**Regent University**

**Learning Improvement Plan**

[School]

[Academic Program]

[Program Coordinator]

[Academic Year]

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# **Program Learning Outcomes**

List all of the program learning outcomes (PLO) for this program. The PLOs below are hyperlinked and will relocate you to that PLO’s section in this document.

|  |  |
| --- | --- |
| [**PLO 1**](#_Program_Learning_Outcome) |  |
| [**PLO 2**](#_Program_Learning_Outcome_1) |  |
| [**PLO 3**](#_Program_Learning_Outcome_2) |  |
| [**PLO 4**](#_Program_Learning_Outcome_3) |  |

# **Curriculum Map**

To complete the Curriculum Map, list all the courses in the program/major in the left-hand column. Then, identify all of the courses’ modalities. Mark “OL” if a course is online, “OC” if a course is on-campus, and “F” if a course is off-site (i.e., teaching site, consortium). List “I” for each course that introduces a PLO; list “E” for each course in which a PLO is emphasized; list “C” for each course in which the student should be able to demonstrate competency in a PLO. If a course and a PLO aren’t related, leave the box blank. Each PLO should have at least one I, E, and C. Each course should be assigned to at least one PLO.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | Modality | PLO 1 | PLO 2 | PLO 3 | PLO 4 |
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# **Assignments Used to Evaluate the PLOs**

The PLO Assessment Dashboard Table is designed to help you identify the assignments that will help you determine if students have achieved the competency specified in each PLO. To select the best assignment, follow these steps:

1. Use the curriculum map to identify the courses where students should demonstrate competency for each PLO.
2. Then, within each course, select the assignments that align with the PLO. If the course is offered in more than one modality (i.e., both online and on campus), the assignments should apply to all students, regardless of course modality. This ensures that all students, regardless of course modality, are assessed the same way.

The assignment should list the course subject, course number, and assignment title, as indicated in the example below.

Each PLO must be linked with two assignments (Assignment A and Assignment B). Sometimes, a PLO requires a third assignment. If so, add an additional row. Delete the unused PLO columns.

*The majority of PLOs are assessed using course assignments. Sometimes, licensure exams, comprehensive exams, and field supervisor evaluations are used instead of assignments. If you use one of these assessment tools, provide the title of the exam or evaluation instead of the course assignment and assignment title. Additionally, the exam or evaluation must apply to all students, regardless of course modality.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** |
| **Assignment A** |  |  |  |  |
| **Assignment B** |  |  |  |  |

# **Program Learning Outcome 1**

1. State PLO 1 in the box below.
2. If the assessment for PLO 1 was completed previously, describe any changes or improvements that were made based on the previous findings. Only address changes that were made in the previous two academic years.

**PLO 1 Assignments**

1. Using the assignment names listed in the PLO Dashboard Table, identify the two assignments scheduled to assess this PLO.

Make sure the same assignment is used for courses offered in multiple modalities.

Name of Assignment A:

Name of Assignment B:

1. Describe the rationale for these assignments. How do these assignments evaluate this learning outcome? (If appropriate, insert assignment instructions)

Assignment A:

Assignment B:

1. Describe how the findings for each assignment will be evaluated (e.g., rubric). When rubrics are used, email all rubrics to the Assessment Office.

Assignment A:

Assignment B:

**PLO 1 Participants**

1. If you are utilizing a course-embedded assessment (i.e., an assessment contained 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Demographics Table** | | | | |  |
| **2019-2020** | **Semester(s)** | **Course** | **OC Sections & Students** | **OL Sections & Students** | **Off-Site Sections & Students** |
| *Example* | *SP 17, SU 17* | *SFRM 503* | *1 section; 20 students* | *3 sections; 55 students* | *NA* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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.)

## **PLO 1 Evaluation & Findings**

1. Describe how comparability between online, on-campus, and/or off-site students will be defined for each assignment.
2. 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.
   1. Column 1: Describe how the findings will be analyzed or broken out. If a rubric is being used, list the title of the rubric and provide the section of the rubric used to analyze student work. If an external evaluation will be conducted, describe the constructs that will be analyzed.
   2. Column 2: Describe the expectation for each rubric section or construct.
   3. Column 3: Describe the overall findings of each section.
   4. Column 4: Describe the findings for the online students for each section.
   5. Column 5: Describe the findings for the on-campus students for each section.
   6. Column 6: Describe the findings for the off-site students for each section.

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|  |  | | | | |  |
| **Evaluation and Findings Table: Assignment A** | | | | | |  |
| **2019-2020** | **Pre-Data Collection** | | **Post-Data Collection** | | |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Rubric Section Used in Assessment** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** |
| ***Example*** | Section 2 of the UNIV 123 Final Project rubric | 80% or more students will receive a 4 out of 5 points on section 2 of the rubric | 82% of students received a 4 or higher | 82% of students received a 4 or higher | na | na |
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| --- | --- | --- | --- | --- | --- | --- |
|  |  | | | | |  |
| **Evaluation and Findings Table: Assignment B** | | | | | |  |
| **2019-2020** | **Pre-Data Collection** | | **Post-Data Collection** | | |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Rubric Section Used in Assessment** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** |
| **Example B** | Section 1 of the UNIV 456 Assignment B | 80% or more students will receive 8 out of 10 points | 100% of students received 8 out of 10 points | 100% | 100% | NA |
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1. Describe additional findings and/or analysis to supplement the data outlined in the Evaluation & Findings Tables for Assignments A and B. State whether the expectation was met for each section and if comparability was achieved.

## **PLO 1 Improvement Plan**

1. Describe any areas of concern or weakness.
2. Describe how these findings will be used to improve student learning.

# **Program Learning Outcome 2**

1. State PLO 2 in the box below.
2. If the assessment for PLO 2 was completed previously, describe any changes or improvements that were made based on the previous findings. Address changes that were made in the previous two academic years.

**PLO 2 Assignments**

1. Using the assignment names listed in the PLO Dashboard Table, identify the two assignments scheduled to assess this PLO.

Make sure the same assignment is used for courses offered in multiple modalities.

Name of Assignment A:

Name of Assignment B:

1. Describe the rationale for these assignments. How do these assignments evaluate this learning outcome? (If appropriate, insert assignment instructions)

Assignment A:

Assignment B:

1. Describe how the findings for each assignment will be evaluated (e.g., rubric). When rubrics are used, email all rubrics to the Assessment Office.

Assignment A:

Assignment B:

**PLO 2 Participants**

1. If you are utilizing a course-embedded assessment (i.e., an assessment contained 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Demographics Table** | | | | |  |
| **2019-2020** | **Semester(s)** | **Course** | **OC Sections & Students** | **OL Sections & Students** | **Off-Site Sections & Students** |
| *Example* | *SP 17, SU 17* | *SFRM 503* | *1 section; 20 students* | *3 sections; 55 students* | *NA* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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.)

## **PLO 2 Evaluation & Findings**

1. Describe how comparability between online, on-campus, and/or off-site students will be defined for each assignment.
2. 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.
   1. Column 1: Describe how the findings will be analyzed or broken out. If a rubric is being used, list the title of the rubric and provide the section of the rubric used to analyze student work. If an external evaluation will be conducted, describe the constructs that will be analyzed.
   2. Column 2: Describe the expectation for each rubric section or construct.
   3. Column 3: Describe the overall findings of each section.
   4. Column 4: Describe the findings for the online students for each section.
   5. Column 5: Describe the findings for the on-campus students for each section.
   6. Column 6: Describe the findings for the off-site students for each section.

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| **Evaluation and Findings Table: Assignment A** | | | | | |  |
| **2019-2020** | **Pre-Data Collection** | | **Post-Data Collection** | | |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Rubric Section Used in Assessment** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** |
| ***Example A*** | Section 2 of the UNIV 123 Final Project rubric | 80% or more students will receive a 4 out of 5 points on section 2 of the rubric | 82% of students received a 4 or higher | 82% of students received a 4 or higher | na | Na |
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| **Evaluation and Findings Table: Assignment B** | | | | | |  |
| **2019-2020** | **Pre-Data Collection** | | **Post-Data Collection** | | |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Rubric Section Used in Assessment** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** |
| **Example B** | Section 1 of the UNIV 456 Assignment B | 80% or more students will receive 8 out of 10 points | 100% of students received 8 out of 10 points | 100% | 100% | NA |
|  |  |  |  |  |  |  |

1. Describe additional findings and/or analysis to supplement the data outlined in the Evaluation & Findings Tables for Assignments A and B. State whether the expectation was met for each section and if comparability was achieved.

## **PLO 2 Improvement Plan**

1. Describe any areas of concern or weakness.
2. Describe how these findings will be used to improve student learning.

# **Program Learning Outcome 3**

1. State PLO 3 in the box below.
2. If the assessment for PLO 3 was completed previously, describe any changes or improvements that were made based on the previous findings. Address changes that were made in the previous two academic years.

**PLO 3 Assignments**

1. Using the assignment names listed in the PLO Dashboard Table, identify the two assignments scheduled to assess this PLO.

Make sure the same assignment is used for courses offered in multiple modalities.

Name of Assignment A:

Name of Assignment B:

1. Describe the rationale for these assignments. How do these assignments evaluate this learning outcome? (If appropriate, insert assignment instructions)

Assignment A:

Assignment B:

1. Describe how the findings for each assignment will be evaluated (e.g., rubric). When rubrics are used, email all rubrics to the Assessment Office.

Assignment A:

Assignment B:

## **PLO 3 Participants**

1. If you are utilizing a course-embedded assessment (i.e., an assessment contained 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Demographics Table** | | | | |  |
| **2019-2020** | **Semester(s)** | **Course** | **OC Sections & Students** | **OL Sections & Students** | **Off-Site Sections & Students** |
| Assignment A |  |  |  |  |  |
| Assignment B |  |  |  |  |  |

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.)

Assignment A:

Assignment B:

## **PLO 3 Evaluation & Findings**

1. Describe how comparability between online, on-campus, and/or off-site students will be defined for each assignment.

Assignment A:

Assignment B

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.
   1. Column 1: Describe how the findings will be analyzed or broken out. If a rubric is being used, list the title of the rubric and provide the section of the rubric used to analyze student work. If an external evaluation will be conducted, describe the constructs that will be analyzed.
   2. Column 2: Describe the expectation for each rubric section or construct.
   3. Column 3: Describe the overall findings of each section.
   4. Column 4: Describe the findings for the online students for each section.
   5. Column 5: Describe the findings for the on-campus students for each section.
   6. Column 6: Describe the findings for the off-site students for each section.

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| **Evaluation and Findings Table: Assignment A** | | | | | | | | |  | | | |
| **2019-2020** | | **Pre-Data Collection** | | | | **Post-Data Collection** | | |  | | | |
| **1** | | | **2** | **3** | **4** | **5** | **6** | | | |
| **Rubric Section Used in Assessment** | | | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** | | | |
| ***Example A*** | | Section 2 of the UNIV 123 Final Project rubric | | | 80% or more students will receive a 4 out of 5 points on section 2 of the rubric | 82% of students received a 4 or higher | 82% of students received a 4 or higher | na | na | | | |
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| **Evaluation and Findings Table: Assignment B** | | | | | |  |
| **2019-2020** | **Pre-Data Collection** | | **Post-Data Collection** | | |  |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Rubric Section Used in Assessment** | **Expectation** | **Overall Findings** | **OL Findings** | **OC Findings** | **Off-Site Findings** |
| **Example B** | Section 1 of the UNIV 456 Assignment B | 80% or more students will receive 8 out of 10 points | 100% of students received 8 out of 10 points | 100% | 100% | NA |
|  |  |  |  |  |  |  |

1. Describe additional findings and/or analysis to supplement the data outlined in the Evaluation & Findings Tables for Assignments A and B. State whether the expectation was met for each section and if comparability was achieved.

Assignment A:

Assignment B:

## **PLO 3 Improvement Plan**

1. Describe any areas of concern or weakness.

Assignment A:

Assignment B:

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

Assignment A:

Assignment B:

# **Program Learning Outcome 4**

1. State PLO 4 in the box below.
2. If the assessment for PLO 4 was completed previously, describe any changes or improvements that were made based on the previous findings. Address changes that were made in the previous two academic years.

**PLO 4 Assignments**

1. Using the assignment names listed in the PLO Dashboard Table, identify the two assignments scheduled to assess this PLO.

Make sure the same assignment is used for courses offered in multiple modalities.

Name of Assignment A:

Name of Assignment B:

1. Describe the rationale for these assignments. How do these assignments evaluate this learning outcome? (If appropriate, insert assignment instructions)

Assignment A:

Assignment B:

1. Describe how the findings for each assignment will be evaluated (e.g., rubric). When rubrics are used, email all rubrics to the Assessment Office.

Assignment A:

Assignment B:

**PLO 4 Participants**

1. If you are utilizing a course-embedded assessment (i.e., an assessment contained 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Demographics Table** | | | | |  |
| **2019-2020** | **Semester(s)** | **Course** | **OC Sections & Students** | **OL Sections & Students** | **Off-Site Sections & Students** |
| Assignment A |  |  |  |  |  |
| Assignment B |  |  |  |  |  |

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.)

Assignment A:

Assignment B:

## **PLO 4 Evaluation & Findings**

1. Describe how comparability between online, on-campus, and/or off-site students will be defined for each assignment.

Assignment A:

Assignment B:

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.
   1. Column 1: Describe how the findings will be analyzed or broken out. If a rubric is being used, list the title of the rubric and provide the section of the rubric used to analyze student work. If an external evaluation will be conducted, describe the constructs that will be analyzed.
   2. Column 2: Describe the expectation for each rubric section or construct.
   3. Column 3: Describe the overall findings of each section.
   4. Column 4: Describe the findings for the online students for each section.
   5. Column 5: Describe the findings for the on-campus students for each section.
   6. Column 6: Describe the findings for the off-site students for each section.

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| **Evaluation and Findings Table: Assignment A** | | | | | | | | | | | | | |  | | | |
| **2019-2020** | | **Pre-Data Collection** | | | | | | | **Post-Data Collection** | | | | |  | | | |
| **1** | | | | **2** | | | **3** | **4** | | **5** | | **6** | | | |
| **Rubric Section Used in Assessment** | | | | **Expectation** | | | **Overall Findings** | **OL Findings** | | **OC Findings** | | **Off-Site Findings** | | | |
| ***Example A*** | | Section 2 of the UNIV 123 Final Project rubric | | | | 80% or more students will receive a 4 out of 5 points on section 2 of the rubric | | | 82% of students received a 4 or higher | 82% of students received a 4 or higher | | na | | na | | | |
|  | | | |  | | | | | | | | | | | |  | |
|  | | | |  | | | | | | | | | | | |
| **Evaluation and Findings Table: Assignment B** | | | | | | | | | | | | | | |  | | |
| **2019-2020** | | | **Pre-Data Collection** | | | | | **Post-Data Collection** | | | | | | |  | | |
| **1** | | | | **2** | **3** | | | **4** | | **5** | | **6** | | |
| **Rubric Section Used in Assessment** | | | | **Expectation** | **Overall Findings** | | | **OL Findings** | | **OC Findings** | | **Off-Site Findings** | | |
| **Example B** | | | Section 1 of the UNIV 456 Assignment B | | | | 80% or more students will receive 8 out of 10 points | 100% of students received 8 out of 10 points | | | 100% | | 100% | | NA | | |
|  | | |  | | | |  |  | | |  | |  | |  | | |

1. Describe additional findings and/or analysis to supplement the data outlined in the Evaluation & Findings Tables for Assignments A and B. State whether the expectation was met for each section and if comparability was achieved.

Assignment A:

Assignment B:

## **PLO 4 Improvement Plan**

1. Describe any areas of concern or weakness.

Assignment A:

Assignment B:

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

Assignment A:

Assignment B: