

# 2024 -2025 Program Assessment Plan

## Baking

Academic Year Assessment: 2024-2025

Baking Learning Outcomes

Program Learning Outcome (PLO): Food Safety **MET**

Students will be able to apply food safety techniques when preparing food.

MEASURES	RESULTS	ACTIONS												
<p><b>Food Safety Demonstration during Class</b></p> <p>This assignment challenged students to prepare a simple 10-minute meal while keeping food safety in mind. The students did not have access to any notes while preparing their meal. They were being closely observed and evaluated by their instructor during their demonstration.</p> <p>Direct - Assignment</p> <p><i>Baking 101: Baking 101</i></p> <p><b>Target</b></p> <p>The target will be for 70% of the students taking the class to score "Proficient" and/or higher.</p> <p><a href="#">Baking 101 Rubric for Kitchen Safety.docx</a></p> <p><a href="#">Instructions for Assessment.docx</a></p>	<p><b>MET</b></p> <p>Food Safety Demonstration during Class</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>29%</td> </tr> <tr> <td>Met:</td> <td>43%</td> </tr> <tr> <td>Approached:</td> <td>14%</td> </tr> <tr> <td>Not Met:</td> <td>14%</td> </tr> <tr> <td>Met Total:</td> <td>71%</td> </tr> <tr> <td>Not Met Total:</td> <td>29%</td> </tr> </table> <p><b>Analysis</b></p> <p>Students seemed to be confused about the directions in person during class. Also, some students did very well on the "Safety in the Kitchen" and "Hand Washing" criteria of the rubric. However, there were some issues with students applying prior knowledge learned in class the week before, which resulted in lower scores for the "Food preparation safety" portion of the rubric.</p>	Exceeded:	29%	Met:	43%	Approached:	14%	Not Met:	14%	Met Total:	71%	Not Met Total:	29%	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Though for the most part, students did well on the assignment, there is room to better learn what concepts students may need to spend more time learning; for instance, it may be worth spending time on more difficult concepts than information that students already know. For this reason, it might be helpful for the instructor to learn what students already know entering the course. It may be helpful to see what information students already know when they enter the course; for that reason, the instructor will likely implement a pre-test to test students' knowledge when entering the course, and a post-test to see how much students learned.</p> <p>Recommended Due Date: 09/25/2025</p>
Exceeded:	29%													
Met:	43%													
Approached:	14%													
Not Met:	14%													
Met Total:	71%													
Not Met Total:	29%													

### Conclusion

After sharing the data with some faculty at a departmental meeting, there has been a decision to make an adjustment to Weeks 1, 2, and 3 of the course. Although the assessment technically met the target, there is still room to improve for students to reach a higher target in future Baking 101 classes. If students have prior knowledge about hand washing already, it may be worth focusing on that concept for only one class only. The next few classes should focus on safety in the kitchen and food preparation safety, specifically on actions that could lead to bacterial growth. In other words, certain concepts, like safety in the kitchen and food preparation, could be discussed earlier in the course. The faculty in the department have provided some material to help the instructor make the change and offer new activities for Week 2 and 3.

Essential Learning Outcome (ELO): Written Communication **MET**

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].

MEASURES	RESULTS	ACTIONS
<p><b>Baking 465W: Original Book of Recipes</b></p> <p>Response to Question #2 from the Pre-Survey:</p> <p>The program will be assessing Baking 465W and the final project where students will be writing a</p>	<p><b>MET</b></p> <p><a href="#">4 ELO Written Communication Closing the Loop.docx</a></p> <p><a href="#">Baking 465W Written Communication Reporting Form.xlsx</a></p> <p><a href="#">Best - The Art of Exquisite Baking.docx</a></p>	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Response to Question 4 from the "Closing the Loop" form:</p> <p>The professor teaching Baking 465W will update</p>

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<p>book of recipes. This assessment will take place during the Spring semester.</p> <p>Direct - Project</p> <p><i>Baking 465W: Baking 465W</i></p> <p><b>Target</b></p> <p>Response to Question #3 from the Pre-Survey:</p> <p>80% of the seniors will achieve a score of 3 Milestone or above on the AAC&amp;U Rubric.</p> <p><a href="#">1 ELO Written Communication Pre-Survey.docx</a></p> <p><a href="#">Capstone Project Instructions.docx</a></p> <p><a href="#">Written Communication AAC&amp;U Rubric.pdf</a></p>	<p><a href="#">Better Example - Pretty Good Recipes.docx</a></p> <p><a href="#">Good Example - Pretty Good Recipes.docx</a></p> <p><b>Analysis</b></p> <p>Response to Question 1 from the "Closing the Loop" form:</p> <p>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.</p> <p>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.</p> <p>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 prior to the capstone.</p> <p>In terms of the AAC&amp;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&amp;U rubric prior to the assessment. The faculty may consider sharing the AAC&amp;U rubric for the next ELO iteration.</p>	<p>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.</p> <p>Recommended Due Date: 12/30/2026</p> <p><b>Other - [Work with another Department]</b></p> <p><b>IN PROGRESS</b></p> <p>Response to Question 4 from the "Closing the Loop" form:</p> <p>After a department meeting with faculty, some of the faculty members have observed that some other universities have been able to enroll a tutor into a course. The faculty confirmed that doing so would be possible at the University of Hartford as well. The program is considering enrolling a tutor into some of the courses that include writing. After a faculty departmental meeting, the program will be contacting the writing tutors to see if it would be possible to form a partnership with them, to help some of the struggling students in writing courses. The program will aim to reach out to the writing tutors before Fall 2026.</p> <p>Recommended Due Date: 12/30/2026</p>
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**Conclusion**

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.

Essential Learning Outcome (ELO): Critical Thinking **NOT MET**

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].

MEASURES	RESULTS	ACTIONS
<p><b>Baking 465W Critical Thinking Project</b></p> <p>Response to Question #2 from the Pre-Survey:</p>	<p><b>NOT MET</b></p> <p><a href="#">3 Critical Thinking Reporting-Scoring Form.xls</a></p> <p><a href="#">4 ELO Critical Thinking Closing the Loop 2024-25.docx</a></p>	<p><b>Revise Curriculum</b></p> <p><b>IN PROGRESS</b></p> <p>Response to Question 4 from the "Closing the Loop" form:</p>

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<p>The program will use a midterm assignment in Baking 465W. This assignment asks seniors to create recipes for dietary inclusivity. Part of the assessment involves the students weighing the positives and challenges behind using different substitutes in the recipe. Furthermore, students must receive feedback from volunteers after trying out the recipe. The students must also document the feedback. This assignment feeds into the final project in the capstone, which is the Book of Original Recipes.</p> <p>Direct - Project</p> <p><i>Baking 465W: Baking 465W</i></p> <p><b>Target</b></p> <p>Response to Question #3 from the Pre-Survey:</p> <p>80% of the seniors will achieve a score of 3 Milestone or above on the AAC&amp;U Rubric.</p> <p><a href="#">1 ELO Critical Thinking Pre-Survey 2024-25.docx</a></p> <p><a href="#">2 Critical Thinking AAC&amp;U VALUE Rubric.pdf</a></p> <p><a href="#">Instructions for Critical Thinking Assessment.docx</a></p>	<p><a href="#">Best Example - Revamping Classic Pastries for Dietary Inclusivity.docx</a></p> <p><a href="#">Better Example - Exploring Dietary Restrictions and Preferences.docx</a></p> <p><a href="#">Good Example - Revamping Classic Pastries for Dietary Inclusivity.docx</a></p> <p><b>Analysis</b></p> <p>Response to Question #2 from the Pre-Survey:</p> <p>The program will use a midterm assignment in Baking 465W. This assignment asks seniors to create recipes for dietary inclusivity. Part of the assessment involves the students weighing the positives and challenges behind using different substitutes in the recipe. Furthermore, students must receive feedback from volunteers after trying out the recipe. The students must also document the feedback. This assignment feeds into the final project in the capstone, which is the Book of Original Recipes.</p>	<p>The curriculum may need more opportunities for students to practice critical thinking. After discussing the results from the data, the faculty decided that it could be worth having students critique each other's recipes in more of the core classes. That way, students can have more opportunities to think critically about the effects of treating and preparing certain ingredients in different ways; furthermore, students can be challenged to question certain advice or recommendations about using ingredients in specific ways. Faculty will also guide students through the process of offering critiques in a professional manner; this way, critiques will also allow students to learn how to communicate positive and negative feedback. The faculty will be adding at least one critique per course for seven core courses.</p> <p>Recommended Due Date: 12/30/2027</p> <p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Response to Question 4 from the "Closing the Loop" form:</p> <p>Upon reflection on this assessment, there is likely a need to revise the instructions of the assignment, so students have a greater understanding that they need to focus more on analyzing the positives and challenges in choosing specific substitutes for their inclusive recipes. The faculty will make some edits to the assessment's instructions, to highlight the need to emphasize the limits and complexities of their choice in substituting ingredients. These instructions will be updated by next Spring 2026.</p> <p>Recommended Due Date: 05/15/2026</p>
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**Conclusion**

Upon reflection on the data, there is room for additional critical thinking opportunities among students in the program. The faculty is considering offering critiques, where students can practice critical thinking in peer evaluation of each other's creations. The purpose of critiques would be twofold. First, students could practice thinking about the effects of their actions in baking. Second students can practice conveying positive and negative feedback to peers respectfully and professionally. The faculty want to especially emphasize to these students the importance of questioning typical ways in how an ingredient is used or a product is baked.