion:** Criteria Met  
LIS3793 Information Architecture 39 students successfully passed the course.  
LIS4351 User Experience Design 45 students successfully passed the course.  
LIS4380 Social Media Management 88 students successfully passed the course.  
LIS4381 Mobile Application Development and Management 39 students successfully passed the course.  
LIS4772 was not offered during 2017-2018. (01/25/2019)  
**Location:** Main Campus  
**Analysis of Results:** 36 (92%) students earned 75% or higher of the 39 students who successfully passed LIS3793.  
44 (98%) students earned 75% or higher of the 45 students who successfully passed LIS4351.  
85 (97%) students earned 75% or higher of the 88 students who successfully passed LIS4380.  
36 (92%) students earned 75% or higher of the 39 students who successfully passed LIS4381.  
LIS4772 was not offered N/A. | **Improvement Plan:** For the next cycle, we shall once more monitor student success in completing this learning objective to ensure successful completion rates for these courses and gather more data for improved decision-making going forward as we are also exploring and experimenting with possible improvements in student achievement through reducing class size via the class size initiative for LIS 4380 Social Media Management and LIS 4351 User Experience Design. (01/25/2019) |

**SLO - Manage Technology and Information Effectively - Archived18** - Upon completion of the course of instruction, the student will be able to manage technology and information.  
**Florida State University** - This outcome will be determined by evaluation of student performance in LIS 3784, Information Organization and Communication.  
**Reporting Period:** 2017 - 2018  
**Conclusion:** Criteria Met  
76 students successfully passed LIS3784 Information Organization and Communication.  
72 students scored 75% or higher on the conceptual data assessment of the course.  
**Location:** Main Campus  
**Analysis of Results:** 76 students met the criteria for success.  
36 (92%) students scored 75% or higher on the conceptual data assessment of the course. | **Improvement Plan:** We will monitor student success in completing this learning objective to maintain successful completion |
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</table>
| **PO - Increase the number of women enrolled in BS-IT or BS-ICT** - By the end of the year, there will be a 5% increase in the number of unduplicated head count (UHC) female students in the BSIT degree program, as compared to the previous academic year's Fall semester UHC.  
**Assessment Method:** Enrollment Statistics | **Analysis of Results:** 330 unduplicated female students were enrolled in the BS-IT and BS-ICT majors during Fall 2018 through Summer 2019 which is compared with 307 unduplicated female students during Fall 2017 through Summer 2018. This is a 7% increase in female enrollment. **Conclusion:** We experienced and overall increase in the total number of women enrolled in the BS-IT and BS-ICT majors. There was a 7% increase over 2017-2018. We attribute this success to excellent marketing, and word of mouth recommendations from existing and former students. **Location:** Main Campus  
**Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met  
Out of 231 students enrolled in LIS 3353 throughout the 2018-2019 year (Fall 2018, Spring/Summer 2019), 226 students successfully passed the course (97.8%). Of those, all 226 students achieved a score of 75% or better on the final project assignment (100.0% of all students enrolled). We met the criteria. **Location:** Main Campus  
**Analysis of Results:** We attribute the success of this outcome to the relatively recently hired tenure-track faculty (two), as well as to the recently hired specialized faculty (two). **Improvement Plan:** We are exploring new ways to increase the number of women enrolled in the BS-IT and BS-ICT majors. Moreover, we are proceeding with recently implemented recruitment efforts. As one example, we have an established club for women in technology (WISE--Women in IT Sharing Experiences), in which a number of local female IT professionals share their experiences and personal path to our female IT and ICT majors and pre-majors. (10/08/2019) | **Improvement Plan:** We are exploring new ways to increase the number of women enrolled in the BS-IT and BS-ICT majors. Moreover, we are proceeding with recently implemented recruitment efforts. As one example, we have an established club for women in technology (WISE--Women in IT Sharing Experiences), in which a number of local female IT professionals share their experiences and personal path to our female IT and ICT majors and pre-majors. (10/08/2019) |
| **SLO - Understanding of Sociotechnical Systems** - Upon completion of the course of instruction, the student will be able to demonstrate an understanding of how socio-technical systems work. **Outcome Status:** Active **Outcome Year(s):** 2018-2019, 2019-2020 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Critical Thinking Skills, Content/Discipline  
**Assessment Method:** Class Performance or Presentation | | **Assessment Method:** Department Assessment | **Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met  
Out of 231 students enrolled in LIS 3353 throughout the 2018-2019 year (Fall 2018, Spring/Summer 2019), 226 students successfully passed the course (97.8%). Of those, all 226 students achieved a score of 75% or better on the final project assignment (100.0% of all students enrolled). We met the criteria. (10/08/2019) **Location:** Main Campus  
**Analysis of Results:** We attribute the success of this outcome to the relatively recently hired tenure-track faculty (two), as well as to the recently hired specialized faculty (two). **Improvement Plan:** For the next academic year, we will keep using this assignment as a measure for Understanding of Sociotechnical Systems to gather more information on successful learning outcomes. Additionally, we will check student success in achieving this learning objective throughout the coming year. Furthermore, we will track the successful completion rates for...
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<tr>
<td>Knowledge and Skills</td>
<td>This outcome will be determined by evaluation of student performance in LIS 4910, Information Technology Project. 85% of the students who successfully complete the course will score 75% or higher on the final project. <strong>Assessment Method:</strong> Project Evaluation</td>
<td>In addition, in faculty--and associated subcommittee--meetings we have put together and agreed upon a number of didactic approaches (smaller class sizes, group/team work, appropriate prerequisite courses, etc.) to improve and maintain a high level of student success in LIS 3353. These perspectives have culminated in commendable instruction, which has promoted the increase in students understanding of sociotechnical systems. <strong>Reporting Period:</strong> 2018 - 2019 <strong>Conclusion:</strong> Criteria Met During Fall 2018 through Summer 2019, 180 students enrolled in LIS 4910 courses offered. Out of those, 173 students (96.1%) successfully completed the course with 161 students attaining a score of 75% or higher on the final project assignment (93.1% overall). <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> We have exceeded our goal of 85% of the students who scored 75% or better on the final project in LIS 4910. In fact, there were 93.1% of the students who scored 75% or better on the final project. Similarly we attribute this success to commendable instruction, with agreed upon didactic approaches. <strong>Improvement Plan:</strong> Going forward, we will support smaller class sizes, when possible and suitable. Likewise, we will promote and utilize the resources available at the FSU Writing Center. We extend using this assignment as a measure for Apply Entrepreneurial and Critical Thinking Skills through the next reporting period (2019-2020).</td>
<td>(10/08/2019)</td>
</tr>
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</table>

SLO - Apply Entrepreneurial and Critical Thinking Skills - Upon completion of the course of instruction, the student will be able to apply entrepreneurial and critical thinking skills in designing innovative solutions for a variety of technology challenges. **Outcome Status:** Active **Outcome Year(s):** 2018-2019, 2019-2020 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Critical Thinking Skills, Content/Discipline Knowledge and Skills

SLO - Communicate Effectively - Upon completion of the course of instruction, the student will be able to demonstrate the ability to communicate effectively with different stakeholders through a variety of media and channels. **Outcome Status:** Active **Outcome Year(s):** 2018-2019, 2019-2020 **Outcome Type:** Student Learning Outcome **SLO Outcome Category:** Communication Skills, Content/Discipline Knowledge and Skills

This outcome will be determined by evaluation of student performance in LIS 3021, Technical Communication for the Information Professions. 85% of the students who successfully complete the course will score 75% or higher on the final report. **Assessment Method:** Project Evaluation

**Analysis of Results:** While respectable, there were 70.8% of the students who achieved 75% or better on the final report, we fell rather short the target of 85%. We may need to revisit the Final Report requirements, in order to ensure that 85% of students achieve a score of at least 75% on the Final Report. **Improvement Plan:** We plan to revisit the Final Report requirements as a measure for Communicate Effectively. In addition, we plan on exploring options for student support in improving the final report plan, including leveraging FSU's Writing Center and other resources available to students both on and off campus. Since our class size initiative has been recently implemented, this may prove a mitigating factor as well in the upcoming 2019-2020

05/14/2020

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**SLO - Work Collaboratively** - Upon completion of the course of instruction, the student will be able to demonstrate the ability to work collaboratively in diverse socio-technical environments.

- **Outcome Status:** Active
- **Outcome Year(s):** 2018-2019, 2019-2020
- **Outcome Type:** Student Learning Outcome
- **SLO Outcome Category:** Critical Thinking Skills, Content/Discipline Knowledge and Skills

This outcome will be determined by evaluation of student performance in LIS 4910, Information Technology Project. 85% of the students who successfully complete the course will score 75% or higher on the final project.

- **Assessment Method:** Performance or Presentation
- **Reporting Period:** 2018 - 2019
- **Conclusion:** Criteria Met
- **Location:** Main Campus
- **Analysis of Results:** 173 of 181 students enrolled in LIS 4910 during Fall 2018 through Summer 2019 successfully completed LIS 4910. A total of 161 students (93.1%) obtained a qualifying score of 75% or higher on the final project. (10/08/2019)

**Improvement Plan:** Our efforts in encouraging students to work collaboratively have yielded positive results. Therefore, we will place further emphasis on practice group/team work exercises. For the next reporting period (Fall 2019 through Summer 2020) we will use this assignment as a measure for Work Collaboratively and collect more data on the student learning outcomes success. (10/08/2019)

**Conclusion:** Criteria Met
- 173 of 181 students enrolled in LIS 4910 during Fall 2018 through Summer 2019 successfully completed LIS 4910. A total of 161 students (93.1%) obtained a qualifying score of 75% or higher on the final project. (10/08/2019)

**Location:** Main Campus
- **Outcome Status:** Active
- **Assessment Method:** Performance or Presentation
- **Analysis of Results:** We have exceeded our goal of 85% of the students who scored 75% or better on the final project. In fact, there were 93.1% of the students who scored 75% or better on the final project. Partially, we attribute this success to admirable instruction, with agreed upon instructional approaches.

**SLO - Employ User-Centered Technologies** - Upon completion of the course of instruction, the student will be able to employ user-centered technologies, products, and services that address vital individual, social, and organization needs.

- **Outcome Status:** Active
- **Outcome Year(s):** 2018-2019, 2019-2020
- **Outcome Type:** Student Learning Outcome
- **SLO Outcome Category:** Critical Thinking Skills, Content/Discipline Knowledge and Skills

This outcome will be determined by evaluation of student performance in LIS 3353, Information Technologies. 85% of the students who successfully complete the course will score 75% or higher on the final project.

- **Assessment Method:** Performance or Presentation
- **Reporting Period:** 2018 - 2019
- **Conclusion:** Criteria Met
- **Location:** Main Campus
- **Analysis of Results:** We have surpassed the goal of 85% of the students who scored 75% or better on the final project. In fact, there were 100.0% of the students who scored 75% or better on the final project. We attribute this success to commendable instruction coupled with internally agreed didactic strategies.

**Improvement Plan:** Our concerted attempts have yielded positive results. For the next reporting period (2019-2020) we maintain employing user-centered technologies, and respective assignments and exercises to further test the successful implementation of our mutually agreed upon didactic approaches. Therefore, we will extend the use of this final project as a measure for Employ User-Centered Technologies through at least the next reporting period. (10/08/2019)

**Conclusion:** Criteria Met
- There were 226 students out of 231 (97.8%) who successfully completed LIS 3353 and all 226 (100%) concluded their final project with a score of 75% or better. (10/08/2019)

**Location:** Main Campus
- **Outcome Status:** Active
- **Assessment Method:** Performance or Presentation
- **Analysis of Results:** A total of 170 (96.0%) out of 177 enrolled students during Spring 2020 concluded their final project with a score of 75% or better. We thus exceeded target. (10/08/2019)

**SLO - Manage Technology and Information Effectively** - Upon completion of the course of

This outcome will be determined by evaluation of student performance in LIS 4708, Perspectives on

- **Reporting Period:** 2018 - 2019
- **Conclusion:** Criteria Met
- **Location:** Main Campus
- **Analysis of Results:** A total of 170 (96.0%) out of 177 enrolled students during Spring 2020 concluded their final project with a score of 75% or better. We thus exceeded target. (10/08/2019)

**Improvement Plan:** We have been on track with our target goal related to the student learning
Outcomes

instruction, the student will be able to manage technology and information effectively and ethically. Outcome Status: Active
Outcome Year(s): 2018-2019, 2019-2020
Outcome Type: Student Learning Outcome
SLO Outcome Category: Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills

Assessment Process

Information Technology. 85% of the students who successfully complete the course will score 75% or higher on the portfolio assignment.
Assessment Method: Performance or Presentation

Results

Fall 2018 through Summer 2019 successfully completed LIS 4708. 160 (94.1%) of those 170 students achieved a score of 75% or higher on the portfolio assignment. (10/08/2019)

Location: Main Campus

Analysis of Results: We have exceeded our goal of 85% of the students who scored 75% or better on their portfolio. In fact, there were 94.1% of the students who scored 75% or better on their portfolio.
We consider the success a results of mutually agreed upon didactic measures that were implemented before the current reporting period.

Improvement Plan

outcome of Manage Technology and Information Effectively.
To ensure that the success is not a short-lived fluke, we will extend the period of surveying results from the portfolio assignment as a measure for Managing Technology and Information Effectively. If the current success does not extend to the next reporting period (Fall 2019 - Summer 2020), we will revisit our current strategy. (10/08/2019)

Conclusion:
Criteria Met
164 students enrolled between Fall 2018 and Summer 2019. Of those, 161 students successfully completed LIS 3201 and 160 obtained a score of 75% or higher on the IT Research Project. (10/08/2019)

Assessment Method: Course Embedded Assignment (Often In Tandem With Exam Question Bank), Written Report or Essay

Location: Main Campus

Analysis of Results: We have exceeded our goal of 85% of the students who scored 75% or better on the final report. In fact, there were 99.4% of the students who scored 75% or better on the final IT Research Project.
We believe that implemented didactic measures informed by previous reporting periods have provided the students with the tools to be successful.

Improvement Plan: We have been on track with our target goal related to the student learning outcome of Understanding, Evaluating and Applying Research Concepts.
Given that we met this year’s criteria, we will widen the scope of reporting through the next reporting period (2019-2020) to ensure that our didactic measures persistently demonstrate high quality instruction methods. Hence, we will use the IT Research Project at least another year as a measure for Understanding, Evaluating and Applying Research Concepts. (10/08/2019)

05/14/2020

Florida State University - This will result in 85% of students who successfully complete LIS 3201 scoring a 75% or better on the IT Research Project.
Assessment Method: Course Embedded Assignment (Often In Tandem With Exam Question Bank), Written Report or Essay

Reporting Period: 2018 - 2019
Conclusion: Criteria Met
164 students enrolled between Fall 2018 and Summer 2019. Of those, 161 students successfully completed LIS 3201 and 160 obtained a score of 75% or higher on the IT Research Project. (10/08/2019)
Location: Main Campus
Analysis of Results: We have exceeded our goal of 85% of the students who scored 75% or better on the final report. In fact, there were 99.4% of the students who scored 75% or better on the final IT Research Project.
We believe that implemented didactic measures informed by previous reporting periods have provided the students with the tools to be successful.

Improvement Plan: We have been on track with our target goal related to the student learning outcome of Understanding, Evaluating and Applying Research Concepts.
Given that we met this year’s criteria, we will widen the scope of reporting through the next reporting period (2019-2020) to ensure that our didactic measures persistently demonstrate high quality instruction methods. Hence, we will use the IT Research Project at least another year as a measure for Understanding, Evaluating and Applying Research Concepts. (10/08/2019)
# Information Technology (Masters)

**Mission:**

The Master's program in Information Technology provides high-quality education and experiences in Information Technology to prepare graduates to understand and apply information technology and information innovatively to benefit their organizations, communities and families.

**Mission & Philosophy:**

As leaders in the information field, we take it as given that information, technology and communication are at the heart of all human endeavors and that expertise in information, technology and communication are required for progress in all fields.

As educators, our goal is to enable students to develop the skills they need to be successful. We empower our students by presenting them with real world challenges and helping them understand how what they learn in the classroom can be applied to those challenges.

Participation in our courses, creative activities, research and service prepares students for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity. These experiences teach students to:

1. Apply information technology innovatively
2. Manage information purposefully
3. Communicate effectively
4. Work ethically and productively with people

Our professional programs, research and service activities address Florida's most challenging information problems in a way that benefits our students, our community, the nation and the world.

## Outcomes

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<td><strong>PO - Enrollment Target</strong></td>
<td>Florida State University - We will gather and analyze the enrollment data for previous and current fall semesters to determine achieving the set target of 5% increase in UHC. <strong>Assessment Method:</strong> Enrollment Statistics</td>
<td><strong>Reporting Period:</strong> 2018 - 2019 <strong>Conclusion:</strong> Criteria Met Total Fall 2018 unduplicated head count was 92 an increase of 53.33% from Fall 2017. (10/09/2019) <strong>Location:</strong> Main Campus <strong>Analysis of Results:</strong> The program experienced more than a significant increase in unduplicated head count. We experienced an almost unheard of increase (53.33%) beyond the 5% target criteria for the student learning</td>
<td><strong>Improvement Plan:</strong> We succeeded in meeting and surpassing the enrollment target and will assess the results of recruitment efforts to determine and repeat the most successful strategies for recruiting MSIT students, including assessing top feeder schools. We will closely</td>
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<td><strong>Outcome Type:</strong> Program Outcome</td>
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<td>track admissions, enrollment, and FTE during 2019-2020 to ensure that we meet or exceed our targets. (10/09/2019)</td>
</tr>
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**Florida State University** - This will result in 97% of the students scoring 80% or better as determined by an information behavior research analysis and writing assignment with a criterion-based grading rubric. **Assessment Method:** Course Embedded Assignment (Often in tandem with exam question bank)

**Reporting Period:** 2018 - 2019
**Conclusion:** Criteria Not Met
There were a total of 120 students enrolled in LIS 5203 during the reporting period. Of those, 113 (94.1%) successfully completed the course and 103 (91.2%) achieved a score of 80% or higher on the Information Behavior Research Analysis assignment. (10/09/2019)
**Location:** Distance / Online

**Analysis of Results:** 113 (94.2%) out of 120 students successfully passed the course. 103 (91.2%) of those 113 students who successfully passed LIS 5203 scored 80% or higher on the Information Behavior Research Analysis and Writing assignment. This falls short of the target of 97% of the students earning a score of 80% or better.

**Improvement Plan:** We will track student success in completing this learning objective to improve and maintain successful completion of this assignment. We will also explore options for student support in further improving reading analysis and writing assignment success, including utilizing FSU’s Writing Center to assist students with this writing assignment and other writing assignments. Additionally, we will track progress of students through the 2019-2020 reporting period to ensure that policies implemented in previous reporting periods will persist in our goal of providing students with high quality education in the field. To ensure that students are well prepared for the final writing assignment, we will review the course of instruction and make any necessary changes going forward.
### Outcomes

#### SLO - Managing Innovation

- **SLO Outcome Category:** Content/Discipline Knowledge and Skills

- **Florida State University** - This will result in 97% of the students scoring 80% or better as determined by a reading analysis assignment with a criterion-based grading rubric.

- **Assessment Method:** Course Embedded Assignment (Often in tandem with exam question bank)

- **Reporting Period:** 2017 - 2018

- **Conclusion:** Criteria Met

- 72 students successfully passed LIS 5203 Assessing information Needs. 69 students scored 80% or better on the information behavior research analysis and writing assignment with a criterion-based rubric.

- **Improvement Plan:** By closely overseeing student success in completing this learning objective we will ensure that students achieve successful learning outcomes for this assignment by increasingly utilizing resources such as the Writing Center to assist students with improving their writing as well as consideration of revising or replacing this student learning outcome. (02/01/2019)

- **Analysis of Results:** 69 (98.6%) of the 72 students who successfully passed LIS 5203 scored 80% or higher on the Researching a Population's Information Behavior Paper assignment. The comparison to 2016-2017 suggests that there is an underlying issue impeding student success in accomplishing this student learning outcome. Further scrutiny may reveal this issue to be a lack of proficiency in writing skills which warrants establishing a collaboration with the Writing Center staff.

- **Location:** Distance / Online

- **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020

- **Start Date:** 07/01/2017

- **Assessment Process**

- **Improvement Plan:**

This may result in a new or revised SLO. (10/09/2019)

### Results

#### Reporting Period: 2017 - 2018

- **Conclusion:** Criteria Met

- 72 students successfully passed LIS 5203 Assessing information Needs. 69 students scored 80% or better on the information behavior research analysis and writing assignment with a criterion-based rubric.

- **Improvement Plan:** By closely overseeing student success in completing this learning objective we will ensure that students achieve successful learning outcomes for this assignment by increasingly utilizing resources such as the Writing Center to assist students with improving their writing as well as consideration of revising or replacing this student learning outcome. (02/01/2019)

- **Analysis of Results:** 69 (98.6%) of the 72 students who successfully passed LIS 5203 scored 80% or higher on the Researching a Population's Information Behavior Paper assignment. The comparison to 2016-2017 suggests that there is an underlying issue impeding student success in accomplishing this student learning outcome. Further scrutiny may reveal this issue to be a lack of proficiency in writing skills which warrants establishing a collaboration with the Writing Center staff.

- **Location:** Distance / Online

- **Outcome Year(s):** 2017-2018, 2018-2019, 2019-2020

- **Start Date:** 07/01/2017

- **Assessment Process**

- **Improvement Plan:** We will explore options for student support in further improving reading analysis assignment success, including leveraging FSU's Writing Center to assist students with this and other writing assignment.

  Additionally, we will track progress of students through the 2019-2020 reporting period to ensure that policies implemented in previous reporting periods will persistently provide students with a very high quality and very relevant education in the field.
### SLO - Developing a Policy Brief -
Upon completion of LIS5411, Introduction to Information Policy, a required course in the MSI program, the student will be able to analyze and describe information policy issues.

**Outcome Status:** Active  
**Outcome Year(s):** 2018-2019, 2019-2020  
**Outcome Type:** Student Learning Outcome  
**SLO Outcome Category:** Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills

This will result in 90% of the students receiving 80% or better as determined by a policy brief assignment with a criterion-based grading rubric.

**Assessment Method:** Course Report, Portfolios, Project Evaluation

**Reporting Period:** 2017 - 2018  
**Conclusion:** Criteria Not Met
33 students successfully completed LIS 5408 Management of Information Organizations.  
31 students scored 80% or better on the ready analysis assignment with criterion-based grading rubric.  
(01/27/2019)

**Location:** Distance / Online  
**Analysis of Results:** Of the 33 students who successfully completed LIS 5408 Management of Information Organizations, 31 (94%) scored 80% or better on the reading analysis assignment with a criterion-based grading rubric.

**Improvement Plan:** We will explore options for student support in improving reading analysis assignment success, including leveraging FSU's Writing Center to assist students with this writing assignment.  
(02/01/2019)

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### SLO - Web Technology Proficiency -
Upon completion of LIS5362, Networked Production of Multimedia, the student will be able to demonstrate an understanding and application of web technology for the provision of information and information services.

**Outcome Status:** Active  
**Outcome Year(s):** 2018-2019, 2019-2020

**Outcome Type:** Student Learning Outcome  
**SLO Outcome Category:** Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills

This will result in 90% of the students who enroll in LIS 5362 receiving a score of 80% or better in the culminating final assignment in the course.

**Assessment Method:** Project Evaluation

**Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met
23 students enrolled in LIS 5411 during Fall 2018 through Summer 2019. Of those, 22 students successfully completed the course and all 22 received a score of 80% of higher on the Policy Brief assignment.  
(10/09/2019)

**Location:** Distance / Online  
**Analysis of Results:** 22 (95.7%) out of 23 students successfully passed the course. 22 (100%) of the 22 students who successfully passed LIS 5411 scored 80% or better on the Policy Brief Paper assignment. We exceeded our target.

**Improvement Plan:** In the upcoming reporting period (Fall 2019 through Summer 2020) we will closely audit the student success rate, especially in the completion of the culminating final assignment. Based on this year’s and next year’s results, we will persevere in pursuing the teaching strategies that have led to student success in completing the learning objective and to maintain the high completion rates for the Policy Brief Paper assignment. At this point, we shall observe the data for the upcoming reporting period without any changes. However, this does not exclude the option to review the criterion for future reporting periods.  
(10/09/2019)
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<td><strong>Outcome Year(s):</strong> 2018-2019, 2019-2020</td>
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<td>successfully passed the course. 27 (90.0%) of the 30 students who successfully passed LIS 5362 scored 80% or better on the Final assignment. However, when considering all students, not only those successfully completing the course, the target of 90% was not met. 27 out of 31 students constitute an 87.1% success rate.</td>
<td>may need to revisit didactic methods and the rubrics underlying the assignment. For the next reporting period we will follow the outcomes to determine if this year was an outlier. (10/09/2019)</td>
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<td><strong>Outcome Type:</strong> Student Learning Outcome</td>
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<tr>
<td><strong>SLO Outcome Category:</strong> Critical Thinking Skills, Content/Discipline Knowledge and Skills</td>
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