

**ASSESSMENT DATA ANALYSIS AND UPDATED PLAN**

**FOR**

**(PROGRAM NAME)**

**(ACADEMIC YEAR)**

**I. MISSION & HISTORY**

1. **Describe the history and development of your program.**

1. **What is the mission statement of the program, and is it visible for students to see (i.e. on your academic website and in written materials)?**
2. **How does your mission fit with Aurora University’s institutional mission statement?**
3. **In what ways is your program essential to the University?**
4. **What kinds of strategies do you use to engage students, especially at-risk and non-traditional students?**
5. **How would you describe the maturity and visibility of your program?**

**II. PRIOR YEAR DATA ANALYSIS & PROPOSED PROGRAMIC CHANGES**

**WRITING INITIATIVE**

For your Writing Across the Disciplines (Writing Initiative) data, provide a BRIEF summary and analysis of the data presented in the Assessment Data Report.

1. **REFLECTION UPON DATA DEMONSTRATING ACHIEVEMENT OF WRITING** – Did your students demonstrate expected growth from the lower level to the upper level writing-intensive courses you assessed? Did students perform equally well on each element of the University rubric for writing? If not, what is your assessment of factors contributing to the differences?
2. **REFLECTION UPON ACHIEVEMENT OF WRITING OUTCOMES ACROSS PROGRAM LOCATIONS AND INSTRUCTIONAL MODALITIES –** Did students perform equally well on each element of the University rubric for writing across campus locations (Aurora, Woodstock, GWC) and instructional modality (On-Ground, Online)? If not, what is your assessment of factors contributing to the differences?
3. **PROPOSED PROGRAM/CURRICULAR CHANGES RELATED TO WRITING** - Changes you plan to make to your curriculum, teaching methods, or course assignments to improve this learning outcome, as well as when these changes will be implemented.
4. **REFLECTIONS ON EVIDENCE OF EFFICACY OF PRIOR PROGRAM/CURRICULAR CHANGES (N/A for 2020-2021 – will be applicable for 2021-2022)**

**UNIVERSITY LEARNING OUTCOMES**

For each of the other University Learning Outcomes (Critical Thinking & Oral Communication), provide a BRIEF summary and analysis of the data presented in the Assessment Data Report.

1. **REFLECTION UPON DATA DEMONSTRATING ACHIEVEMENT OF UNIVERSITY LEARNING OUTCOMES** – Did students perform equally well on each element of the University rubrics? If not, what is your assessment of factors contributing to the differences?
2. **REFLECTION UPON ACHIEVEMENT OF UNIVERSITY LEARNING OUTCOMES ACROSS PROGRAM LOCATIONS AND INSTRUCTIONAL MODALITIES –** Did students perform equally well on each element of the University rubrics across campus locations (Aurora, Woodstock, GWC) and instructional modality (On-Ground, Online)? If not, what is your assessment of factors contributing to the differences?
3. **PROPOSED PROGRAM/CURRICULAR CHANGES RELATED TO UNIVERSITY LEARNING OUTCOMES** - Changes you plan to make to your curriculum, teaching methods, or course assignments to improve these learning outcomes, as well as when these changes will be implemented.
4. **REFLECTIONS ON EVIDENCE OF EFFICACY OF PRIOR PROGRAM/CURRICULAR CHANGES**

**GENERAL EDUCATION LEARNING OUTCOMES**

If your program taught any courses eligible to award General Education distribution credit, provide a BRIEF summary and analysis of the data presented in the Assessment Data Report for each distribution category / course combination.

1. **REFLECTION UPON DATA DEMONSTRATING ACHIEVEMENT OF GENERAL EDUCATION LEARNING OUTCOMES** – Did students perform equally well on each element of the University rubrics? If not, what is your assessment of factors contributing to the differences?
2. **REFLECTION UPON ACHIEVEMENT OF GENERAL EDUCATION LEARNING OUTCOMES ACROSS PROGRAM LOCATIONS AND INSTRUCTIONAL MODALITIES –** Did students perform equally well on each element of the University rubrics across campus locations (Aurora, Woodstock, GWC) and instructional modality (On-Ground, Online)? If not, what is your assessment of factors contributing to the differences?
3. **PROPOSED PROGRAM/CURRICULAR CHANGES RELATED TO GENERAL EDUCATION LEARNING OUTCOMES** - Changes you plan to make to your curriculum, teaching methods, or course assignments to improve these learning outcomes, as well as when these changes will be implemented.
4. **REFLECTIONS ON EVIDENCE OF EFFICACY OF PRIOR PROGRAM/CURRICULAR CHANGES (N/A for 2020-2021 – will be applicable for 2021-2022)**

**PROGRAM LEARNING OUTCOMES**

For each Program Learning Outcome in the Program Assessment Plan, provide a summary and analysis of the data presented in the Assessment Data Report.

\*Please identify one or more learning outcomes as targets for improvement / further development in the coming year and describe your plans for promoting improved achievement of that learning outcome / those learning outcomes in the coming year.

**OUTCOME 1**

(State the Outcome here)

1. **NARRATIVE SUMMARY FOR OUTCOME 1** – Describe what the data tell you about your students’ achievement of this learning outcome. Did the students’ learning improve from pre-test to post-test / did the student demonstrate achievement of a pre-set benchmark? Did students perform equally well on each element or dimension of this learning outcome? Did students improve relative to performance in previous years? What do you attribute improvements and shortfalls to? Ideally, the cause attributed to performance improvements should be strengthened and sustained, while the cause attributed to performance shortfalls should be the target for change.
2. **REFLECTION UPON ACHIEVEMENT OF OUTCOME 1 ACROSS PROGRAM LOCATIONS AND INSTRUCTIONAL MODALITIES –** Did students perform equally well on each element of the University Learning Outcomes, across campus locations (Aurora, Woodstock, GWC) and instructional modality (On-Ground, Online)? If not, what is your assessment of factors contributing to the differences?
3. **REFLECTION ON THE IMPACT OF PRIOR YEAR CHANGES RELATED TO OUTCOME 1** - If any changes were proposed, did they lead to improvement in student learning outcomes? If improvements were demonstrated, how will you ensure the changes you made are sustained? If no gains were demonstrated, reflect upon the reasons why the changes were not successful and propose an alternative strategy or explain why action is no longer necessary.
4. **PROPOSED NEW CURRICULAR/PEDAGOGICAL CHANGES RELATED TO OUTCOME 1:**

* Describe the programmatic changes (curriculum, teaching methods, learning materials, and/or assignments) planned for the coming academic year.
* Specify the date/semester that the changes will be implemented.
* Identify the responsible parties.
* Describe how and when this outcome/element will be reassessed to evaluate the efficacy of the changes.

1. **PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 1** - (Do you see any changes needed in the learning outcome or in the ways in which achievement of the outcome is measured based on your use of the previous year’s program assessment plan? What types of changes do you plan to make in response to these observations?)

***CONTINUE PROCESS FOR ADDITIONAL LEARNING OUTCOMES***

**III. ASSESSMENT PLAN FOR LEARNING OUTCOMES – UPDATED AS NEEDED**

**UNIVERSITY LEARNING OUTCOMES**

Aurora University assesses 3 University Outcomes - Effective Communication (represented as both Writing and Oral Communication for undergraduate students and represented as Writing for graduate students) and Critical Thinking – using the University’s Undergraduate / Graduate Assessment Rubrics.

1. Identify and describe the assignment(s) utilized to measure Writing. INCLUDE both the lower-level Writing Across the Disciplines / Writing Initiative class and the upper-level class.
2. Identify and describe the assignment(s) utilized to measure Critical Thinking.
3. Identify and describe the assignment(s) utilized to measure Oral Communication.
4. Indicate when / by whom these assignments are collected and rated using the University Assessment Rubrics.
5. If any variations exist across locations or modalities, please specify.

**GENERAL EDUCATION LEARNING OUTCOMES**

1. Identify classes within your program eligible for General Education distribution credit; identify the distribution cluster / learning outcome for each class
2. Identify and describe the assignment(s) utilized to measure each General Education learning outcome for which your program has a class approved.
3. If any variations exist across locations or modalities, please specify.

**PROGRAM LEARNING OUTCOMES**

1. Specify the learning outcomes for your program (state each learning outcome).
2. Explain how each one of these outcomes is aligned with your program’s mission.
3. For each program learning outcome, complete a description or a table that specifies how each learning outcome is assessed. For each learning outcome, include the following information. If any variations in measurement exist across campuses / locations or modalities, please specify.

* The nature of the information gathered to support assessment of the outcome (e.g. written assignment, a speech or presentation, a role play, a performance or product, performance on a competency test, etc.). Indicate if more than one source of information is used.
* From whom the information is gathered (or in what setting, such as a specific class).
* At what time periods the information is gathered (e.g. pre-test and post-test, at the end of each semester, at the end of spring semester, at the end of the academic year in both junior and senior years, etc.).
* By whom the information is gathered and by whom it is assessed. Be certain to capture all program locations and instructional modes.
* How the information is assessed for indicators of achievement of the learning outcome (e.g. a rubric, score on a competency test, an observation checklist, etc.).
* If a rubric, test, checklist, or other instrument/measure is used, attach a copy.
* If there are any instruments you use that assess aspects of your program other than learning outcomes (such as student satisfaction with the program), list those separately and attach.

1. How do you, as a School, Department, or Program collectively evaluate the data gathered using these practices and communicate results?
2. How/when do you make improvements based on your evaluations of the assessments of learning outcomes?
3. How do you archive the data collected, analyses of those data, and a record of review of findings and changes made over the course of multiple years?

NOTE: Assessment data spreadsheets, along with examples of student work artifacts, will be loaded to a Moodle page created by Assessment Directors / Academic Affairs for archiving of assessment-related data.

**III. EXECUTIVE SUMMARY REGARDING CONTINUOUS IMPROVEMENT**

1. **Summary of reflection upon data-based changed to promote improved student learning in the previous year**
2. **Summary of anticipated changes, based on review of data, to promote improved student learning in the coming year**