

# UConn

## University Assessment Plan

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University of Connecticut

Office of Institutional Research and Effectiveness

Fall 2015

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# 1 PLAN SUMMARY

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The University assessment plan has three major components: general education, major field, and student experiences. Assessment of the general education requirements serves to determine whether the goals of the general education program as a whole and those of the individual content areas and competencies are being met. Academic departments employ a variety of methods to assess student learning. An assessment of student satisfaction and experience is conducted to ensure the University maintains an interconnected and developmentally appropriate experience for students.

As a large public university, the University of Connecticut utilizes a variety of means to assess student learning experiences. Several approaches are institution-wide, while some are specific to a student's major or academic department. Assessment is both ongoing and episodic, often related to internal program review self-studies or in response to external program-specific accreditation agencies.

Much of the recent activity formalizing a solid infrastructure for continued ongoing assessment of student learning outcomes has evolved from past practice in the areas of program review, instructional design, student satisfaction surveys, etc. The institution's approach to program review includes a focus on understanding the connection between the unit's goals and the mission of the institution. Program review, following a five- to seven-year cycle, also asks each unit to provide information on assessment of student learning including the following:

1. Referring to the Learning Outcomes document, describe what the graduates of the program should know and be able to do when they leave the university, and how the unit measures or otherwise assesses actual student achievement.
2. Specify how student outcomes are aligned with the mission and goals of the unit, the college (if appropriate), and the university.
3. Describe the measures of student learning used in the program.
4. How do you use assessment of student learning outcomes to make curricular offerings more effective at meeting the goals set for the students? How has it been used in formulating the unit's strategic plan?
5. How will the results of the student outcomes assessment be incorporated in strategic planning and curricular review process?

At UConn, general education requirements are overseen by a General Education Oversight Committee (GEOC), a faculty group appointed by the Senate and representative of the Schools and Colleges.

## 2 PHILOSOPHY OF ASSESSMENT

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### 2.1 ACCOUNTABILITY

#### 2.1.1 Spellings Commission.

In September 2006, the Secretary of Education's Commission on the Future of Higher Education noted that U.S. education needs to improve in dramatic ways, and that promises of American colleges and universities remain unfulfilled.

To overcome the issues facing American higher education, the Commission identified several areas and issues that need to be addressed: access, cost and affordability, financial aid, learning, transparency and accountability, and innovation. While arguing for the increased transparency and accountability for institutional performance, the Commission felt institutions should measure and report meaningful student learning outcomes using national standardized assessment tests, such as Collegiate Learning Assessment (CLA), ETS Proficiency Profile (formerly MAPP), and Collegiate Assessment of Academic Proficiency (CAAP), and make them publicly available in a consumer-friendly format as a condition of accreditation. As a follow-up to that call, the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) initiated the Voluntary System of Accountability (VSA) to demonstrate accountability and to help institutions measure educational outcomes.

### **2.1.2 Voluntary System of Accountability.**

The VSA was developed to communicate information on the undergraduate student experience through a common web reporting template, the College Portrait. The College Portrait provides consistent, comparable, and transparent information on the characteristics of institutions and students, cost of attendance, student engagement with the learning process, and core educational outcomes. The information is intended for students, families, policymakers, faculty and staff, the general public, and other higher education stakeholders.

The VSA is a voluntary initiative for 4-year public colleges and universities. Developed through a partnership between AASCU and APLU, the VSA is designed to help institutions meet the following objectives:

- a. Demonstrate accountability and stewardship to public;
- b. Support institutions in the measurement of educational outcomes and facilitate the identification and implementation of effective practices as part of institutional improvement efforts;
- c. Assemble and disseminate information that is transparent, comparable, and understandable; and
- d. Provide a useful tool for students during the college search process.

During the fall of 2013, the University of Connecticut began working towards implementing the VSA. The University's College Portrait currently reflects data from 2013-2015. The College Portrait began accepting data for the 2015-2016 academic year in October 2015; UConn's Portrait will be updated by Spring 2016.

### **2.1.3 Higher Education Coordinating Council.**

Connecticut's Public Policy Framework for Higher Education was approved by the Higher Education Coordinating Council on November 29, 2012, pursuant to Section 10a-6b of the Connecticut General Statutes. This framework is intended to articulate Connecticut's statewide vision and goals for attaining higher levels of educational attainment of our state's residents. As part of the framework, institutions are expected to provide assessment data in the following five areas:

#### **College Readiness.**

Prepare more HS graduates, GED graduates, and adults to enter college prepared for college-level work.

*Indicators.*

- Percent of high school graduates identified as “college-ready” (Statewide, Sector, Institution)
- College-going rates of public high school graduates (Statewide)
- Percent completing college-level English and math courses within 2 years (Statewide, Sector, Institution)
- Percent on track to completing on-time: FT student completing 24 credits in 1st academic year; PT student completing 12 credits in 1st academic year (Statewide, Sector, Institution)

**Student Success.**

Graduate more people with the knowledge and skills to achieve their life and career goals.

*Indicators.*

- Completions per 100 FTE student by level (Sector, Institution)
- Graduation rate of full-time, first-time students in 150% of normal time; community colleges only will include transfers out (Sector, Institution)
- Employment and earnings after graduation (Sector, Institution)
- Time and credits to degree/certificate (Sector, Institution)
- Transfers from 2-year to 4-year institutions per 100 FTE (Community Colleges only, Institution)

NOTE: Learning outcomes are an important element that should be understood more fully; however, at this time, there is no reliable, agreed-upon method for evaluating these.

**Affordability and Sustainability.**

Maximize access to higher education for students from all economic backgrounds.

*Indicators.*

- Tuition and fees as % of median household income (Sector, Institution)
- Percent of undergraduates receiving federal loan aid (Sector, Institution)
- State and local appropriations per completion and per 100 FTE (Sector, Institution)
- Education and related expenses per completion and per FTE enrollment (Sector, Institution)
- Instructional expenditures as a percent of Education & Related spending (Sector, Institution)

**Innovation and Economic Growth.**

Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

*Indicators.*

- Completions in fields with high workforce demand: STEM, health, education (Sector, Institution)

- External research funding per full-time faculty (Sector, Institution)
- Patents per 100K workers (Statewide)
- Percent of students enrolled in distance education courses exclusively/some but not all (Sector, Institution)

NOTE: Success in program innovation becomes evident in the other indicators. Innovation is intended to be evolving, which may not best be quantified with a stagnant measure. However, further investigation into how other states may be measuring this is warranted.

### **Equity.**

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

#### *Indicators.*

- Disaggregate indicators in other goal areas by race/ethnicity, low v. non-low-income, and gender where available

## **2.2 REGIONAL ACCREDITATION**

In the United States, accreditation is a major way that students, families, government officials, and the media know that an institution or program provides a good quality education. Accrediting agencies are organizations that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings. Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives.<sup>1</sup> The University of Connecticut's 10-year institutional accreditation was renewed in 2007 by the New England Association of Schools and Colleges. The next renewal date is 2017.

While an institution's efforts to assess its effectiveness and make improvements based on those results are indicators of institutional quality, accreditation often plays a key role in defining the guiding principles of an institution's assessment plan. This is particularly important at institutions like the University of Connecticut, where programs may hold both regional and discipline-specific accreditation.

In the 2011 revision of the Standards for Accreditation, NEASC states that an institution demonstrates "institutional effectiveness" when it:

- "has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes; and
- has the ability to continue to achieve its purposes."

NEASC further described the assessment of student learning as an essential and core element in its 1992 Policy Statement on Institutional Effectiveness:

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<sup>1</sup> U.S. Department of Education.

*"While assessment is an overall institutional concern, as reflected in the various standards for accreditation, its primary focus is the teaching-learning experience. To the greatest extent possible, therefore, the institution should describe explicit achievements expected of its students and adopt reliable procedures for assessing those achievements."*

### **Policy Statement on Institutional Effectiveness**

In the current *Standards for Accreditation*, the Commission on Institutions of Higher Education has reaffirmed the importance of each institution measuring its effectiveness. An institution's efforts and ability to assess its effectiveness and use the obtained information for its improvement are important indicators of institutional quality. The Commission, through its evaluative processes, will appraise these quality indicators. Just as assessment is now a pervasive theme throughout the standards, so too should it be a theme in all comprehensive self-studies.

The Commission views such assessment as a means of enhancing institutional effectiveness. The assessment process requires the gathering and analysis of evidence of congruence between an institution's stated mission, purposes, and objectives and the actual outcomes of its programs and activities. In order to inform its planning, decision-making, and resource allocation, an institution needs to determine how well and in what ways it is accomplishing its mission and purposes. Moreover, the institution needs documentary evidence to support assertions of quality made in its self-study and in its communications with its constituencies.

The Commission expects each institution, as part of its dedication to institutional improvement, to monitor its effectiveness in achieving its mission and purposes. Accordingly, the institution collects and analyzes relevant data and uses this information in the institutional planning process as a basis for sustaining quality and self-improvement. Thus, assessment functions as a tool for the encouragement of such improvement as well as a basis for quality assurance.

There is no one best way to assess institutional effectiveness, and the Commission prescribes no formula that an institution must use for measuring or demonstrating its effectiveness. Assessment efforts will vary among different types of institutions as well as among institutions of the same type. Successful assessment efforts are compatible with the institution's mission and its available resources.

Assessment is not a one-time activity; rather, it is evolutionary, ongoing, and incremental. The Commission realizes that an institution initially engaging in assessment will be likely to do so on a limited basis. However, it expects that in due time its assessment efforts will be more comprehensive, systematic, integrative, and organic. Regardless of their scope, these efforts will be both qualitative and quantitative. Assessment does not require standardized or even professionally developed instruments or complicated methods of statistical analysis.

While assessment is an overall institutional concern, as reflected in the various standards for accreditation, its primary focus is the teaching-learning experience. To the greatest extent possible, therefore, the institution should describe explicit achievements expected of its students and adopt reliable procedures for assessing those achievements.

Ultimately, assessment and accreditation share the common goal of enabling the institution to reach its fullest academic potential by providing the highest quality education possible. In pursuing that goal, institutional autonomy should be preserved, innovation encouraged, and the distinct character of each institution recognized and honored.

*New England Association of Schools and Colleges, Commission on Institutions of Higher Education.  
January 22, 1992.*

## 2.3 PROGRAMMATIC ACCREDITATION

Programmatic, or specialized, accreditation applies to the evaluation of programs, departments, or schools within a larger educational institution. Some specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.<sup>2</sup> The University of Connecticut maintains specialized accreditation in more than 40 programs within all 14 schools and colleges. A comprehensive list and relevant standards may be found in Appendix A.

## 2.4 UNIVERSITY AND PROGRAM ASSESSMENT POLICY

### 2.4.1 University Mission and Values

#### **Mission.**

The University of Connecticut is dedicated to excellence, demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.

#### **Core Values.**

In the spirit of our heritage as a land and sea grant institution, we remain committed to understanding and solving the most significant societal problems. With six campuses and several professional schools across the state, we approach our mission with a commitment to excellence, ethical action, and inclusiveness for which the four interdependent core values define our mission:

*Innovation:* The University of Connecticut is dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.

*Leadership:* UConn's students will become well-educated leaders and global citizens who excel in addressing the challenges of the 21st century; in them, we will cultivate critical thinking, creativity, and joy in lifelong learning. We will serve the state, the nation, and the world through our research, teaching, and outreach.

*Global Engagement:* Through outreach, research, and partnerships, we promote sustainable development and a happy, healthy, and inclusive society. This engagement is local and global, based on intercultural understanding and recognition of the transnational nature of the challenges and opportunities we face.

*Diversity:* In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe

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<sup>2</sup> U.S. Department of Education.



in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.

#### **2.4.2 Guiding Principles**

The general guiding principles in developing the University of Connecticut Assessment Plan are:

1. The University should inventory and document general education and program-specific assessment activities prior to the development of the campus assessment strategy, with a focus on defining the goals of the assessment process, including implications or impact of assessment results on budget and resource allocation.
2. Members of the campus community (faculty, staff and students) should be involved in the development of the university wide learning outcomes, assessment approach and assessment tool(s).
3. Assessment should cover both general education and discipline-specific learning outcomes and should be linked to the academic program review process.
4. Assessment should be an ongoing activity that is reviewed periodically.

#### **2.4.3 University Learning Goals and Learning Objectives**

The purpose of general education is to ensure that all UConn undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. It is vital to the accomplishment of the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

In addition, UConn undergraduates need to demonstrate competency in five fundamental areas:

1. computer technology,
2. information literacy,
3. quantitative skills,
4. second language proficiency
5. writing

The development of these competencies involves two parts: establishing entry-level expectations and establishing graduation expectations. The entry-level expectations apply to all incoming students. The graduation expectations may vary for different major fields of study.

Specific criteria for the four Content Areas and five Competencies (see Appendix B) were developed by the General Education Oversight Committee (GEOC) through nine subcommittees that were formed to oversee these areas. The formation and functions of these subcommittees were mandated by the General Education Guidelines, which were passed by the University Senate on May 6, 2002.

The General Education Oversight committee is tasked with oversight of general education at the University of Connecticut. As part of that charge, GEOC has recast the content area requirements into learning outcomes, i.e. what students should be able to do upon completing their courses.

Expressing the course goals in this way will allow GEOC to determine the extent to which they are being met.

#### **2.4.4 Program Assessment Policy**

At the University of Connecticut, program-, major-, and department-level assessment policies are guided by the overall mission of the University. In addition, specific learning goals, objectives, and outcomes for individual disciplines are developed according to the guidelines set forth by NEASC and various discipline-specific accrediting bodies as previously described.

## **3 ASSESSMENT PLAN DETAILS**

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### **3.1 COMPONENTS OF THE UNIVERSITY OF CONNECTICUT ASSESSMENT PLAN**

Based on the University's assessment philosophy and in accordance with its mission and values, the assessment plan consists of three components: general education, major field, and student experiences. Assessment of the general education requirements serves to determine whether the goals of the general education program as a whole and those of the individual content areas and competencies are being met. Academic departments employ a variety of methods to assess student learning. The graduate programs use assessment to measure advanced knowledge and skills mastery. An assessment of the student satisfaction and experience is conducted to ensure the University maintains an interconnected and developmentally appropriate experience for students.

#### **3.1.1 General Education Assessment**

The purpose of general education is to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. As part of that process, GEOC has recast the content area requirements, which currently are expressed as what courses should do, into learning outcomes, i.e. what students should be able to do upon completing their courses. Expressing the course goals in this way will allow GEOC to determine the extent to which they are being met.

#### **3.1.2 Academic Departmental Assessment Techniques/Discipline-Specific Assessment**

Roughly half of the undergraduate academic majors at UConn follow the assessment guidelines, more specifically the assessment student learning outcomes as required by the discipline specific professional accreditation agencies. The discipline specific professional accreditation assessment requirements are often complete and robust with specific outcomes for graduating major. Section 2.3 provides the details of various majors including some graduate level program assessment from professional accreditation bodies. Appendix C provides a summary of accredited programs by college and department.

In addition to discipline-specific requirements, almost all departments employ various assessment techniques, including direct and indirect measures.

##### **Direct Assessment Tools.**

Comprehensive examination, embedded questions, graduate record examination, national exams assessing subject matter knowledge, performance assessment for graduating seniors, senior

thesis/project, senior seminar, student portfolio, and general education assessment examinations are used to directly assess student learning achievement at the program level.

**Indirect Assessment Tools.**

Indirect assessment is an alternative method of assessing student learning outcomes. The following indirect assessment methods are applicable to departmental assessment: alumni surveys, analysis of student grade distribution, community service participation, analysis of curricula/syllabi, employer surveys, exit interviews, graduate school acceptance rates, identification and assessment of at-risk students, internship evaluation, job placement of graduating seniors, performance in graduate school, senior exit surveys, student awards, student course evaluations, graduation and retention rates, and student satisfaction surveys.

**3.1.3 Assessment of Student Experience and Satisfaction**

**National Survey of Student Engagement (NSSE).**

The National Survey of Student Engagement (NSSE) collects information at hundreds of four-year colleges and universities about first-year and senior students’ participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

To represent the multi-dimensional nature of student engagement at national, sector, institutional, and intra-institutional levels, NSSE developed ten Engagement Indicators organized within four engagement themes, summarized in Table 1.

The University of Connecticut administers the NSSE to freshmen and seniors. The results of this survey provide a fair picture of lower- and upper-division students’ collegiate experiences at UConn.

**Sexual Violence Campus Climate Survey.**

The Sexual Violence Campus Climate Survey is an anonymous survey administered by the Higher Education Data Sharing Consortium (HEDS), in conjunction with OIRE. Over 50 universities and colleges administer the HEDS survey to their students, allowing UConn to compare its results to peer institutions. It was administered in November 2015 to nearly 6,000 randomly selected undergraduate and graduate students (see Appendix D).

**Table 1.**

Theme	Engagement Indicators
Academic Challenge	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Learning with Peers	Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment

### **Your First College Year Survey (YFCY).**

The Your First College Year Survey (YFCY) assesses the academic and personal development of first-time, first-year college students. It helps to identify aspects of a student's first year experience that encourage student learning, involvement, satisfaction, retention and success, thereby enhancing first-year programs and retention strategies. The survey provides comprehensive institutional and comparative data for analyses of persistence, adjustment, and other first-year outcomes.

YFCY is conducted through UCLA'S Higher Education Research Institute from March-June to first-time freshmen completing their first year of college. It was administered at UConn's regional campuses in 2015, with the next planned administration in 2018 (see Appendix D).

#### **3.1.4 Non-academic Departmental Assessment Techniques**

Several non-academic departments also assess student learning outcomes beyond the classroom. These include the UConn Center for Career Development, Division of Student Affairs, Alumni Association, and the Institute for Student Success. Methods used include surveys and analysis of internal records of student data.

#### **Collaborative on Academic Careers in Higher Education (COACHE)**

The COACHE survey examines work satisfaction among full-time, tenure-track faculty. It establishes how supported and satisfied faculty are with the terms and conditions of their employment by measuring their degree of engagement within the following themes:

- Research, teaching, service
- Resources and support
- Interdisciplinary work and collaboration
- Mentoring
- Promotion and tenure
- Institutional leadership and governance
- Engagement
- Work-life balance
- Climate, culture, and collegiality
- Recognition and appreciation
- Recruitment and retention
- Overall Satisfaction

The survey is administered every three years. The schedule of recent and future administrations may be found in Appendix D.

## **3.2 UNIVERSITY ASSESSMENT PROCESS AND PROCEDURES**

### **3.2.1 Assessment Data Collection and Analysis**

Due to the large scale and decentralized nature of UConn programs, most assessment happens at the program and department level. The extensive number of professionally-accredited programs at UConn adds another layer of complexity to the nature of assessment of student learning outcomes. In addition, management of institutional data is decentralized to enable decision-makers to appropriately use the data for planning purposes. Within this context, the UConn assessment plan provides a comprehensive view of assessment at various levels and makes an effort to integrate both qualitative and quantitative data from a wide variety of campus sources. The plan also provides an opportunity to identify missing links in assessment at the campus level and to close any loops by identifying and developing new assessment tools and techniques.

In order to overcome the decentralized nature of assessment and to ensure that senior administrators have a comprehensive and unified view of assessment, the following steps are in progress:

- Reorganization of the Office of Institutional Research (OIR) and the Office of Institutional Effectives (OIE) into a combined unit responsible for institutional research, assessment, program review, student evaluation of teaching, and institutional effectiveness.
- Development of the University-wide Data Warehouse for institutional effectiveness decision-making, with the following goals:
  - a. Develop an assessment and program review portal for easy access to and dissemination of assessment data.
  - b. Combine the student evaluation of teaching with student credits hours, faculty activity (Digital Measures), and faculty productivity (Academic Analytics) databases to assess the effectiveness of programs and departments for reallocation purposes.
  - c. Integrate student retention and graduation data with student characteristics and outcomes data (Alumni Survey) to improve student outcomes at the regional campuses.
- Development of the University Assessment Plan, which will be made publicly available online.

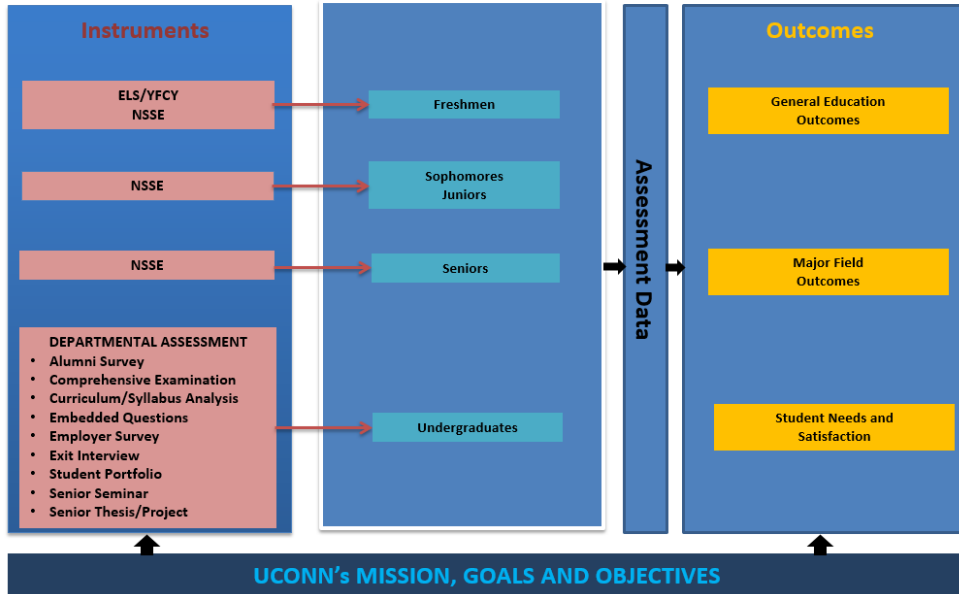
Table 2 provides an overview of the assessment tools, techniques and outcomes at various levels. The new Office of Institutional Research and Effectiveness (OIRE) will collect and catalog the assessment of student learning outcomes from various departments by employing the two templates (direct and indirect outcomes) as previously discussed. In addition, OIRE is responsible for the administration, data collection, and analysis of data from the National Survey of Student Engagement (NSSE) and Your First College Year Survey (YFCY).

### **3.2.2 Dissemination and Use of Results for Continuous Improvement**

UConn does not currently have a campus-wide, unified, and ongoing strategy to disseminate assessment results to decision-makers at various levels. While some data is available on department web sites including that of OIRE, most data is shared among departments by email or in paper format. The results of the comprehensive assessment of programs and departments by school and college will be made available through a password-protected web portal currently being developed by OIRE.

Table 2. Assessment Flowchart

### Assessment and Learning Outcomes



ELS: Entry Level Survey

YFCY: Your First College Year Survey

NSSE: National Survey of Student Engagement Survey

# APPENDIX A: SPECIALIZED ACCREDITATION STANDARDS

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## Accreditation Council for Education in Nutrition and Dietetics

The Accreditation Council for Education in Nutrition and Dietetics (ACEND), formerly known as the Commission on Accreditation for Dietetics Education (CADE) is the Academy of Nutrition and Dietetics' accrediting agency for the Nutritional Science Didactic Program and the Allied Health Dietetics Programs within the College of Agriculture and Natural Resources.

ACEND requires programs to have an assessment process, based on program outcome measures, that allows for on-going program improvement and for determining the degree to which the mission and goals have been achieved. The Standards related to outcomes assessment are as follows:

### **Standard 07: Program Assessment.**

The program must have a written plan for on-going assessment of the achievement of its mission, goals and objectives. The Guidelines 7.1 and 7.2 details the specific steps to follow in assessing the program.

### **Standard 08: On-going Program Improvement.**

The program must develop a process by which students are regularly evaluated on their acquisition of the knowledge and abilities necessary to attain Core Knowledge for the registered dietitian. The Guidelines 13.1-13.3 specifies the learning outcomes plan, courses and assessment methods and the time lines for assessment data.

## Landscape Architectural Accreditation Board

The Landscape Architectural Accreditation Board (LAAB) accredits the Landscape Architecture program within the College of Agricultural and Natural Resources. LAAB requires that programs have specific processes to determine if its quality standards are being met; this evaluation must be on-going and forward-thinking. Standards 1 and 3 refer to objectives and their evaluation.

### **Standard 1: Program Mission and Objectives.**

The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

### **Standard 4: Student and Program Outcomes.**

- Student Learning Outcomes.

Assessment 1: Does student work demonstrate the competency required for entry level positions in the profession of landscape architecture?

Assessment 2: Do students demonstrate their achievement of the program's learning objectives, including critical and creative thinking and their ability to understand, apply and communicate the subject matter of the professional curriculum as evidenced through project definition, problem identification, information collection, analysis, synthesis, conceptualization and implementation?

## **National Accrediting Agency for Clinical Laboratory Sciences**

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredits the Allied Health Diagnostic Genetic Sciences program within the College of Agricultural and Natural Resources. Core Standard II A-C addresses systematic assessment, outcomes measures, and program assessment and modification and

### **II. Assessment and Continuous Quality Improvement.**

#### 1. Systematic Assessment

There must be a documented plan for continuous and systematic assessment of the effectiveness of the program.

#### 2. Outcome Measures

A review of the results of the following outcomes measures from at least the last three active years must be documented, analyzed and used in program assessment and continuous quality improvement of the program to include an annual submission to NAACLS. If outcome measure(s) does/do not meet the stated NAACLS approved benchmarks (see NAACLS website), then an analysis and action plan must be submitted to correct the deficiency(ies).

- a. External certification or licensure results
- b. Graduation rates
- c. Attrition rates
- d. Placement rates (i.e., employment positions in the field of study or pursuit of further education)
- e. Other (optional): such as results of capstone projects, faculty feedback, exit or final examinations, exit interviews with graduates, student and graduate professional leadership, impact of the program on local and regional healthcare, etc.

#### 3. Program Assessment and Modification

The results of program outcomes measures and assessment must include findings from graduate and employer feedback and be:

- a. Reflected in ongoing curriculum development, resource acquisition/allocation, and program modification.
- b. Analyzed to demonstrate the effectiveness of any changes implemented

## **National Council for Accreditation of Teacher Education**

In the Neag School of Education, the National Council for Accreditation of Teacher Education (NCATE) accredits the Educator Preparation Program and its associated specializations. Standard 2 describes the system of assessment and unit evaluation, as well as evaluative data related to unit policies and procedures, that units should use as evidence for meeting many of the components of the five other standards. NCATE requires additional evidence in the form of assessment instruments, documentation, and other exhibits to demonstrate that the standards are being met.

NCATE defines assessment as “an evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring



guide used to evaluate the task or activity.” It defines an assessment system as “a comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.”

**Standard 2: Assessment System and Unit Evaluation.**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Connecticut State Board of Education**

The Educator Preparation Program and its associated specializations within the Neag School of Education are also accredited by the Connecticut State Department of Education. The Bureau of Educator Standards and Certification has responsibility for reviewing, reporting, and enhancing the quality of educator preparation units and programs in Connecticut preparing candidates for state certification. This agency requires programs to adhere to the standards set forth by the National Council for Accreditation of Teacher Education (NCATE) (see section 2.3.4).

**Council for Accreditation of Counseling and Related Educational Programs**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the Master of Arts program in School Counseling within the Neag School of Education. CACREP makes the following requirement regarding outcomes assessment:

**Section I. The Learning Environment: Structure and Evaluation.**

Standard AA

Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met.

**American Psychological Association**

The American Psychological Association (APA) accredits the Neag School of Education’s doctoral program in School Psychology as well as the Clinical Psychology doctoral program within the College of Liberal Arts and Sciences. Domain F of the APA’s guiding principles addresses program assessment at the graduate level.

**Domain F: Program Self-Assessment and Quality Enhancement.**

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution’s mission.

1. The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:
  - a. Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);
  - b. How its goals and objectives are met through graduate education and professional training (i.e., its processes); and

- c. Its procedures to maintain current achievements or to make program changes as necessary.
2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, curriculum, and the outcome data related thereto, to ensure their appropriateness in relation to:
    - a. Its sponsor institution's mission and goals;
    - b. Local, state/provincial, regional, and national needs for psychological services;
    - c. National standards of professional practice;
    - d. The evolving body of scientific and professional knowledge that serves as the basis of practice; and
    - e. Its graduates' job placements and career paths.

### **Commission on Accreditation of Athletic Training Education**

The Athletic Training program in the College of Agriculture, Health and Natural Resources is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Standards 4 – 13 specify CAATE's outcomes assessment requirements.

#### **Outcomes.**

- a. **Develop a Plan:** There must be a comprehensive assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose must include those defined in Standards 6 and 7. Additional assessments may include, but are not limited to, clinical site evaluations, preceptor evaluations, completed clinical proficiency evaluations, academic course performance, retention and graduation rates, graduating student exit evaluations, and alumni placement rates one year post graduation.
- b. **Develop a Plan:** The plan must be ongoing and document regular assessment of the educational program.
- c. **Assessment Measures:** The program's assessment measures must include those stated in this Standard (6) and Standard 7 in addition to any unique metrics that reflect the specific program, department, or college. The specific volume and nature of this information is influenced by the individual character of the institution and should be in keeping with other similar academic programs within the institution. The assessment tools must relate the program's stated educational mission, goals and objectives to the quality of instruction, student learning, and overall program effectiveness.
- d. **Assessment Measures:** The program's BOC examination aggregate data for the most recent three test cycle years must be provided and include the following metrics: Number of students graduating from the program who took the examination, number and percentage of students who passed the examination on the first attempt, and overall number and percentage of students who passed the examination regardless of the number of attempts.
- e. **Assessment Measures:** Programs must post the data from Standard 7 on the program's home page or a direct link to the data must be on the program's home webpage.
- f. **Collect the Data:** Programs must obtain data to determine program outcomes as indicated in Standards 6-8 (above).

- g. Data Analysis: Programs must analyze the outcomes data to determine the extent to which the program is meeting its stated mission, goals, and objectives.
- h. Data Analysis: Programs must meet or exceed a three year aggregate of 70 percent first-time pass rate on the BOC examination.
- i. Action Plan: The results of the data analysis are used to develop a plan for continual program improvement. This plan must:
  - a. Develop targeted goals and action plans if the program and student learning outcomes are not met; and
  - b. State the specific timelines for reaching those outcomes; and
  - c. Identify the person(s) responsible for those action steps; and
  - d. Provide evidence of periodic updating of action steps as they are met or circumstances change.
- j. Action Plan: Programs that have a three-year aggregate BOC first- time pass rate below 70% must provide an analysis of the deficiencies and develop an action plan for correction.

### **Commission on Accreditation in Physical Therapy Education**

The Commission on Accreditation in Physical Therapy Education (CAPTE) accredits the Doctor of Physical Therapy Program within the College of Agriculture, Health and Natural Resources. CAPTE requires a formal assessment and planning process as part of their evaluative criteria.

#### **Program Assessment and Planning.**

##### Standard P-4

There is an ongoing, formal program assessment process that determines the extent to which the program meets its stated mission. The assessment process: (1) uses information from professional standards and guidelines and institutional mission and policies; (2) uses data related to program mission, goals, and expected program outcomes, program policies and procedures, individual core faculty, collective core faculty, clinical education faculty, associated faculty, communication, resources, admissions criteria and prerequisites, curriculum plan, clinical education program, and expected student outcomes; (3) identifies program strengths and weaknesses; (4) includes considered judgments regarding need for change; and (5) includes steps to achieve the changes, with anticipated dates of completion.

##### Standard P-5

The program has a formal, iterative, long-term planning process that occurs on a regular basis to improve the effectiveness of the program.

### **Accreditation Board for Engineering and Technology**

The following programs within the School of Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET): Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, Management and Engineering for Manufacturing, Materials Science & Engineering, Mechanical Engineering, and the Computer Science and

Engineering BSE Program. ABET's Computing Accreditation Commission accredits the Computer Science and Engineering BSE Program and the Computer Science BS program.

ABET defines assessment as "one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes and program educational objectives." It defines program educational objectives as "broad statements that describe what graduates are expected to attain within a few years of graduation." Student outcomes "describe what students are expected to know and be able to do by the time of graduation." ABET specifies 8 criteria, of which Criteria 2 and 3 focus on objectives and outcomes.

### **Criteria 2.**

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

### **Criteria 3 (Computing Programs).**

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. There must be a documented and effective process for the periodic review and revision of these student outcomes. The program must enable students to attain, by the time of graduation:

- a. An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline
- b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
- d. An ability to function effectively on teams to accomplish a common goal
- e. An understanding of professional, ethical, legal, security and social issues and responsibilities
- f. An ability to communicate effectively with a range of audiences
- g. An ability to analyze the local and global impact of computing on individuals, organizations, and society
- h. Recognition of the need for and an ability to engage in continuing professional development
- i. An ability to use current techniques, skills, and tools necessary for computing practice.

### **Criteria 3 (Engineering Programs).**

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.

1. an ability to apply an ability to apply knowledge of mathematics, science, and engineering
2. an ability to design and conduct experiments, as well as to analyze and interpret data

3. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. an ability to function on multidisciplinary teams
5. an ability to identify, formulate, and solve engineering problems
6. an understanding of professional and ethical responsibility
7. an ability to communicate effectively
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. a recognition of the need for, and an ability to engage in life-long learning
10. a knowledge of contemporary issues
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

### **Association to Advance Collegiate Schools of Business**

The Association to Advance Collegiate Schools of Business (AACSB) accredits the Management and Engineering for Manufacturing program within the School of Engineering, as well as all business and accounting programs offered through the School of Business. AACSB International accreditation requires business programs to have processes for determining for each degree program learning goals that are relevant and appropriate, as well as for designing and delivering curricula to maximize the potential for achieving the expected outcomes. There must also be systems in place to assess whether learning goals have been met and processes for improvement where needed. Standards 8 (Business) and 5 (Accounting) relate specifically to learning goals.

#### **Standard 8 (Business)/A5 (Accounting).**

The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

### **National Association of Schools of Music**

The Music programs within the School of Fine Arts are accredited by the National Association of Schools of Music (NASM). Standard L details NASM's requirements regarding evaluation and assessment.

#### **Standard II L: Evaluation, Planning, and Projections.**

1. Standards
  - a. The music unit shall evaluate, plan, and make projections consistent with and supportive of its purposes and its size and scope.

Techniques, procedures, resources, time requirements, and specific methodologies used for evaluation, planning, and projections shall be developed by the music unit appropriate to the natures of the music disciplines offered at the institution and with a logical and functioning relationship to overall financial conditions impacting the institution.

## 2. Guidelines, Recommendations, and Comment

- a. Evaluation, planning, and making projections are a set of connected activities that relate to all aspects of a music unit's work. They include, but go well beyond numbers of students, personnel, or programs; lists of resource needs; or declarations of aspiration. They address strategies and contextual issues consistent with the purposes, size and scope, program offerings, and responsibilities of the music unit.
- b. Evaluations provide analyses of current effectiveness; planning provides systematic approaches to the future; and projections create understanding of potential contexts and conditions.
- c. Internal evaluation and reporting of evaluation of student achievement normally differentiates among (1) levels of quality, and (2) attainments.
- d. Normally, students have regular opportunities to evaluate formally the curricular experiences in which they participate. This is an example of the function indicated in Section II.L.1.a.(2).
- e. Music units have available a broad range of evaluation techniques such as juries, critiques, course-specific and comprehensive examinations, institutional reviews, peer reviews, and the performance of graduates in various settings. Information gained is used as an integral part of planning and projection efforts. However, the institution and the music unit should ensure and make clear that evaluation, planning, and projections exist to serve the music unit's programs, rather than the reverse. Periodic cost/benefit analyses, in terms of improvements to student learning in music, are strongly encouraged for all music units and externally imposed evaluation systems.
- f. Evaluation, planning, and projections should contribute to a general understanding about the relationships of parts to wholes, both for the music unit and its component programs. They should result in successful management of contingencies, opportunities, and constraints. They should produce realistic short- and long-term decisions. They should ensure a productive relationship between priorities and resource allocations.
- g. Overreliance on quantitative measures is inconsistent with the pursuit of quality in the arts. The higher the level of achievement, the more strongly this pertains.

### **National Association of Schools of Art and Design**

The National Association of Schools of Art and Design (NASAD) accredits the Art programs within the School of Fine Arts. It adheres to the same standards as the National Association of Schools of Music (see 2.2.12).

### **American Bar Association**

All programs offered by the School of Law are accredited by the American Bar Association. Standard 315 specifically deals with assessing learning outcomes.

**Standard 315: Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods.**

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

**American Speech - Language - Hearing Association**

Within the American Speech-Language-Hearing Association, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) has accredited the graduate Communication Sciences programs offered through the College of Liberal Arts and Sciences. Standard 5 specified CAA's requirements regarding program assessment.

**Standard 5.3: The program conducts regular and ongoing assessments of program effectiveness and uses the results for continuous improvement.**

The program must document the procedures followed in evaluating the quality, currency, and effectiveness of its graduate program and the process by which it engages in systematic self-study. The documentation must indicate the mechanisms used to evaluate each program component, the schedule on which the evaluations are conducted and analyzed, and the program changes and/or improvements that have resulted from assessments.

The program must collect and evaluate data on its effectiveness from multiple sources (e.g., students, alumni, faculty, employers, off-site supervisors or preceptors, community members, persons receiving services). The data must include students' and graduates' evaluations of courses and clinical education.

In addition, the following measures of student achievement are required and will be evaluated relative to established thresholds, as defined below:

- Program completion rate
- Praxis examination pass rate
- Employment rate

Results of the assessments, including the required student achievement measures, must be used to plan and implement program improvements that are consistent with the program's mission and goals.

**American Chemical Society**

The chemistry programs offered through the College of Liberal Arts and Sciences are approved by the American Chemical Society (ACS). The ACS requires programs to undertake self-evaluation as detailed in Standard 8 of their guidelines.

**Standard 8. Program Self-Evaluation.**

An approved chemistry program should regularly evaluate its curriculum and pedagogy, faculty development opportunities, and infrastructure needs relative to the program's teaching and research mission. Self-evaluation is a process for continual improvement of a program, not a static end product. The result of an effective self-evaluation is a vibrant, sustainable, and resilient program that

produces a steady stream of dedicated and accomplished students, supports continual professional development and scholarly activities of faculty, and provides a strong infrastructure to support the educational and scientific missions of the program.

### **Commission on the Accreditation for Marriage and Family Therapy**

The graduate programs in Human Development and Family Studies within the College of Liberal Arts and Sciences are accredited by the Commission on the Accreditation for Marriage and Family Therapy Education (COAMFTE). Two of the Key Elements under Standard IV deal with outcomes assessment.

#### **Standard IV: Program Effectiveness.**

The program is effective in achieving its educational outcomes. Satisfactory student performance and faculty accomplishments reflect achievement of the stated educational outcomes. Program effectiveness reflects an ongoing process of improvement.

- Key Elements
- IV-A. Student performance in both coursework and clinical practice is evaluated by faculty and supervisors and reflects achievement of expected outcomes. Evaluation policies and procedures are defined, published, and consistently applied.
- IV-B. Programs will have policies and procedures specifying how to collect information about students, demonstrated achievements of graduates, and employer satisfaction. Student outcome data include, but are not limited to, graduation rates, national (or state) licensing examination pass rates, and job placement rates as appropriate.
- IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.

### **National Association of Schools of Public Affairs and Administration**

The National Association of Schools of Public Affairs and Administration (NASPAA) accredits the Master of Public Administration offered through the College of Liberal Arts and Sciences. Requirements regarding outcomes evaluation are specified in Standard 1.

#### **Standard 1: Managing the Program Strategically.**

- 1.2. Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.
- 1.3. Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven.

### **Connecticut Board of Examiners for Nurses**

The Bachelor's and Certification Entry into Nursing program within the School of Nursing is approved by the Connecticut Board of Examiners for Nurses. In order to be approved, a program must adhere to the following requirement:



### **20-90-47. Program approval.**

- D. A comprehensive plan for the development and implementation of the education program, including philosophy and educational outcomes, curricula, course outlines with plans for student evaluation, resource needs, timelines, and a systematic self-evaluation.

### **Commission on Collegiate Nursing Education**

The bachelor's and master's programs offered through the School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE's requirements for assessing program outcomes are specified in several Key Element of Standard IV.

#### **Standard IV. Program Effectiveness: Assessment and Achievement of Program Outcomes.**

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

- Key Elements
- IV-A. A systematic process is used to determine program effectiveness.
- IV-E. Program outcomes demonstrate program effectiveness.
- IV-H. Data analysis is used to foster ongoing program improvement.

### **Accreditation Council for Pharmacy Education**

All of the graduate programs within the School of Pharmacy are accredited by the Accreditation Council for Pharmacy Education (ACPE). Outcomes evaluation is discussed under the Standards for Mission, Planning, and Evaluation number 3 and the Standards for Curriculum number 15.

#### **Standard No. 3: Evaluation of Achievement of Mission and Goals.**

The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The college or school must use the analysis of process and outcome measures for continuous development and improvement of the professional degree program.

#### **Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness.**

As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

### **Council on Social Work Education**

The School of Social Work's master's program is accredited by the Council on Social Work Education (CSWE). CSWE's Educational Policy and Accreditation Standard 4 deals sets their expectations regarding program assessment.

#### **Educational Policy 4.0 – Assessment.**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

#### **Accreditation Standard 4.0 – Assessment.**

- 4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies.
- 4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.
- 4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.
- 4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.
- 4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

### **Council on Education for Public Health**

The Master's Program in Public Health offered through the Heath Center is accredited by the Council on Education of Public Health (CEPH). The CEPH's Accreditation Criteria outline their evaluation requirements.

#### **1.2 Evaluation.**

The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

## **Liaison Committee on Medical Education/Association of American Medical Colleges**

The School of Medicine graduate programs are accredited by the Liaison Committee on Medical Education/Association of American Medical Colleges (LCME). LCME describes their assessment requirements under Standards 1 and 8.

### **Standard 1: Mission, Planning, Organization, and Integrity.**

A medical school has a written statement of mission and goals for the medical education program, conducts ongoing planning, and has written bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the medical school demonstrates integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

#### 1.1. Strategic Planning and Continuous Quality Improvement

A medical school engages in ongoing planning and continuous quality improvement processes that establish short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve programmatic quality, and ensure effective monitoring of the medical education program's compliance with accreditation standards.

### **Standard 8: Curricular Management, Evaluation, and Enhancement.**

The faculty of a medical school engage in curricular revision and program evaluation activities to ensure that the medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.

#### 8.2 Use of Medical Educational Program Objectives

The faculty of a medical school, through the faculty committee responsible for the medical curriculum, ensure that the medical curriculum uses formally adopted medical education program objectives to guide the selection of curriculum content, to review and revise the curriculum, and to establish the basis for evaluating programmatic effectiveness. The learning objectives of each required course and clerkship are linked to medical education program objectives.

#### 8.3 Curricular Design, Review, Revision/Content Monitoring

The faculty of a medical school are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the faculty to ensure that the curriculum functions effectively as a whole to achieve medical education program objectives.

#### 8.4 Program Evaluation

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance medical education program quality. These data are collected during program enrollment and after program completion.

## 8.5 Use of Student Evaluation Data in Program Improvement

In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of their courses, clerkships, and teachers, and other relevant information.

### **American Dental Association**

All programs offered through the School of Dental Medicine are accredited by the American Dental Association's Commission on Dental Accreditation (CODA). Their program evaluation requirements are outlined in Standard 1.

#### **Standard 1 - Institutional Effectiveness.**

- 1.2. Ongoing planning for, assessment of and improvement of educational quality and program effectiveness at the dental school must be broad-based, systematic, continuous, and designed to promote achievement of institutional goals related to institutional effectiveness, student achievement, patient care, research, and service.

## APPENDIX B: GENERAL EDUCATION GOALS AND OBJECTIVES

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### CA1. Arts and Humanities

#### Learning Goals.

- Through reading, writing and discussion students will reflect upon aesthetic, performative and humanistic values in the arts and the humanities.
- Students will learn how to access, and critically evaluate works relevant to the Arts and the Humanities.
- Students will learn how to understand the local and global dimensions of the Arts and Humanities in historical and contemporary contexts.
- Students will appreciate diverse expressive forms, cultural traditions, belief systems, and/or communicative practices.
- Students will learn how to engage with imaginative and creative endeavors in their daily lives.

#### Learning Objectives.

Students will be able to:

- Recognize arts and humanities works as expressions of individual and human values within diverse historical and social contexts; Respond critically to works in the Arts and Humanities with regard to form, structure, performative and aesthetic qualities:
- Identify and analyze similarities, differences, and interrelationships among the Arts and Humanities;
- Apply appropriate vocabulary and concepts for the description and analysis of artistic, literary, historical, socio-political and philosophical works;
- Explain how artistic and literary works from past and present societies are individual expressions of socio-cultural and historical philosophical forces;
- Engage in the production and/or re-creation of works of arts to articulate their understanding of creative processes;
- Articulate how critical and creative thinking, expressive forms, traditions, belief systems, or communicative practices become relevant to their lives.

#### Assessment Tools.

Examples of tools that can be used to assess basic learning goals and objectives for courses in the Arts and Humanities:

- Problem-based learning activities
- Portfolios, short and long-term projects, oral presentations and/or writing samples
- Music, art and drama creation, performance or presentation
- Formal or informal observations or performance assessments

- Formal, informal, and research papers
- Note-taking collections, reflective essays, journals
- Case studies, student interviews and peer assessment

## **CA2. Social Sciences**

### **Learning Goals.**

- Students should be familiar with a selection of social scientific theories and concepts.
- Students should be familiar with some methods used in the social sciences including the ethical considerations of their use.
- Students should be aware of some of the types of interactions that occur among individuals, groups, institutions, societies, and/or the natural environment.
- Students should be able to analyze the general structure and operations of groups or organizations in the context of social science.
- Students should be able to analyze social issues and problems in the context of social science.

### **Learning Objectives.**

- Identify strengths and weaknesses of at least two social science theories from different fields as appropriate to completed course work in CA2.
- Identify and explain at least three fundamental social science concepts as appropriate to completed course work in CA2.
- Identify and explain a method commonly used in social science research, including the ethical considerations of its use, as appropriate to completed course work in CA2.
- Apply a theory and selected concepts from social science to such interaction as appropriate to completed course work in CA2.
- Describe the role of a selected group's or organization's impact on an important social issue or problem, as appropriate to completed course work in CA2.
- Discuss an important social issue or problem, as appropriate to completed course work in CA2.

## **CA3. Science and Technology**

### **Learning Goals.**

- Know the basic concepts and vocabulary of two areas of science or technology and the importance of these areas to modern society
- Be familiar with at least two contemporary scientific or technical methods and understand how they are applied to gain scientific or technical knowledge
- Be able to explain the conceptual basis of the Scientific Method , including its definition, motivation, steps of application, hypothesis testing, and misapplications

- Be able to distinguish between science and pseudoscience
- Be able to describe a scientific experiment that he or she is familiar with and explain how it applies the steps of the scientific method
- Be familiar with some unresolved scientific questions
- Be able to analyze debates about the roles science and technology play in shaping the world and human society
- Acquire skills associated with scientific inquiry

### **Learning Objectives.**

- Describe the underlying principles of two areas of science or technology.
- Explain why these areas of science and technology are important to modern society
- Describe at least two contemporary scientific or technical methods and how these methods are used to advance knowledge
- Explain the conceptual basis of the Scientific Method , including its definition, motivation, steps of application, hypothesis testing, and misapplications
- Analyze hypothetical or real scenarios to discern integrity of scientific claims
- Describe a scientific experiment or test and explain how it applies the steps of the scientific method
- Give examples of experiments that address unresolved scientific questions using established techniques, methods, or instruments
- Discuss at least two current issues related to how science and technology impact the world, including human society.

For laboratory courses, students should be able to

- Appropriately handle and utilize instruments, glassware or other laboratory tools
- Identify experimental variables, record data and describe observed phenomena using scientific terminology
- State how changes in the variables impact results and identify trends and sources of error
- Logically derive and state valid conclusions from analyzed experimental data

## **CA4. Diversity and Multiculturalism**

### **Learning Goals.**

Students are aware of and sensitive to different cultural perspectives and representations of groups that traditionally have been misrepresented and/or underrepresented in mainstream media, education and other cultural systems. They will understand and articulate in some measurable manner, with respect to race, ethnicity, gender, sexual identity, political system, religious tradition, or of disability, at least one of the following:

- the varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity including those of their own indigenous cultural viewpoint
- perspectives that determine interpretive systems and social, cultural and economic constructions
- the differences and similarities among human groups
- issues involving human rights and migration
- the dynamics of social, cultural, political, and/or economic power

### **Student Outcomes.**

Students will demonstrate at least one of the following clusters of student learning outcomes in a reflective manner that is theoretically informed with specific examples:

- 1.1. Differentiate varieties, their own and others, of human experiences, modes of thinking, values, and/or modes of creativity
- 1.2. Analyze problems or issues showing an understanding of cultural diversity, including his/her own cultural perspective
- 1.3. Critically review pertinent information and assertions for relevance, bias, stereotyping, manipulation and thoroughness
- 2.1. Analyze interpretive systems, political systems, or social structures and cultural/social constructions
- 2.2. Explain how social, political, cultural and historical contexts affect individual and group lives and experiences
- 2.3. Explain the effects of external changes on local and indigenous institutions
- 3.1. Identify points of comparison and contrast between various cultures or peoples
- 3.2. Articulate the competence of all human cultures as functioning ways of life
- 4.1. Contrast definitions of human rights that are derived from at least two different legal, cultural, or values systems
- 4.2. Explain the causes and consequences of human migration
- 5.1. Compare and contrast the institutional forms of different systems of power
- 5.2. Describe the consequences of social, cultural, political and economic inequality

### **CA: Information Literacy**

#### **Learning Goals.**

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Evaluate information and its sources critically and incorporates selected information into his/her knowledge base and value system.
- Use information effectively to accomplish a specific purpose.



- Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Learning Objectives.**

- Information development and structure – develop an understanding of how information is created, disseminated and organized;
- Information access – develop an understanding of information communication processes and a facility with the tools required to tap into these processes;
- Information evaluation and integration – develop an ability to evaluate, synthesize and incorporate information into written, oral, or media presentations.

## APPENDIX C: LIST OF ACCREDITED PROGRAMS AS OF NOVEMBER 2015

School or College	Program	Accrediting Agency	Initial Accreditation	Most Recent Accreditation	Degree Level	Next Accreditation
University of Connecticut	Institutional, all campuses	New England Association of Schools and Colleges	1931	2007(10)	All	2017
College of Agriculture, Health and Natural Resources	Nutritional Science - Didactic Program	Accreditation Council for Education in Nutrition and Dietetics	1975	2011(10)	B	2021
	Landscape Architecture	Landscape Architectural Accreditation Board	1998	2006(3)	B	2018
	Allied Health: Dietetics - CP Program	Accreditation Council for Education in Nutrition and Dietetics	1974	2011(10)	B <sup>1</sup> , M	2021
	Allied Health: Dietetics - Dietetic Internship	Accreditation Council for Education in Nutrition and Dietetics	1988	2011(10)	Certificate	2021
	Allied Health: Diagnostic Genetic Sciences	National Accrediting Agency for Clinical Lab. Sciences	1995	2008	B, Certificate	2017
	Allied Health: Medical Lab Science	National Accrediting Agency for Clinical Lab. Sciences	2014	2014	B, Certificate	2018
	Athletic Training	Commission on Accreditation of Athletic Training Education	2003	2007(5)	B	2017
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	1952	2011(8)	B, M, D	2017	
School of Business	Undergrad, Master's & PhD (Business & Accounting)	The Association to Advance Collegiate Schools of Business	1958/1971	2011(5/10)	B, M, D	2016
Neag School of Education	Educator Preparation Program	National Council for Accreditation of Teacher Education (NCATE)	1954	2015(5)	B, M, S, D	N/A <sup>8</sup>
		Council for the Accreditation of Educator Preparation (CAEP)	2015	2015(5)	B, M, S, D	2020
		Connecticut State Board of Education	1950	2015(5)	B, M, S, D	2020
	School Counselor Education	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2007	2008(8)	M	2016
	School Psychology	American Psychological Association (APA)	2001	2012(7)	D	2019
		National Association of School Psychologists (NASP)	1991	2015(5)	S	2020

School or College	Program	Accrediting Agency	Initial Accreditation	Most Recent Accreditation	Degree Level	Next Accreditation
School of Engineering	Biomedical Engineering	Engineering Accreditation Commission of ABET	2005	2013 <sup>2</sup>	B	
	Chemical Engineering	Engineering Accreditation Commission of ABET	1964	2013 <sup>2</sup>	B	
	Civil Engineering	Engineering Accreditation Commission of ABET	1940	2013 <sup>2</sup>	B	
	Computer Engineering	Engineering Accreditation Commission of ABET	2006	2013 <sup>2</sup>	B	
	Electrical Engineering	Engineering Accreditation Commission of ABET	1940	2013 <sup>2</sup>	B	
	Environmental Engineering	Engineering Accreditation Commission of ABET	2005	2013 <sup>2</sup>	B	
	Management and Engineering for Manufacturing	Engineering Accreditation Commission of ABET &	2005	2013 <sup>2</sup>	B	
		The Association to Advance Collegiate Schools of Business	1995	2011	B	2016
	Materials Science & Engineering	Engineering Accreditation Commission of ABET	2005	2013 <sup>2</sup>	B	
	Mechanical Engineering	Engineering Accreditation Commission of ABET	1941	2013 <sup>2</sup>	B	
	Computer Science and Engineering BSE Program	Engineering Accreditation Commission of ABET &	1972	2013 <sup>2</sup>	B	
		Computing Accreditation Commission of ABET	1993	2013 <sup>2</sup>	B	
Computer Science BS	Computing Accreditation Commission of ABET	2002	2013 <sup>2</sup>	B		
School of Fine Arts	Music	National Association of Schools of Music	1963	2009(10)	B, M, D	2019
	Art	National Association of Schools of Art and Design	1983	2003(10)	B, M	2013
	Theatre	University/Resident Theatre Association	1991	2009(10)	B, M	2019
School of Law	Juris Doctor Program	American Bar Association	1933	2011(7)	FP	2018
		Association of American Law Schools <sup>3</sup>	1937	2011(7)	FP	2018
	Doctor of Laws (S.J.D.)	American Bar Association	2012	2012(7)	FP	2018
	Master's Program	American Bar Association <sup>4</sup>	1994	2011(7)	AP	2018
		Association of American Law Schools	1994	2011(7)	AP	2018

School or College	Program	Accrediting Agency	Initial Accreditation	Most Recent Accreditation	Degree Level	Next Accreditation
College of Liberal Arts and Sciences	Communication Sciences (Speech-Language Pathology)	American Speech - Language - Hearing Association	1966	2009(8)	M	2017
	Communication Sciences (Audiology)	American Speech - Language - Hearing Association	1969	2009(8)	AuD	2017
	Chemistry	American Chemical Society	1950	2013(5)	B, M, D	2018
	Human Development and Family Studies	Commission on the Accreditation for Marriage and Family Therapy Education	1985	2013(6)	M, D	2019
	Journalism	Accrediting Council on Education in Journalism and Mass Communication	2003	2009(6)	B	2015
	Psychology (PhD in Clinical Psychology)	American Psychological Association	1951	2008(7)	D	2015
	Master of Public Administration	National Association of Schools of Public Affairs and Administration	1983	2011(7)	M	2018
School of Nursing	Bachelor's & Certification Entry into Nursing (CEIN/BS)	Connecticut Board of Examiners for Nurses <sup>5</sup>	2004	2007	B	2017
	Bachelor's & Master's Programs	Commission on Collegiate Nursing Education <sup>6</sup>	1942	2005	B, M	2015
School of Pharmacy	Doctoral Programs	Accreditation Council for Pharmacy Education	1938	2013	PharmD, PhD, MS	2021
School of Social Work	Master's Program	Council on Social Work Education	1952	2013(8)	M	2021
	Ph.D. Program	Connecticut Department of Higher Education	2004	2004	D	
Health Center	Master's Program in Public Health (Community Health/Preventive Medicine)	Council on Education for Public Health	1984	2008(7)	M	2015
	School of Medicine (Includes Biomedical Science)	Liaison Committee on Medical Education/Association of American Medical Colleges	1968	2010(7)	M, FP, D	2017
	School of Dental Medicine (All Programs)	American Dental Association (ADA)	1968	2008(7)	M, FP	2015
John Dempsey Hospital		Joint Commission on Accreditation of Health Care Org.	1967	2006(3)		2009

Parentheses indicate the interval of accreditation.

<sup>1</sup> Also accredited for Dietetic post-baccalaureate internships.

<sup>2</sup> ABET does not permit listing of length of accreditation period.

<sup>3</sup> The Association of American Law Schools (AALS) does not accredit, but determines whether a law school remains eligible for membership in the AALS, which is a more elite and restrictive body than the American Bar Association (ABA). They coordinate their membership review visits with the ABA.

<sup>4</sup> The ABA does not accredit LL.M. programs, but they make periodic inspections to determine acquiescence in respect to the J.D. program.

<sup>5</sup> The Connecticut Board of Examiners for Nursing approves programs, but does not accredit them.

<sup>6</sup> The Commission on Collegiate Nursing Education accredited all three programs for the first time in 2005.

<sup>7</sup> Seven years for pre-doctoral and advanced programs, except oral & maxillofacial surgery, which was accredited for five years.

<sup>8</sup> NCATE and TEAC merged to form a new accrediting body, CAEP, effective Fall 2016. NCATE accreditation is expected to transfer to CAEP

B = Bachelor's Degree M = Master's Degree D = Doctorate FP = First Professional AP = Advanced Professional AuD = Clinical Doctorate in Audiology

## APPENDIX D: SCHEDULE OF ASSESSMENT ACTIVITIES

The Office of Institutional Research and Effectiveness administers several assessment instruments to students at various levels to assess student learning outcomes and experience and satisfaction. The following table indicates the timeline of each instrument's administration.

Assessment Timeline

Survey or Exam	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20
Alumni Survey	X	X	XN	XN	X	S	S	S	S	S
FSSE/COACHE	X			X			S			S
NSSE	X		X		SN		S		S	
Sexual Violence Campus Climate Survey						X				
YFCY					X			S		

COACHE: Collaborative on Academic Careers in Higher Education

FSSE: Faculty Survey of Student Engagement

NSSE: National Survey of Student Engagement

YFCY: Your First College Year Survey

\*Assessment instruments administered by academic departments are not included.

S: scheduled

SN: scheduled but not administered

X: administered

XN: administered but too low response rate to analyze data

## Appendix E: Definition of Terms

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**Accountability:** Use of results for program continuance/discontinuance; the public reporting of student, program, or institutional data to justify decisions or policies; using results to determine funding.<sup>1</sup>

**Accreditation:** The recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice.<sup>2</sup>

**Assessment:** The ongoing process of 1) establishing clear, measurable expected outcomes of student learning; 2) ensuring that students have sufficient opportunities to achieve those outcomes; 3) systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and 4) using the resulting information to understand and improve student learning.<sup>3</sup>

**Direct Measures:** Direct measures of student learning require students to display their knowledge and skills as they respond to the instrument itself. Objective test, essays, presentations, and classroom assignments all meet this criterion.<sup>1</sup>

**Embedded Assessment:** Including questions from assessment instruments or selecting questions from existing rests of existing courses; paucity of number of questions can affect reliability.<sup>1</sup>

**Evaluation:** Using assessment information to make an informed judgment on such things as 1) whether students have achieved the learning goals we've established for them; 2) the relative strengths and weaknesses of our teaching/learning strategies; or 3) what chances in our goals and teaching/learning strategies might be appropriate.<sup>3</sup>

**Goals:** General expectations for student intended outcomes.<sup>1</sup>

**Indirect Measures:** Indirect methods such as surveys and interviews ask students to reflect on their learning rather than to demonstrate it.<sup>1</sup>

**Learning Objectives:** Refers to the specific knowledge, skills, or attitudes that students are expected to achieve through their college experience; expected or intended student outcomes.<sup>1</sup>

**Learning Outcomes:** Refers to the specific knowledge or skills that students actually develop through their college experience.<sup>1</sup>

**Mission:** A general statement of purpose guiding the practices of an institution or program.<sup>1</sup>

**Performance Assessment:** Assessment technique involving the gathering of data through systematic observation of a behavior or process and evaluating that data based on a clearly articulated set of performance criteria to serve as the basis for evaluative judgments.<sup>1</sup>

**Portfolio:** A portfolio is a collection of work, usually drawn from students' classroom work.<sup>1</sup>

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<sup>1</sup> Dictionary of Student Outcomes Assessment, James Madison University.

<sup>2</sup> U.S. Department of Education.

<sup>3</sup> Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker Publishing.