

ACADEMIC ASSESSMENT FAQ'S FOR ELO'S AND PLO'S

The following list provides common questions and answers asked by the University of Hartford about the academic assessment process:

General Questions

- **Why do faculty do academic assessment?**
 - o Faculty complete academic assessment to inform curricular change and optimize student learning.
- **Is our regional accreditor, the New England Commission of Higher Education (NECHE), looking specifically at my program?**
 - o We share samples of assessment reports with NECHE, with permission from the department. However, NECHE does not look specifically at every assessment report provided by every major and program in the university.
 - o In support of our 10-year Comprehensive Self-Study and 5-Year Interim Report, NECHE does require UHart to complete their **Making Assessment Explicit** and **Student Success** forms. Much, but not all, of the following data can be collected from the Annual Assessment Plan in Planning & Self-Study:

NECHE Form	Where is information found
Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	UHart posts program learning outcomes on the Hartford.edu individual program web pages.
Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Annual Assessment Plan: Assignment, Measure and Target data
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	Annual Assessment Plan: Results and Analysis section
What changes have been made as a result of using the data/evidence?	Annual Assessment Plan: Actions and Conclusion sections
Date of most recent program review (for general education and each degree program)	UHart Provost's Office maintains a schedule of program review
Professionally accredited programs also need to report: <ul style="list-style-type: none"> • Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name) • Date of most recent accreditation action by each listed agency • List key issues for continuing accreditation identified in accreditation action letter or report. (Provide copy of report) • What actions have been taken to address these key issues? 	UHart will work with professionally accredited programs directly to collect these data for the report.

<ul style="list-style-type: none"> • Key performance indicators (KPIs) as required by agency or selected by program (State and National licensure, board, or bar pass rates; employment rates, etc.) NOTE: OIE will need 4 Years of specific Key Performance Indicator (KPI) data for related NECHE forms: Ex. Pass Rates: Program & Name of Exam; number of students who took the exam; number of students who passed. • Date and nature of next scheduled review. 	
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- **Are the President, Board of Regents, or Provost looking at my program's assessment?**
 - o The President and Board of Regents do not look at programs' assessments.
 - o The Provost may look at aggregated reports of assessment participation and completion. However, specific program reports and data are usually not shared with the Provost.
 - o The deans typically receive summary data for their programs when it comes to ELO assessment. Similarly, the deans have access to the program level assessment in Planning & Self-Study.
 - o Program assessment results **are not** a driver for program closure. The data is meant to inform teaching improvement to better assist students in meeting learning outcomes. For assessments coming from University Interdisciplinary Studies (UIS), the Provost reviews UIS-specific assessment data.
- **Who is overseeing the assessment process?**
 - o There is an assessment team that oversees the assessment process. The team consists of administrators, faculty, and assessment coordinators.
 - The Associate Provost for Academic Affairs directly oversees the academic assessment process at the University of Hartford.
 - The Assessment Leadership Team coordinates the policies and procedures related to academic assessment.
 - The Assessment Coordinator within each school or college is responsible for communicating with the faculty and checking in on their progress for academic assessment. Some colleges have a separate Assessment Coordinator for Essential Learning Outcomes (ELO) and Program Learning Outcomes (PLO).
 - The Office of Institutional Effectiveness (OIE) coordinates academic assessment activities, supports the use of the academic assessment technologies, and outcomes reporting. The Assistant Director of Assessment within OIE supports faculty with their academic assessment projects and reports.
- **What are the main aspects of the assessment process that the University of Hartford is looking for faculty to consider?**
 - o The University is looking to address the following questions in an assessment report:
 - Are students meeting our stated learning outcomes?
 - Are faculty using their data to make improvements?

- What are some areas where the program is doing something new or innovative this year? These could be potential areas to assess for the next year, to inform the faculty about how the new efforts are going.

- **Which leg of the faculty stool does assessment fall under (Teaching, Scholarship, or Service)?**
 - Assessment falls under “Service”. Sometimes, it can fall under “Teaching and Service.”

- **Can BA and BS majors combine their assessments, so that they only need to report out once?**
 - In most cases, BA and BS courses are very similar so they can submit one report (this pertains to both Essential Learning Outcomes and Program Learning Outcomes). The programs should break down in their analysis the differences in how the BA and BS students performed on the assessments. If there are separate outcomes for the BA and the BS, the annual assessment report should clarify and describe these differences as well.

- **If my program is going through program review, do I still need to submit an academic assessment for this year?**
 - Programs still need to work on their academic assessment reports during the year of program review.
 - Program reviews are typically split between the department faculty members and the department chairs. The program learning outcomes could be assessed by someone else within the department, as appropriate.

Essential Learning Outcomes (ELO) Specific Questions

- **Are Associate’s Degrees, Certificates, and Minors assessed for ELO?**
 - Only bachelor’s degrees are assessed for ELO at the University of Hartford.

- **For Essential Learning Outcome assessment, can faculty assess 300 and 400-level courses not directly related to the major?**
 - The assessment needs to be from a course required by the major. The course must also have senior students. Faculty can use 300-level classes, with permission from the Office of Institutional Effectiveness (OIE).

- **What was the philosophy behind assessing every senior class?**
 - The seniors (compared to juniors and sophomores) would have had more opportunities to practice Written Communication, Oral Communication, Teamwork, and Critical Thinking.
 - The data is also helpful in seeing how students perform as they complete their programs.

- **Is the University assessing the ELO’s and PLO’s for closing programs?**
 - Once a program begins to phase out, participation in Essential Learning Outcomes (ELO) and Program Learning Outcome (PLO) assessment will be reviewed annually.

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