

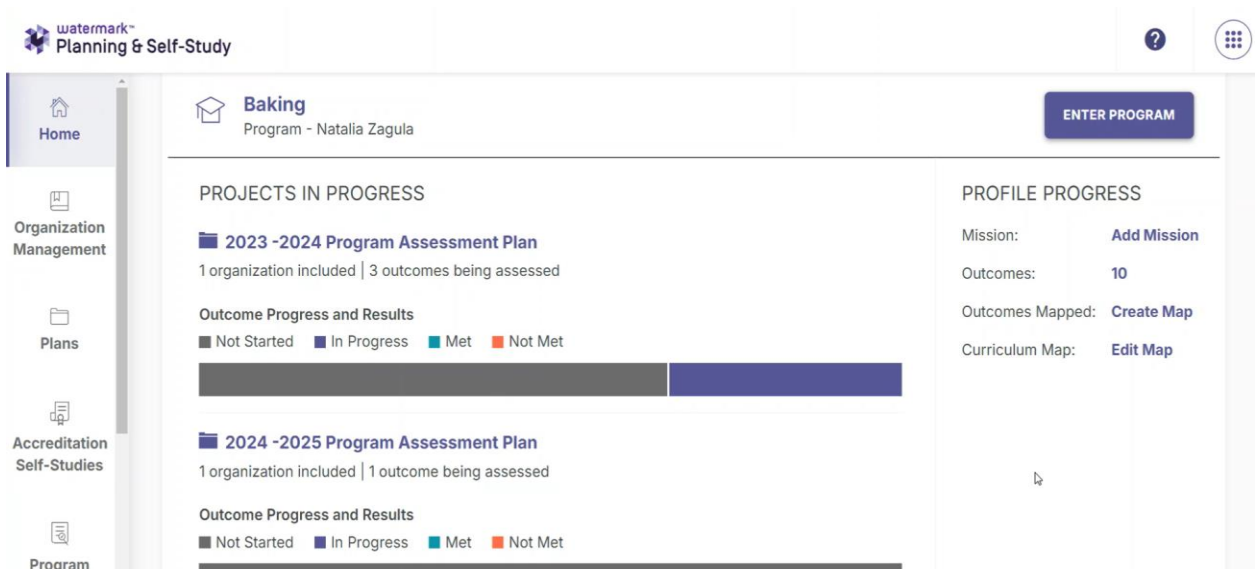
Guide for University of Hartford (UHart) Faculty Uploading their Essential Learning Outcome Assessment (ELO) into Planning & Self-Study (P&SS)

How to Input Assessment Information into Watermark’s Planning & Self-Study Assessment Software

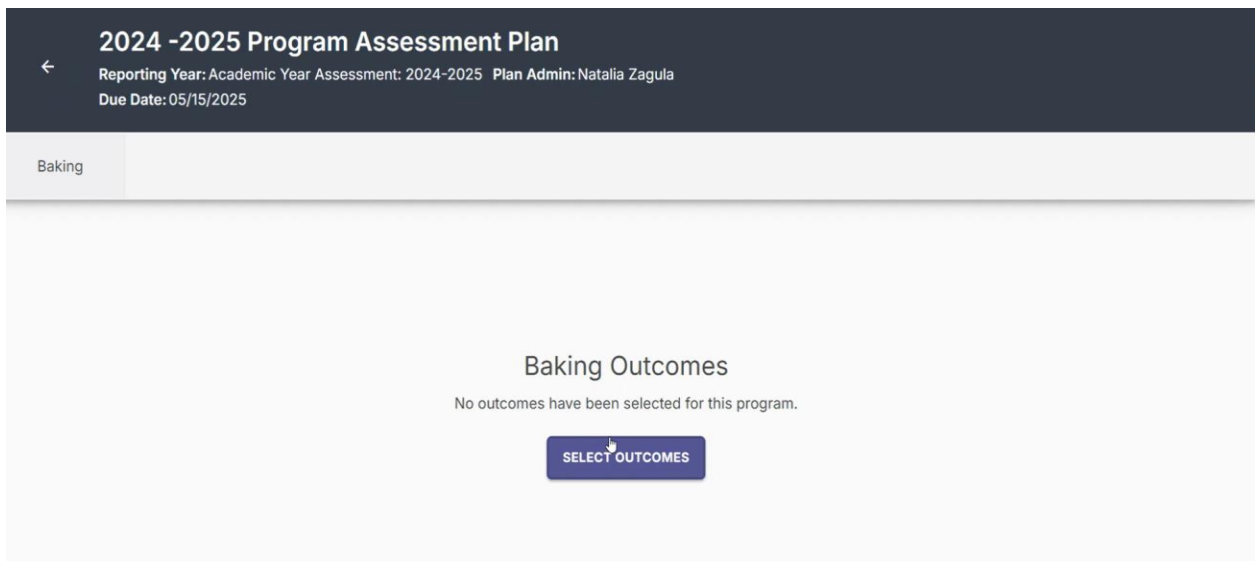
This guide will walk faculty through the steps of uploading ELO documents into Planning & Self-Study.

Log into Planning & Self-Study by using the appropriate University of Hartford credentials by accessing this link: [Hartford.edu/watermark](https://hartford.edu/watermark)

1. Scroll down to find the program being assessed. Click on the correct year for the “**Program Assessment Plan**”.



2. The user will be redirected to a page similar to the image below. Click on the “**Select Outcomes**” button.



3. Whenever programs are up for Essential Learning Outcome assessment at the University of Hartford, they also need to assess a third Program Learning Outcome (an outcome that is major-specific). For this example, the user scrolls down to find **ELO: Written Communication** and **ELO: Critical Thinking**. Next, they make sure to select one third Program Learning Outcome to assess as well. Select these three outcomes and click **“Apply Selection”**.

The screenshot shows a web interface titled "Select Outcomes for Assessment". At the top right, it says "3 Outcomes Selected" and there is a blue button labeled "APPLY SELECTION". The main area contains a list of outcomes, each with a checkbox and a description:

- Creativity
Students will demonstrate creativity in producing new and original recipes.
- ELO: Written Communication
Students will be able to write effectively [*this is a university-wide outcome and is not fully defined to allow for some variance among departments and disciplines].
Last Assessed: Academic Year Assessment: 2023-24
- ELO: Oral Communication
Students will communicate effectively in public speaking [*this is a university-wide outcome and is not fully defined to allow for some variance among departments and disciplines].
- ELO: Critical Thinking in Interpreting Recipes
Students will be able to demonstrate critical thinking [*this is a university-wide outcome and is not fully defined to allow for some variance among departments and disciplines].

4. For this demonstration, let's start with the Written Communication ELO. Click on this outcome. Click on **“+New Measure”**.

The screenshot shows a web interface titled "2024 -2025 Program Assessment Plan". At the top left, there is a back arrow and the text "Reporting Year: Academic Year Assessment: 2024-2025 Plan Admin: Natalia Zagula Due Date: 05/15/2025". At the top right, there is a button labeled "REVIEW AND SUBMIT". Below the header, there is a section for "Baking" with buttons for "ADD/EDIT OUTCOMES" and "ACTIONS". The main content area shows the "ELO: Written Communication" section with the description: "Students will be able to write effectively [*this is a university-wide outcome and is not fully defined to allow for some variance among departments and disciplines]". Below the description, there is a large button with a plus sign and the text "New Measure".

5. Fill out the following page describing the assessment. Be sure to identify the type of assignment that was used for this ELO assessment using the drop-down menu under **“Method”**. Also, type in the course name or course number under **“Course*”**; as the faculty types the course name or number, the course should appear in the drop-down menu. If the course is not available in Planning & Self-Study, please write to assess@hartford.edu, so that the Office of Institutional Effectiveness can fix this error.

2024 -2025 Program Assessment Plan > Add Measure

ADD

× Add Measure

Details of the measure activity

Definition

Method

Project Direct ▾

Outcome

ELO: Written Communication

Program

Baking

Course*

Select a course for this measure ▾ This is a non-course based measure

6. Scroll down. Under **“Target”**, choose a goal for the seniors to reach on the AAC&U rubric. **The answer to this question can be copied and pasted from the Pre-Survey document, Question 3.** The program can choose whatever benchmark faculty feel is appropriate for seniors at the bachelor’s degree level. If the program needs ideas, the University of Hartford recommends a score of 3. An example Target could be **“80% of students will achieve a score of at least a 3 Milestone on the AAC&U rubric”**.

2024 -2025 Program Assessment Plan > Add Measure

ADD

× Add Measure

Results Collection

Align this measure to results from another integrated system. If your results aren't being collected in an integrated system, simply skip this step.

ALIGN RESULTS

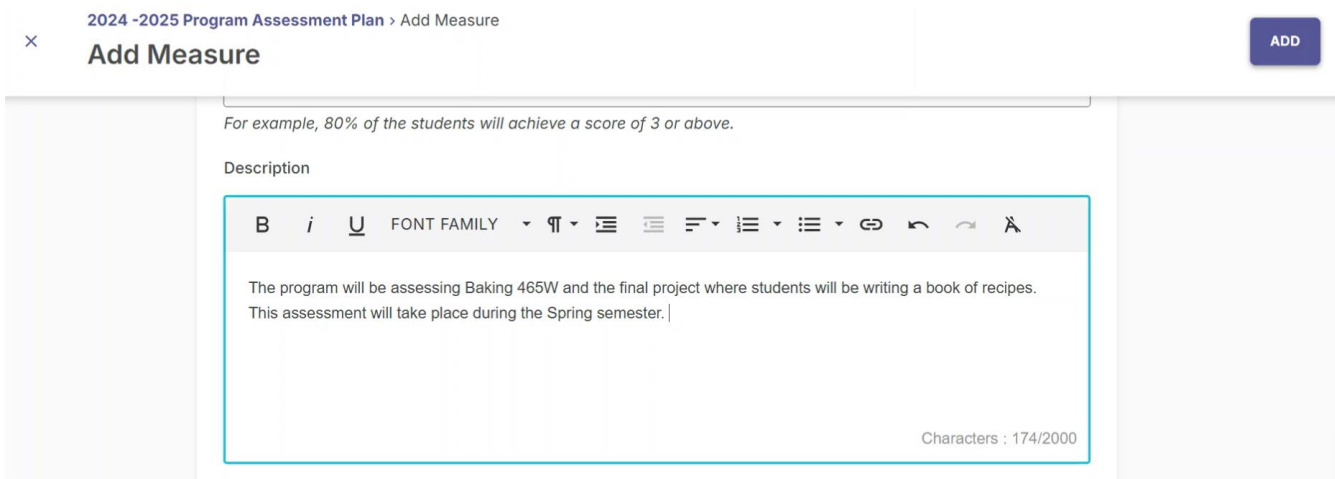
Target

80% of seniors will achieve a score of 3 or above.

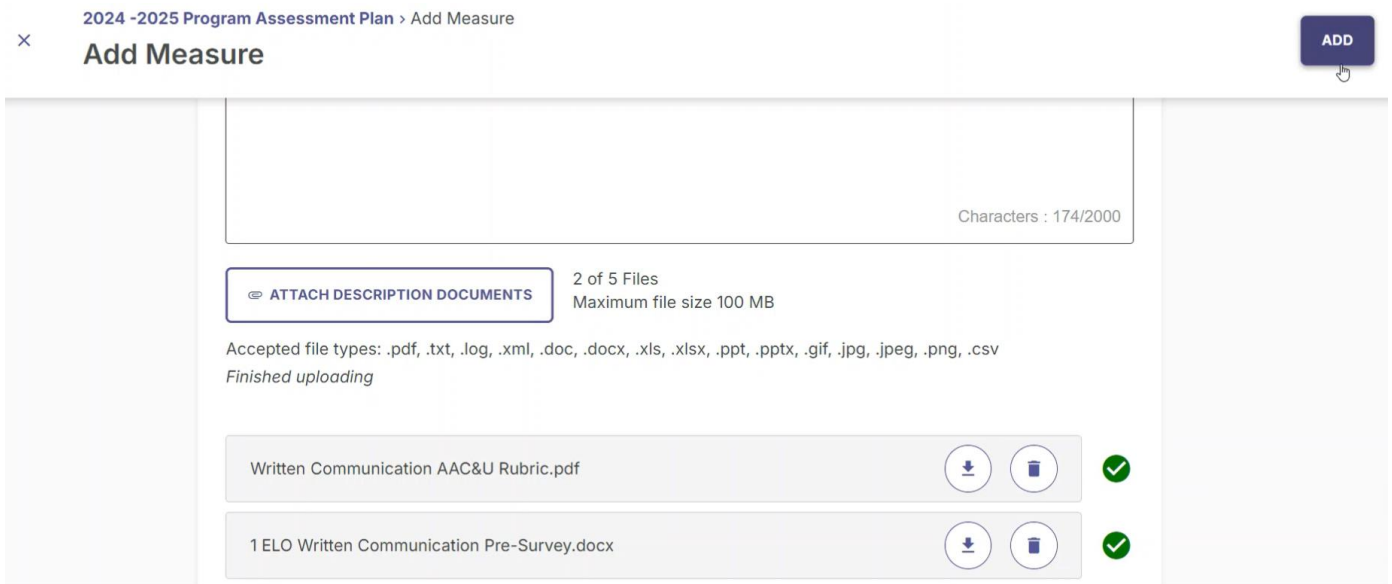
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For example, 80% of the students will achieve a score of 3 or above.

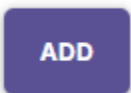
- 7. For the textbox under “Description”, the faculty member could copy and paste the response from the Pre-Survey Question 2.



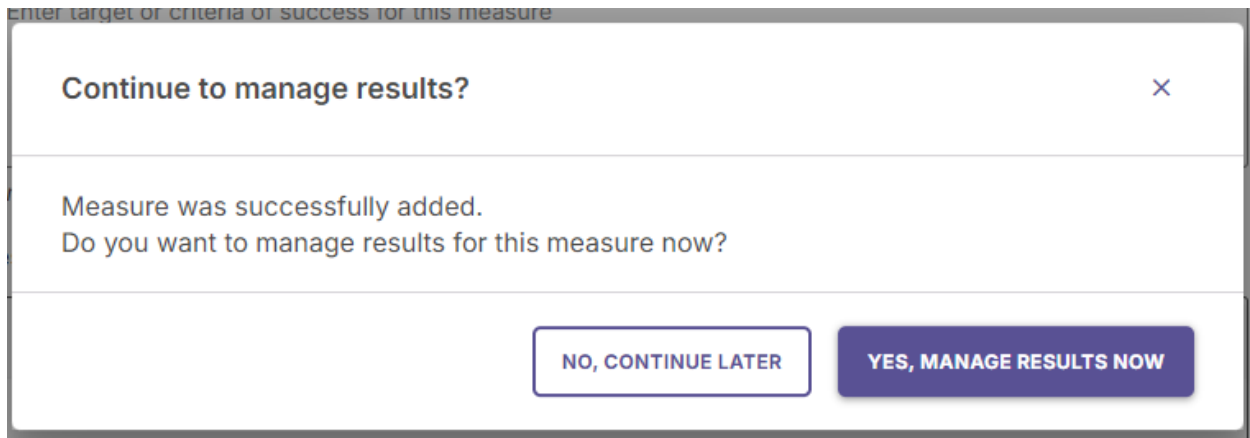
- 8. Please refer to the “Attach Description Documents” button. Here, the faculty attaches the AAC&U VALUE Rubric and the Pre-Survey. It may also be helpful to attach instructions for the assignment used for the ELO assessment.



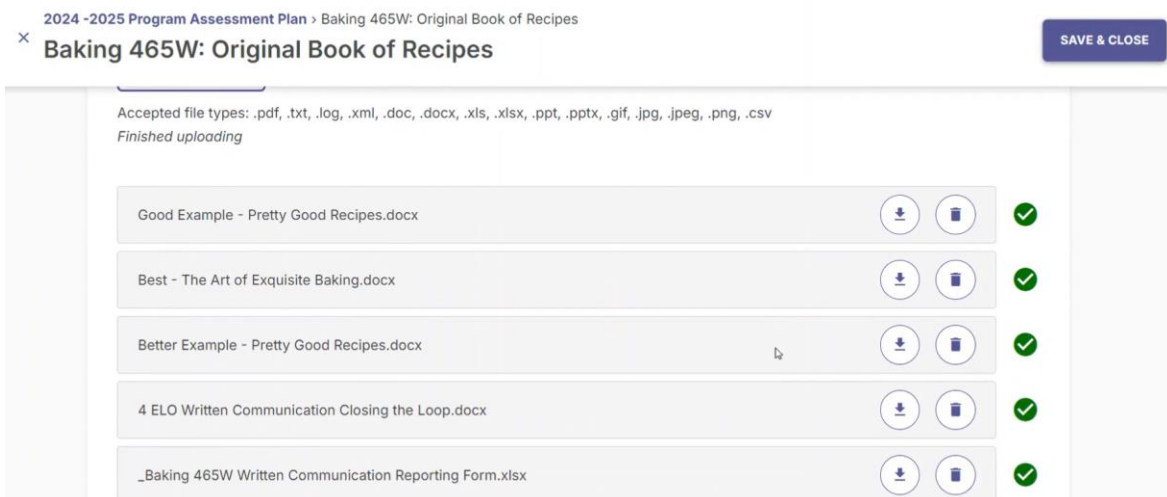
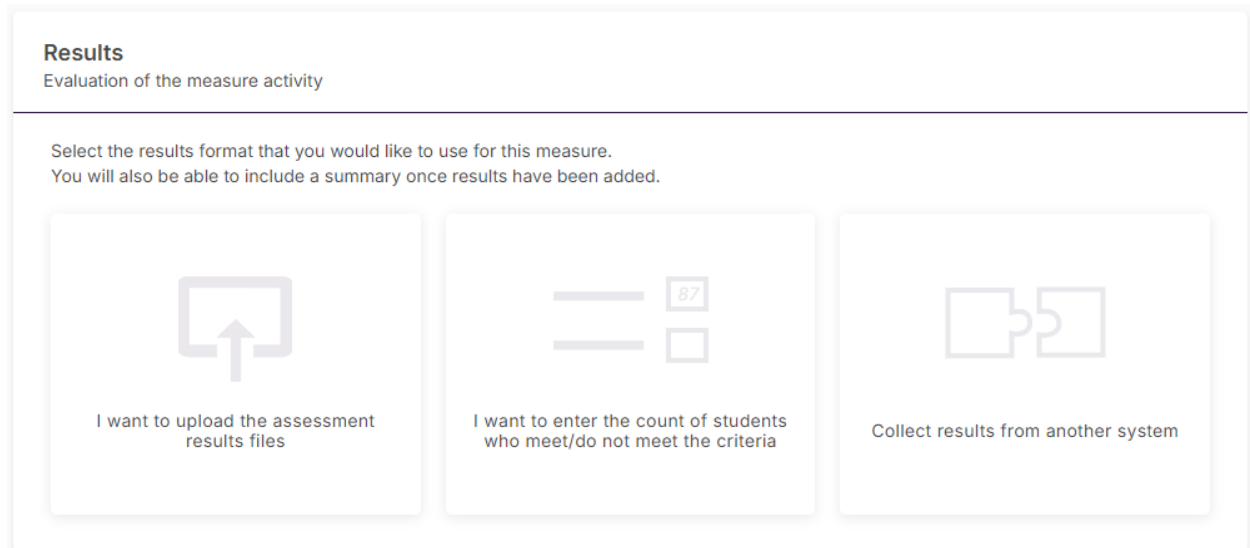
- 9. Click “Add” at the top right of the page.



10. A pop-up will appear. Click **“Yes, Manage Results Now”** (this means faculty are going to add the data now).



11. Scroll down to results. Click **“I want to upload the assessment results files”**. Upload the **“Reporting Form”** and the **“Closing the Loop form”**. If the program wants to save examples of **“good, better, and best”** student work, they can upload that work in this section as well.



12. Scroll down to the **“Findings”**. According to whether or not students met the target, select **“Met”** or **“Not Met”** from the Drop-Down Menu under **“Measure Status”**.

Findings
Analysis of the results

PAST FINDINGS

Measure Status

Select Measure Status
▼

Analysis

B i U FONT FAMILY ▼ ¶ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰

Characters : 0/2000

Actions

There are no actions for this measure

⊕ ADD NEW ACTION

13. For the **“Analysis”**, faculty could copy and paste the response from the Closing the Loop Form Question 1.

2024 -2025 Program Assessment Plan > Baking 465W: Original Book of Recipes



Baking 465W: Original Book of Recipes

SAVE & CLOSE

Met
▼

Analysis

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For this assessment, the program used a project from Baking 465W, where students write an original book of recipes. The students performed fairly well on the assessment. The scoring faculty noticed that some students struggled with grammar and terminology. However, most students performed well on the assignment.

Students' scores for the 'Context of and Purpose of Writing' criteria were the strongest. Fortunately, students have opportunities in prior courses to present recipes to an audience in a written form. Students also scored fairly well on other areas of the rubric.

Though still a good score, students scored the lowest for the criteria of 'Sources and Evidence'. Some students may have faced some confusion about the need to reference other recipes in their final product. Other students may not be accustomed to referencing sources, as the program is mostly focused on the physical act of baking. The faculty decided that the instructions for the assignment could be strengthened, so that expectations for citations were clear. The faculty also discussed ways to give students the opportunity to practice referencing sources in courses

14. Next Click on “+Add New Action” under the “Description” textbox (This step is very important!). Select an option for how the program will respond to the data from the menu options. Faculty could copy and paste the response from the Closing the Loop Form Question 4. Click on the “Create Action” on the bottom right-hand corner when done.

2024 -2025 Program Assessment Plan > Baking 465W: Original Book of Recipes

Baking 465W: Original Book of Recipes

Students' scores for the 'Context of and Purpose of Writing' criteria were 1 to present recipes to an audience in a written form. Students also scored 1

Though still a good score, students scored the lowest for the criteria of 'St about the need to reference other recipes in their final product. Other stud mostly focused on the physical act of baking. The faculty decided that the expectations for citations were clear. The faculty also discussed ways to g prior to the capstone.

In terms of the AAC&U rubric and the Baking 465W senior project, the fac making it an appropriate assessment. Students did not receive the AAC&U AAC&U rubric for the next ELO iteration.

Actions

Add New Action

- Modify Position / Personnel
- Modify Policies / Procedures
- Adopt Or Expand Technologies
- Additional Training
- Collaborate With Another Department / Unit / Program
- Modify Physical Environment
- Maintain Assessment Strategy
- Other

2024 -2025 Program Assessment Plan > Baking 465W: Original Book of Recipes

Baking 465W: Original Book of Recipes

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Actions

There are no actions for this measure.

Add New Action

Change Action Type

Status: In Progress

Action Description*

The professor teaching Baking 465W will update the instructions to clarify expectations for referencing sources throughout the original book of recipes. The professor will also provide an example book to share with students, so that they have an idea about what the instructor is looking for in the final book. The professor will make these changes by Fall 2026.

Recommended Due Date: 12/30/2026



15. Click on **“Save & Close”** the form is complete. The user will be taken back to the main page.

2024 -2025 Program Assessment Plan > Baking 465W: Original Book of Recipes

X **Baking 465W: Original Book of Recipes** SAVE & CLOSE

In terms of the AAC&U rubric and the Baking 465W senior project, the faculty felt that the rubric was well organized into different categories, making it an appropriate assessment. Students did not receive the AAC&U rubric prior to the assessment. The faculty may consider sharing the AAC&U rubric for the next ELO iteration.

Characters : 1501/2000

Actions Hide completed actions Sort By Most Recent

- ▶ Work with another Department
IN PROGRESS
- ▶ Revise Measurement / Assessment
IN PROGRESS

16. The faculty will be taken back to the main page of the assessment report and see that their measure for the ELO is complete. Next, the faculty will click on the large **“Analyze Outcome”** button.

2024 -2025 Program Assessment Plan REVIEW AND SUBMIT

← Reporting Year: Academic Year Assessment: 2024-2025 Plan Admin: Natalia Zagula
Due Date: 05/15/2025

Baking ADD/EDIT OUTCOMES ACTIONS

disciplines].

Baking 465W: Original Book of Recipes ⋮

MET

Actions: Other - [Work with another Department],
Revise Measurement / Assessment

[View Results](#)

+

New Measure

ANALYZE OUTCOME

17. The page will extend and there will be a textbox and a drop-down menu for **“Outcome Status”**. Be sure to select **“Met”** or **“Not Met”** for **“Outcome Status”** for the overall ELO.

Outcome Status

Select Status

General Outcome Actions

+ ADD NEW ACTION

18. The faculty can then choose to fill out a general analysis for the ELO in the **“Outcome Analysis”** textbox. Once the text is complete, the faculty must click on the check box to save.

2024 -2025 Program Assessment Plan

Reporting Year: Academic Year Assessment: 2024-2025 Plan Admin: Natalia Zagula
Due Date: 05/15/2025

Baking

ADD/EDIT OUTCOMES

Outcome Analysis

B i U FONT FAMILY [font icons]

Students have writing opportunities in Baking 101. Students then practice some writing of recipes in Baking 201 and Baking 301. Though students are performing fairly well on the written component of the ELO's, there is still room to strengthen programming for them.

The program feels that it could be helpful for students to take a Special Topics course, to help students to expand their skills (e.g., making a course where students have an opportunity to practice writing in a context outside of baking critiques). Also, the faculty could advise students to maybe take some electives that include writing.

[Checkmark icon]

19. Next, the faculty can choose to add another action in response to the ELO data (however, the faculty do not have to do this step). To do this, the faculty would fill out the fields after clicking **“+Add New Action”**. After this, the upload for one ELO assessment is complete.

2024 -2025 Program Assessment Plan

Reporting Year: Academic Year Assessment: 2024-2025 Plan Admin: Natalia Zagula
Due Date: 05/15/2025

Baking

REVIEW AND SUBMIT

ADD/EDIT OUTCOMES ACTIONS

Students have writing opportunities in Baking 101. Students then practice some writing of recipes in Baking 201 and Baking 301. Though students are performing fairly well on the written component of the ELO's, there is still room to strengthen programming for them. ...
Read More

Outcome Status
Met

General Outcome Actions
ADD NEW ACTION

20. Complete the same steps for the next ELO assessment.
21. The program will need to choose one other Program Learning Outcome (that is not an ELO) for assessment this academic year. The Program Learning Outcome assessment can be any homework/project/exam questions for any group of students for a required major course. The Office of Institutional Effectiveness recommends attaching assignment instructions and/or a rubric to this program learning outcome measure for historical documentation purposes. Please feel free to reach out to assess@hartford.edu with any questions about the process.
22. After completing these steps, click on the **“Review and Submit”** button on the top right-hand side of the dark blue tab. The faculty will be taken to a new page with a preview of the report. If edits need to be made, the faculty can click on the blue **“Edit”** button. If no edits are needed, the faculty can click on **“Submit”**. After this step, the assessment has been successfully uploaded!

If faculty or staff have any questions as it pertains to Planning & Self-Study or Essential Learning Outcome (ELO) Assessment, please feel free to contact:



Natalia Zagula (Primary Contact)
Assistant Director of Assessment
Office of Institutional Effectiveness
University of Hartford
860-768-5482

zagula@hartford.edu



Kathleen Neal (Secondary Contact)
Executive Director
Office of Institutional
Effectiveness
860-768-4408

kaneal@hartford.edu