**LEARNING IMPROVEMENT PLAN**

**Program Demographics.**

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| --- | --- | --- | --- |
| School: |  | Program: |  |
| Does your program offer online courses? |  | Does your program offer residential courses? |  |
| Program Chair: |  | Academic Year of Findings: |  |
| List All Learning Outcomes for this Program Below | | | |
|  | | | |

**AREAS OF LEARNING**

1. Provide the learning outcomes that will be assessed in this Learning Improvement Plan.

1. If this assessment was completed previously, describe any changes that were made based on the previous findings.

**PARTICIPANTS**

1. If you are utilizing a course-embedded assessment (i.e., an assessment embedded within the curriculum, such as a paper or an internship), use the Course Demographics Table (below) to describe the demographics of the students. If not, skip the table and move to the next point.

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| **Course Demographics Table.** | | | |
| **Semester(s)** | **Course** | **On-Campus Sections & Students** | **Online Sections & Students** |
| *SP 17, SU 17* | *SFRM 503* | *1 section; 20 students* | *3 sections; 55 students* |
|  |  |  |  |

1. Describe any characteristics of the participants that are relevant for the analysis of this assessment (Do not include information provided in the Course-Embedded Table.)

**INSTRUMENTATION**

1. Provide the name of the instrument for this evaluation. For example, if the final project in a capstone course is used to evaluate comprehension, provide the course subject, number, and the name of the course assignment used to evaluate students (i.e., SFRM 503, Spiritual Formation Portfolio). Make sure the same instrument is used for online and on-campus students.

1. Describe the rationale for this instrument. Why was this instrument selected for the evaluation of this learning outcome?

1. Describe how the findings will be evaluated (e.g., rubric). If a rubric is used, please include it with this form.

**EVALUATION & FINDINGS**

1. Describe how comparability between online and on-campus students will be defined in this assessment.

1. Use the Evaluation & Findings Table (below) to demonstrate the relationship between the evaluation tool, expectations, and overall findings. Columns 1 and 2 should be completed prior to data collection. Include a copy of the rubric to this form.
   1. In Column 1, describe how the findings will be analyzed or broken out. If a rubric is being used, describe each section of the rubric. If an external evaluation will be conducted, describe the constructs that will be analyzed.
   2. In Column 2, describe the expectation for each rubric section or construct.
   3. In Column 3, describe the overall findings of each section.
   4. In Column 4, describe the findings for the online students for each section.
   5. In Column 5, describe the findings for the on-campus students for each section.
2. Describe additional findings and/or analysis to supplement the data outlined in the Evaluation & Findings Table. State whether the expectation was met for each section and if comparability was achieved.

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| **Evaluation and Findings Table.** | | | | |
| **Pre-Data Collection** | | **Post-Data Collection** | | |
| **1** | **2** | **3** | **4** | **5** |
| **Analysis Breakout** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** |
| *1.4: The student integrated appropriate theories into their strategy for ministry.* | *75% of the students will score 10 or more on this section of the rubric.* | *83% of the students scored 10 or more on this section.* | *The mean score for OL students for this section was 9.6* | *The mean score for OL students for this section was 11.5* |
|  |  |  |  |  |
|  |  |  |  |  |

**IMPROVEMENT PLAN**

1. Describe any areas of concern or weakness.

1. Describe how these findings will be used to improve student learning.