

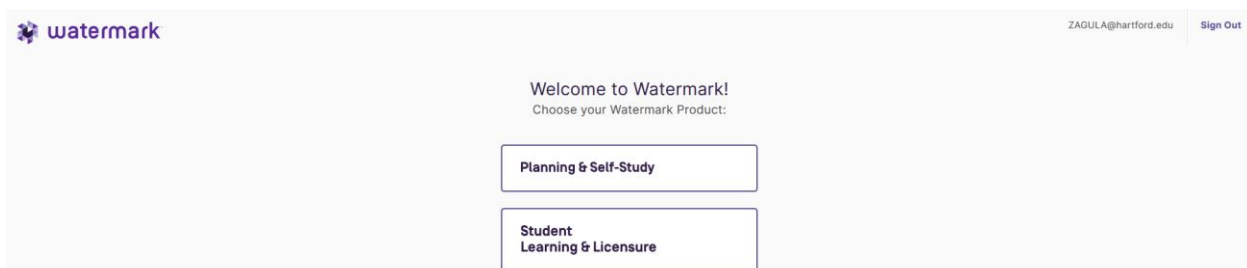
Guide for University of Hartford (UHart) Faculty Completing an Annual Report in Planning & Self-Study (P&SS)

The purpose of this guide is to help faculty, also known as program leads, with uploading assessment information into Planning & Self-Study (P&SS), a Watermark assessment software used at the University of Hartford.

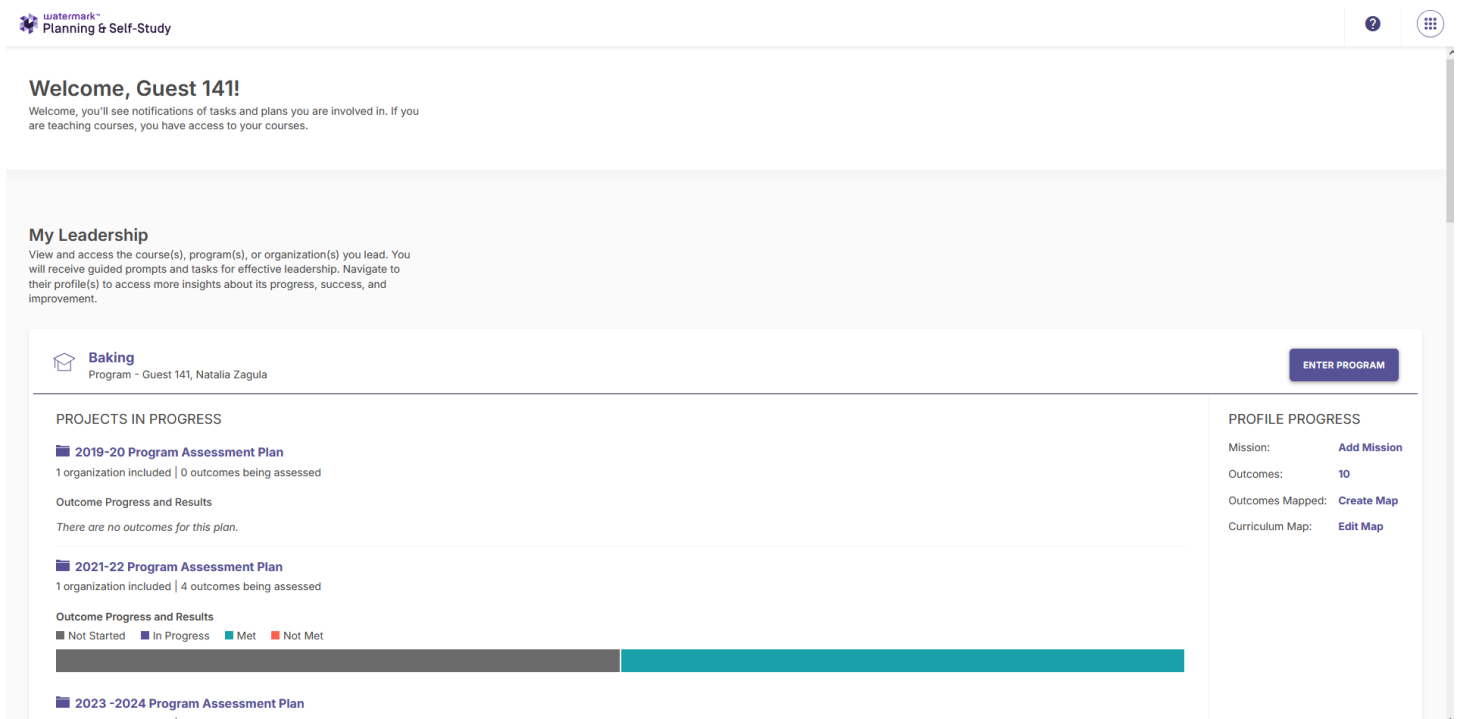
Faculty can have two different roles in this software. Faculty can be a “contributor”; this role allows faculty to fill in assessment information related to their program. The second role that a faculty could have is “administrator”. Faculty who are administrators are typically department chairs, deans, or assessment coordinators, who are overseeing the assessment of a few programs.

To complete the assessment process, faculty need to input data by completing different parts of the report: Section A. “Outcomes”, B. “Adding a Measure”, C. “Managing Results”, D. “Findings and Actions”, E. “Analyzing the Outcome” and F “Submitting the Report”. The guide will explain the expectations in further detail.

The faculty can log on to Planning and Self-Study using their single-sign on University of Hartford credentials this link: <https://www.hartford.edu/watermark>. From here, the faculty click on the button that says “Planning & Self-Study”.



After accessing this link, faculty will land on the home page. The faculty, or contributor, should land on a home page like the image below and see the name of their program listed.



If a user is an administrator, their home page will look a little different. Their homepage may look closer to the screenshot below. The administrator can scroll down the page and find the appropriate program.

Project Tracker
Track progress towards project completion.

| PROJECT | PROGRESS | LAST UPDATED |
|------------------------------------|---|--------------------|
| 2019-20 Program Assessment Plan | 548 organizations included 6 outcomes being assessed | 10/27/2023 1:45 PM |
| 2020-21 Program Assessment Plan | 494 organizations included 388 outcomes being assessed | 10/27/2023 1:44 PM |
| 2021-22 Program Assessment Plan | 167 organizations included 429 outcomes being assessed | 10/27/2023 1:44 PM |
| 2022-23 Program Assessment Plan | 139 organizations included 471 outcomes being assessed | 01/10/2024 6:27 PM |
| 2023 -2024 Program Assessment Plan | 132 organizations included 386 outcomes being assessed | 06/11/2024 6:36 PM |

Viewing 1-5 of 20 Previous 1 2 3 4 Next

Baking
Program - Guest 141, Natalia Zagula

PROJECTS IN PROGRESS

2023 -2024 Program Assessment Plan
1 organization included | 3 outcomes being assessed

Outcome Progress and Results
■ Not Started ■ In Progress ■ Met ■ Not Met

2024 -2025 Program Assessment Plan
1 organization included | 3 outcomes being assessed

Outcome Progress and Results
■ Not Started ■ In Progress ■ Met ■ Not Met

PROFILE PROGRESS

Mission: Add Mission
Outcomes: 10
Outcomes Mapped: Create Map
Curriculum Map: Edit Map

ENTER PROGRAM

If a program has not submitted their assessment report, the summary visual will be gray and purple (like the image below). The gray means that some outcomes do not have any assessments. Purple means that the assessment is in progress.

PROJECTS IN PROGRESS

2023 -2024 Program Assessment Plan
1 organization included | 3 outcomes being assessed

Outcome Progress and Results
■ Not Started ■ In Progress ■ Met ■ Not Met

If a program has submitted their plan in the past, the summary visual under the Academic Plan year will have colors that are green and orange. Green means that some outcomes were met and orange means that some outcomes were not met.

2024 -2025 Program Assessment Plan
1 organization included | 3 outcomes being assessed

Outcome Progress and Results
■ Not Started ■ In Progress ■ Met ■ Not Met

To complete the assessment report for a specific Academic Year, click on the title of the **“Program Assessment Plan”**.

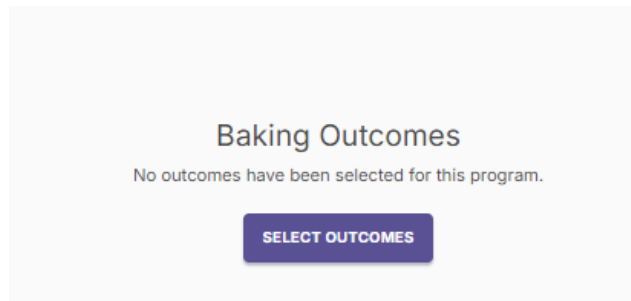
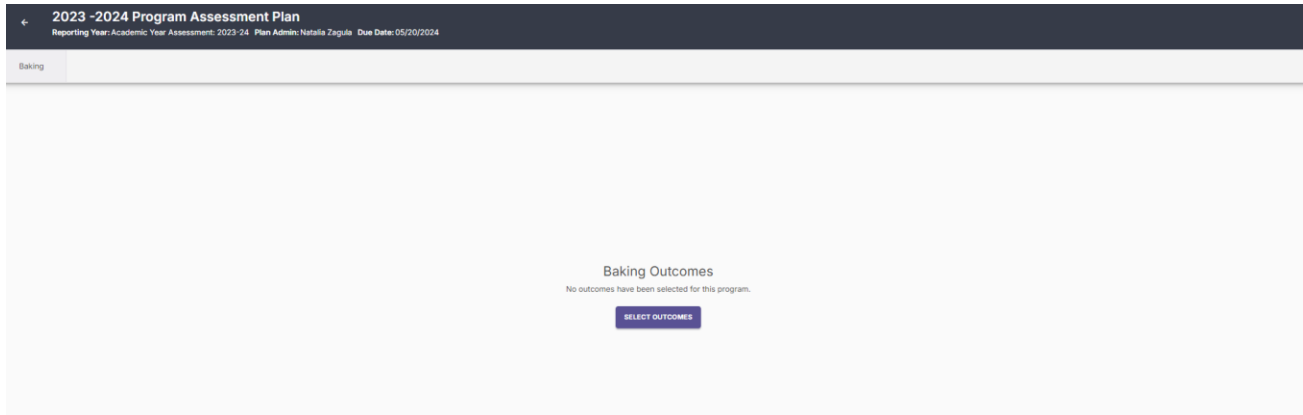
Baking
Program - Guest 141, Natalia Zagula

PROJECTS IN PROGRESS

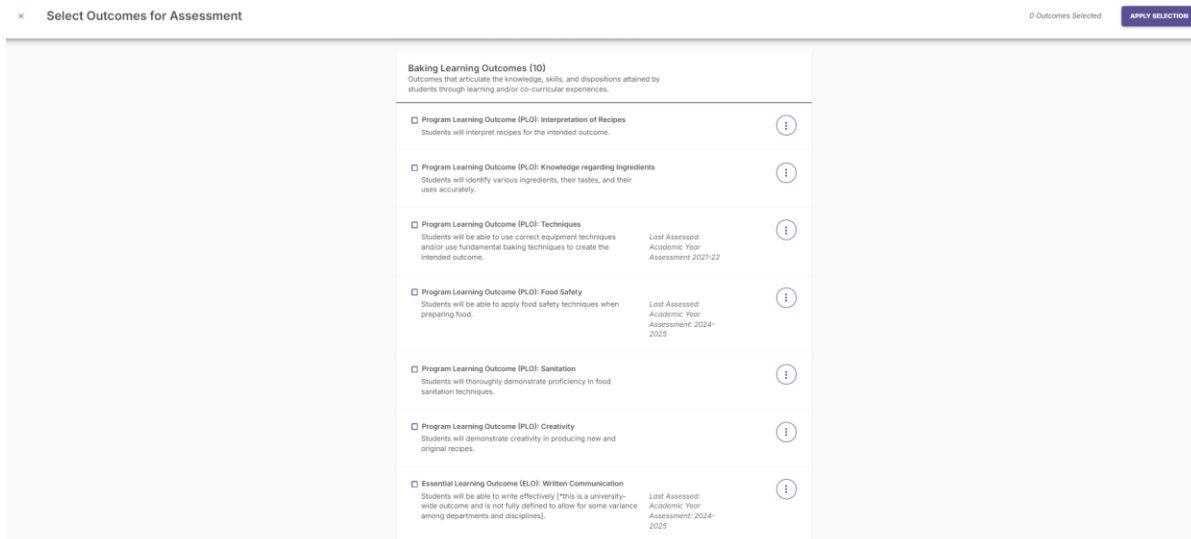
[2023 -2024 Program Assessment Plan](#)
1 organization included | 3 outcomes being assessed

SECTION A. OUTCOMES

From here, the faculty will be redirected to the following page. Click on **“Select Outcomes”**.



The faculty will be able to select outcomes that will be assessed this year. They will be taken to a page that will look similar to the image below.



This page will list Program Learning Outcomes (PLO's), or outcomes that are specific to the program, as well as Essential Learning Outcomes or ELO's (ELO's are assessed in bachelor's degrees only).

This page will show what outcomes were used in the previous year. Please try to choose 2-3 outcomes that were not assessed the year prior.

Program Learning Outcome (PLO): Techniques

Students will be able to use correct equipment techniques and/or use fundamental baking techniques to create the intended outcome.

*Last Assessed:
Academic Year
Assessment 2021-22*



Use the checkbox next to each learning outcome to select the outcome to be assessed for that year.

Baking Learning Outcomes (10)

Outcomes that articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences.

| | | |
|---|---|--|
| <input checked="" type="checkbox"/> Program Learning Outcome (PLO): Interpretation of Recipes Students will interpret recipes for the intended outcome. | | |
| <input type="checkbox"/> Program Learning Outcome (PLO): Knowledge regarding Ingredients Students will identify various ingredients, their tastes, and their uses accurately. | | |
| <input type="checkbox"/> Program Learning Outcome (PLO): Techniques Students will be able to use correct equipment techniques and/or use fundamental baking techniques to create the intended outcome. | <i>Last Assessed: Academic Year Assessment 2021-22</i> | |
| <input type="checkbox"/> Program Learning Outcome (PLO): Food Safety Students will be able to apply food safety techniques when preparing food. | <i>Last Assessed: Academic Year Assessment: 2024-2025</i> | |
| <input checked="" type="checkbox"/> Program Learning Outcome (PLO): Sanitation Students will thoroughly demonstrate proficiency in food sanitation techniques. | | |
| <input checked="" type="checkbox"/> Program Learning Outcome (PLO): Creativity Students will demonstrate creativity in producing new and original recipes. | | |

Next, click on **“Apply Selection”**. The faculty will be ready to move on to the next step.

3 Outcomes Selected

APPLY SELECTION

SECTION B. ADDING A MEASURE

From here, the faculty will land on the following page. For this step, the faculty will provide some details about the assessment of an outcome.

2023 -2024 Program Assessment Plan
Reporting Year: Academic Year Assessment: 2023-24 Plan Admin: Natalia Zagula Due Date: 05/20/2024

Baking

Baking Learning Outcomes

| | |
|---|-------------|
| Program Learning Outcome (PLO): Interpretation of Recipes 0 Measures 0 Actions | Not Started |
| Program Learning Outcome (PLO): Sanitation 0 Measures 0 Actions | Not Started |
| Program Learning Outcome (PLO): Creativity 0 Measures 0 Actions | Not Started |

Click on the outcome to assess first. The tab will expand. Next, click on **“+New Measure”**.

Baking Learning Outcomes

Program Learning Outcome (PLO): Interpretation of Recipes

Students will interpret recipes for the intended outcome.

New Measure

The faculty will be taken to a new screen.

Definition

Details of the measure activity

Method
Select Measure Method

Outcome
Program Learning Outcome (PLO): Interpretation of Recipes

Program
Baking

Course*
Select a course for this measure This is a non-course based measure

Title*
Enter Measure Title

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

ALIGN RESULTS

Please select the method of assessment from the drop-down menu under **“Method”**.

Definition Details of the measure activity

Method

Select Measure Method

| | |
|--------------------------------|--------|
| Assignment | Direct |
| Capstone | Direct |
| Exam (Certification/Licensure) | Direct |
| Exam (Course) | Direct |

This is a non-course based measure

Next, type the course name or number under **“Course*”**. Please be sure to choose the correct course because the user will not be able to change the course name in the next step. If the course is not available in Planning & Self-Study, please write to assess@hartford.edu, so that the Office of Institutional Effectiveness can fix this error.

Course*

Baking 201: Baking 201 This is a non-course based measure

🔍 Baking 2

Baking 201: Baking 201

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

ALIGN RESULTS

If the assessment does not use a course (e.g., the faculty did a focus group of students), the user would select the check box next to **“This is a non-course based measure”**.

Course*

Baking 201: Baking 201 This is a non-course based measure

Scrolling down, the faculty will provide a title for the assessment in the **“Title”** textbox. They can name the assessment after the assignment. Next, the faculty will set a **“Target”** for their students. A Target is a goal that the faculty hopes that the students will reach during the assessment. An example Target could be **“80% of students will score at least a 3 Milestone on their rubric”**.

Title*

Baking 201 Interpretation of Recipes

Results Collection

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

ALIGN RESULTS

Target

70% of the students will score 'Proficient' or above on their rubric.

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

Next, the faculty will describe the assignment that was used for assessment in the **“Description”** textbox.

Description

B *i* U FONT FAMILY ▾ ¶ ▹ ▸ ▹ ▸ ▹ ▸ ▹ ▸ ▹ ▸ 🔗 ↶ ↷ ✎

Students will review a recipe from the 1920's Depression Era. The students will need to recreate the recipe and explain in a paper how the different ingredients from the recipe affected the final result. The students also describe how they would improve upon the recipe in 2024 by changing 1 ingredient. |

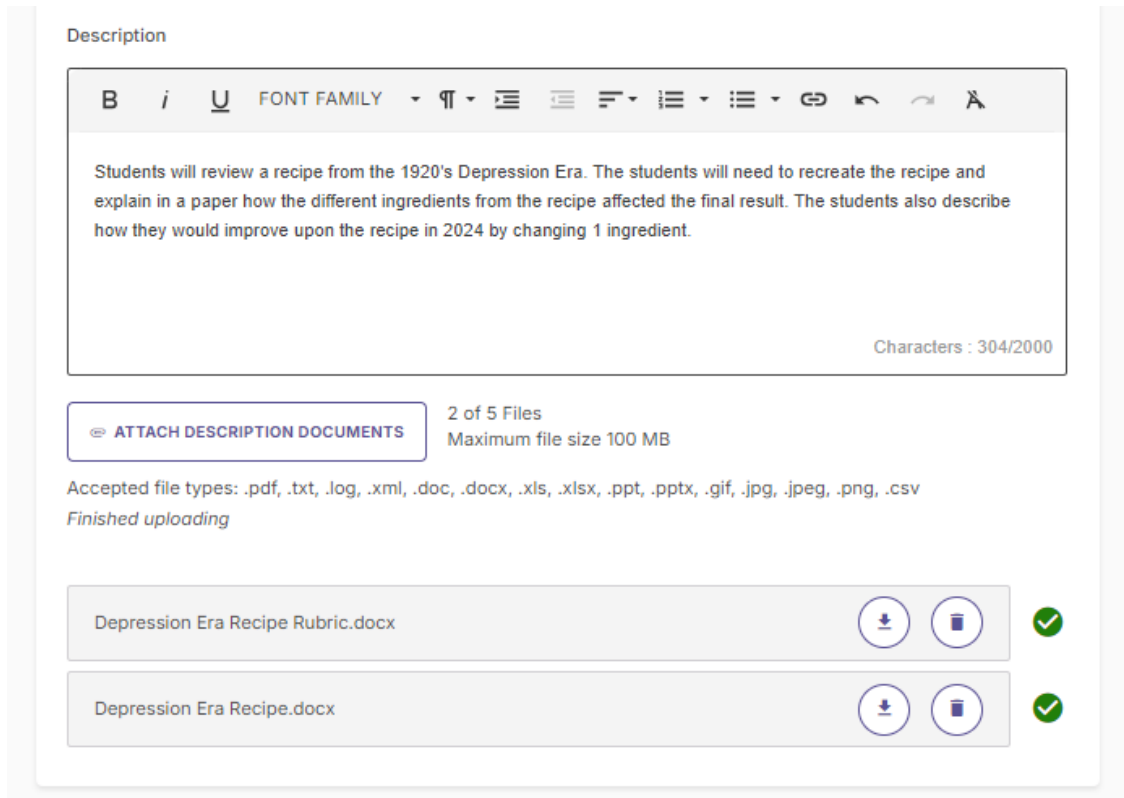
Characters : 304/2000

ATTACH DESCRIPTION DOCUMENTS

0 of 5 Files
Maximum file size 100 MB

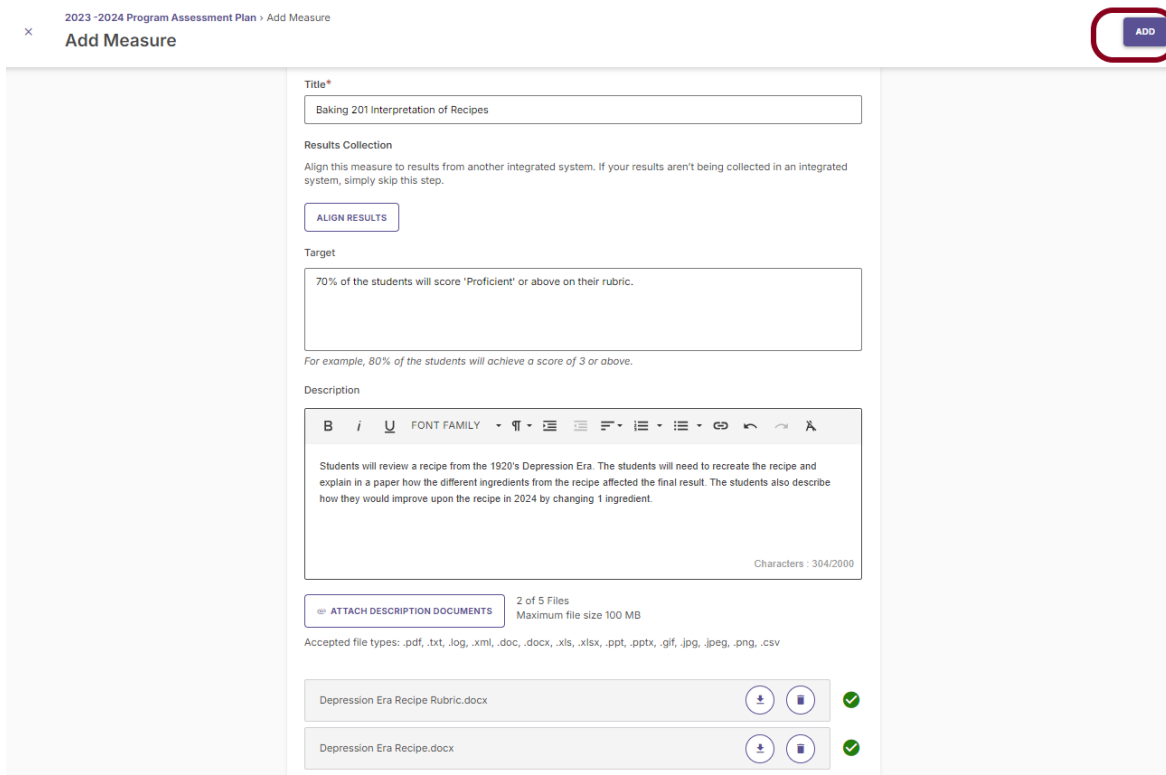
Accepted file types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv

Afterwards, faculty can upload the instructions for the assignment and/or evaluation criteria that was used by clicking the **“Attach Description Documents”** button. These documents could be helpful for future faculty looking back at previous years’ assessments.



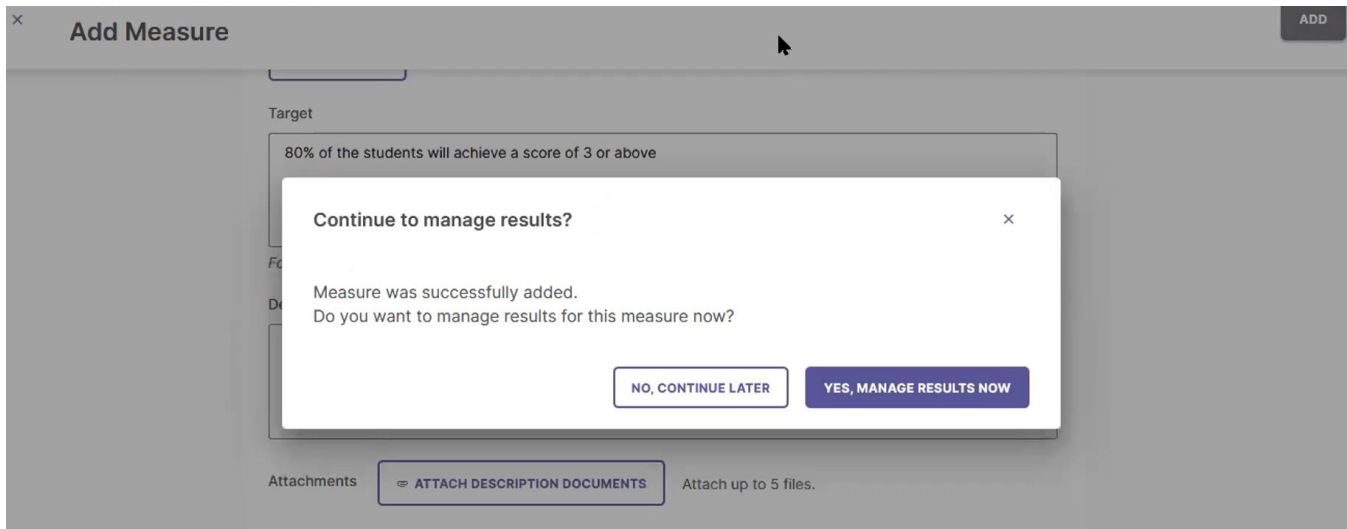
The screenshot shows a rich text editor window titled "Description". The text area contains the following text: "Students will review a recipe from the 1920's Depression Era. The students will need to recreate the recipe and explain in a paper how the different ingredients from the recipe affected the final result. The students also describe how they would improve upon the recipe in 2024 by changing 1 ingredient." A character count at the bottom right of the text area indicates "Characters : 304/2000". Below the text area is a button labeled "ATTACH DESCRIPTION DOCUMENTS" with a document icon. To the right of the button, it says "2 of 5 Files" and "Maximum file size 100 MB". Below this, it lists "Accepted file types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv" and "Finished uploading". At the bottom, there are two file upload entries: "Depression Era Recipe Rubric.docx" and "Depression Era Recipe.docx". Each entry has a download icon, a trash icon, and a green checkmark on the right.

After completing this section, the faculty can click **“Add”**.



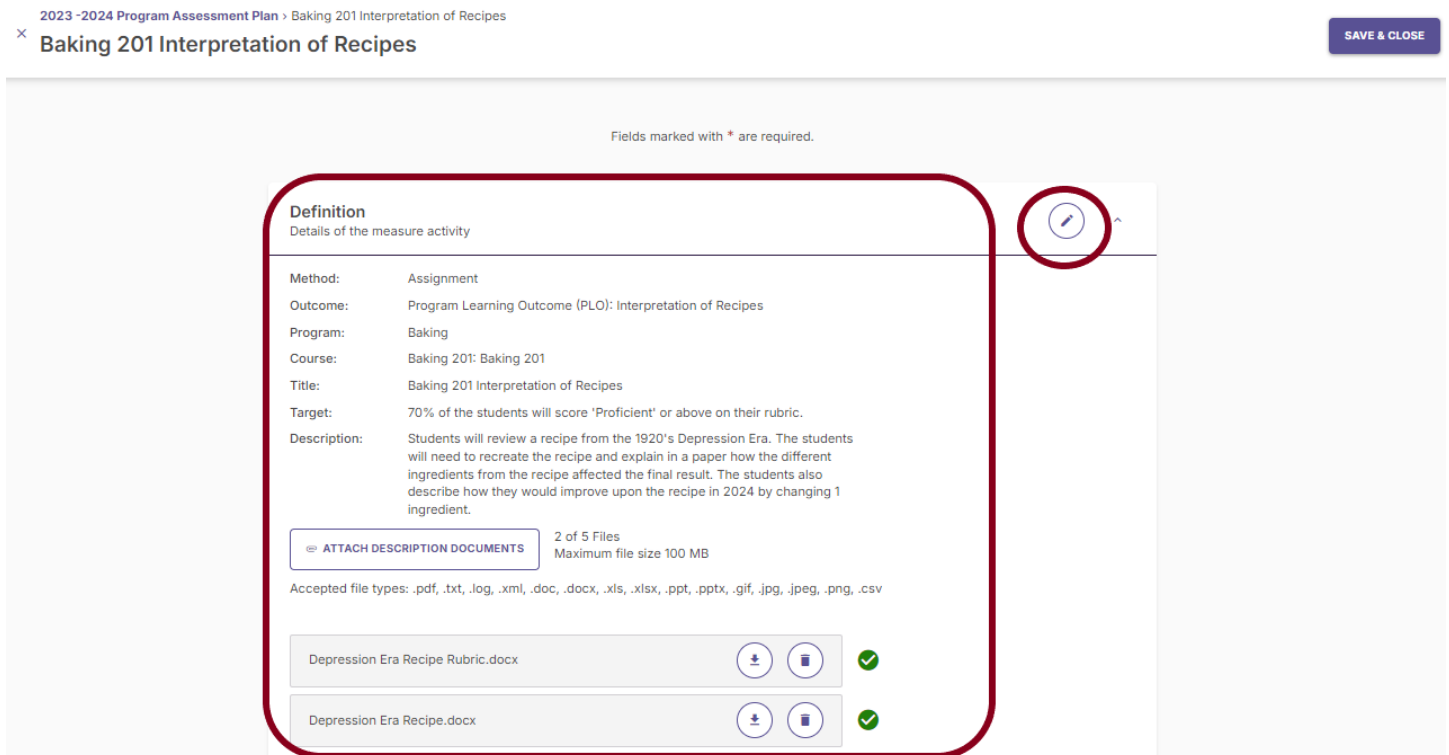
The screenshot shows the "Add Measure" form in the assessment system. The form is titled "2023 -2024 Program Assessment Plan > Add Measure" and "Add Measure". A red box highlights the "ADD" button in the top right corner. The form contains the following fields: "Title*" with the text "Baking 201 Interpretation of Recipes"; "Results Collection" with a note about aligning results and an "ALIGN RESULTS" button; "Target" with the text "70% of the students will score 'Proficient' or above on their rubric." and an example "For example, 80% of the students will achieve a score of 3 or above."; "Description" with the same text as the previous screenshot and a character count of "Characters : 304/2000". Below the description is the "ATTACH DESCRIPTION DOCUMENTS" button and file information. At the bottom, there are two file upload entries: "Depression Era Recipe Rubric.docx" and "Depression Era Recipe.docx", each with a download icon, a trash icon, and a green checkmark.

After clicking **“Add”**, the faculty will see a pop up asking the faculty whether they have the assessment data. **“Yes, Manage Results Now”** will allow for the faculty to input their data and analysis right away. If the faculty does not have data, they can click **“No, Continue Later”** and the information entered so far will save.

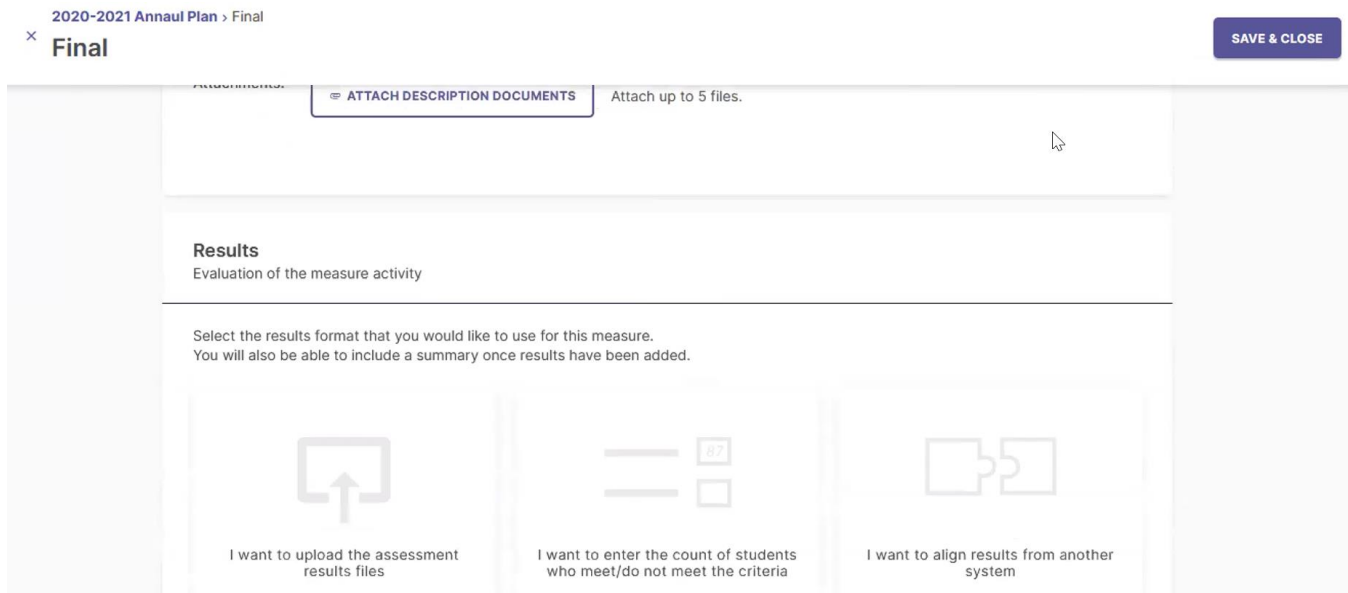


SECTION C. MANAGING RESULTS

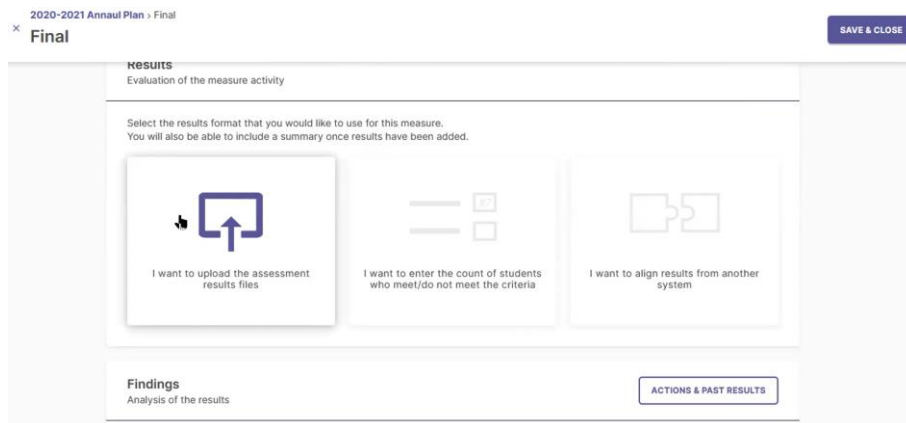
The faculty will be taken to the following screen. The circled area in the image below describes the measures that were added previously in Section B. Adding a Measure. The faculty can also edit this area by clicking on the pen button.



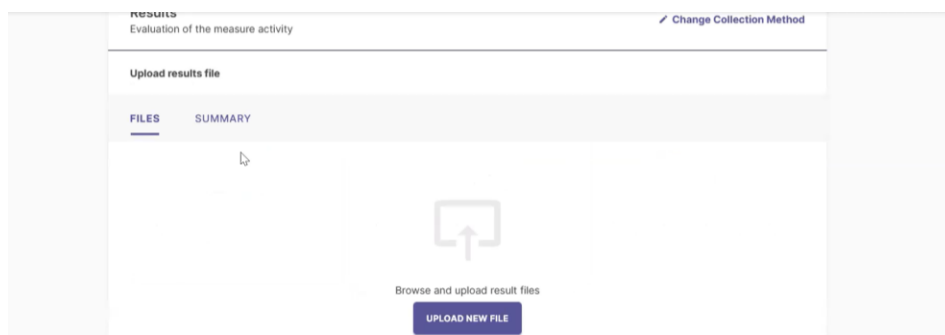
If the measure does not need to be edited, the faculty can upload results by scrolling down the page. There are many options for how the results could be uploaded. At this time, this guide will focus on two ways that faculty could upload results.



First, the faculty can choose to click on **“I want to upload the assessment results files”** under **“Results”**. This button will allow faculty to upload their assessment data/results.

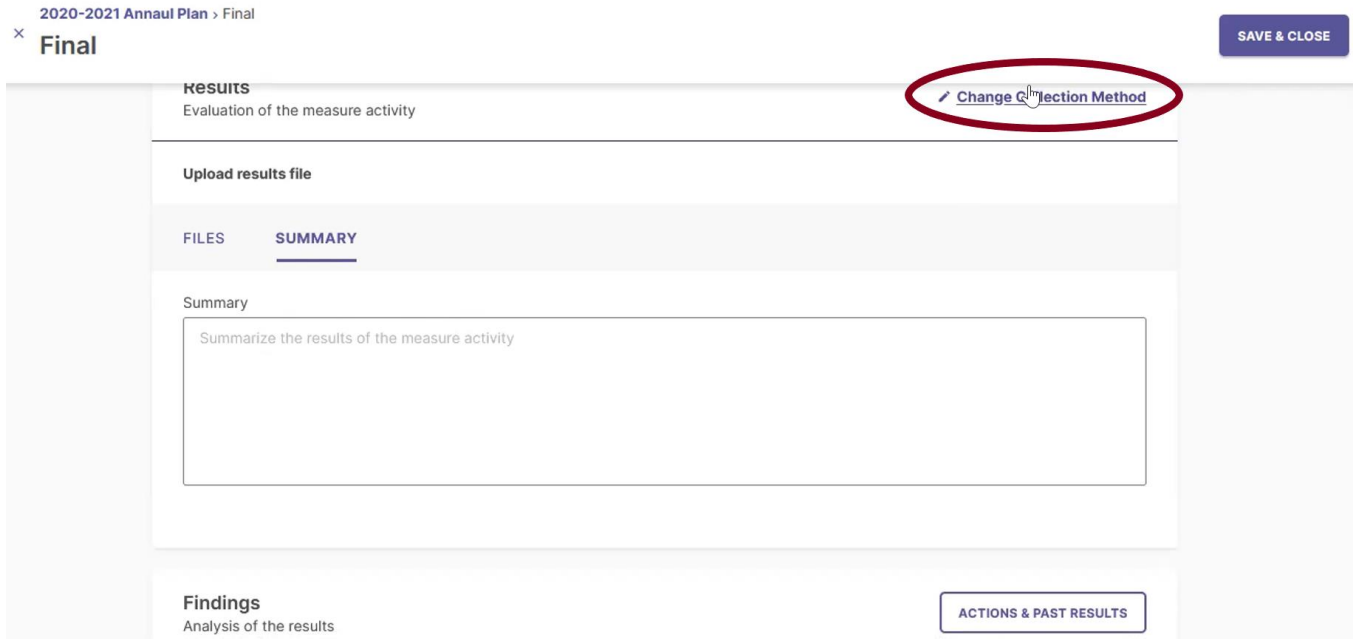


After clicking this section, the faculty would be redirected to the following page below. The faculty can then choose to upload a file summarizing whether students met or did not meet an outcome (e.g., via Excel or Word).

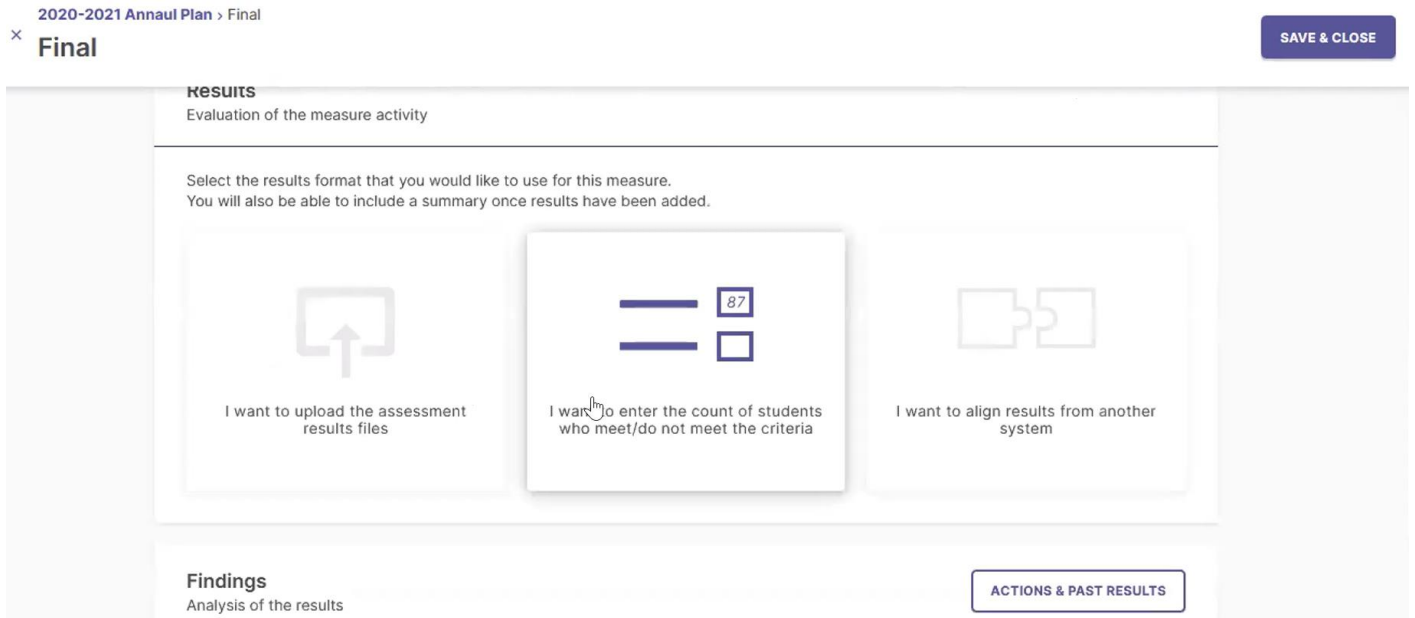


Soon after, the faculty can click on the **“Summary”** tab, where they can summarize the numerical data in a few sentences in a textbox.

If the faculty clicks on the wrong method to report results, they can choose **“Change Collection Method”**. See image below to see where this button is located (do not click the **“Back”** button because the user will be taken back to the **“Methods”** page and will need to fill out all the fields from Section B again).



From there, the faculty can select, **“I want to enter the count of students who meet/do not meet the criteria”**.



After selecting this option, the faculty will be taken to the following page. This option will allow faculty to input the number of students who either exceeded, met, approached, or did not meet outcomes.

By clicking **“View Results”**, the faculty can view a visual of how well students performed, including the percentage of students that met or did not meet the outcome benchmark. Results can also be edited through the **“Edit Results button”**. If the faculty decides that they do not want to report their results this way, they can click **“Change Collection Method”** (do not click the **“Back”** button because the user will be taken back to the **“Methods”** page and will need to fill out all the sections again).



Delete existing results?

Changing the format will delete all existing results & result settings for this measure. Are you sure you want to continue?

NO, KEEP EXISTING FORMAT YES, DELETE RESULTS

Finally, the faculty can also choose to pull results from another system (e.g., Student Learning & Licensure). **As of Fall 2024, UHart does not have Student Learning & Licensure set up for all programs. Most faculty can disregard this step.**

The screenshot shows a web interface for the '2020-2021 Annual Plan' system. At the top, there is a breadcrumb trail '2020-2021 Annual Plan > Final' and a 'Final' tab. A 'SAVE & CLOSE' button is in the top right. The main content area is titled 'Results' with the subtitle 'Evaluation of the measure activity'. Below this, a message reads: 'Select the results format that you would like to use for this measure. You will also be able to include a summary once results have been added.' Three large, light-blue buttons are presented as options: 1. 'I want to upload the assessment results files' (with an upload icon), 2. 'I want to enter the count of students who meet/do not meet the criteria' (with a bar chart icon), and 3. 'I want to align results from another system' (with a puzzle piece icon). The third option is highlighted with a blue border and a hand cursor.

Now, the user moves on to the next step of the academic assessment process.

SECTION D. FINDINGS AND ACTIONS

After the faculty inputs the results of their assessment, they can scroll down the page from “Results” to “Findings”. From here, they can click “Measure Status”.

The screenshot shows the 'Findings' section of the system. At the top, there is a breadcrumb trail '2020-2021 Annual Plan > Final' and a 'Final' tab. A 'SAVE & CLOSE' button is in the top right. Below the breadcrumb, there is a dropdown menu labeled 'Include result files and a summary of results (optional)'. The main content area is titled 'Findings' with the subtitle 'Analysis of the results'. To the right of this title is a button labeled 'ACTIONS & PAST RESULTS'. Below the title, there is a 'Measure Status' section with a dropdown menu labeled 'Select Measure Status'. Below that is an 'Analysis' section with a text area labeled 'Please enter a narrative analysis of the results'. At the bottom left, there is an 'Actions' section with a button labeled 'Add New Action'.

The faculty can select whether their program met or did not meet program learning outcomes from the drop-down menu.

2020-2021 Annual Plan > Final

Final SAVE & CLOSE

EDIT RESULTS

Include result files and a summary of results (optional)

Findings
Analysis of the results

Measure Status

Select Measure Status

Met

Not Met

Actions ⊕ Add New Action

ACTIONS & PAST RESULTS

By clicking **“Actions & Past Results”**, the University of Hartford faculty will be able to view past results on the outcome in this section (at this time, in this example, there haven’t been any results yet).

2020-2021 Annual Plan > Final

Final SAVE & CLOSE

EDIT RESULTS

Include result files and a summary of results (optional)

Findings
Analysis of the results

Measure Status

Met

Analysis

Please enter a narrative analysis of the results

Actions ⊕ Add New Action

Actions

No actions have been added for this measure yet.

⊕ ADD NEW ACTION

The faculty will then write their analysis in the **“Analysis”** textbox. In this analysis, be sure to summarize the numerical breakdown of students who met or did not meet the outcome, as well as the percentages of student who met or did not meet the outcome. Also, be sure to include why students may have received certain scores and if there is any room in the curriculum to make updates to enhance student learning in this area. This information will be very helpful for future faculty looking back at previous assessment reports.

Findings
Analysis of the results PAST FINDINGS

Measure Status
Met

Analysis

B *i* U FONT FAMILY [dropdown] [font size] [bold] [italic] [underline] [list] [link] [undo] [redo] [clear]

In the breakdown of scores, the students scored the following:
Exceeded the Outcome: 25 students (28%)
Met the Outcome: 50 students (56%)
Approached the Outcome: 10 students (11%)
Did Not Meet Outcome: 5 students (6%)
Most students did a very good job detailing their experience with the recipe and had thorough reflections on potential substitutions for the recipe. There were some students that did not meet the outcome. Some of those students simply did not follow the instructions. Others struggled with choosing a substitute ingredient that would work for the baking recipe. There could be room still to share with students some potential ideas for substituting ingredients in more simple recipes like the one used in this case study assignment.

Characters : 749/2000

Actions
There are no actions for this measure

⊕ ADD NEW ACTION

The faculty will also be able to click on **“Add New Action”**. From here, the faculty will select an action to improve their program, based off of the data and results.

Findings
Analysis of the results PAST FINDINGS

Measure Status
Met

Analysis

B *i* U FONT FAMILY [dropdown] [font size] [bold] [italic] [underline] [list] [link] [undo] [redo] [clear]

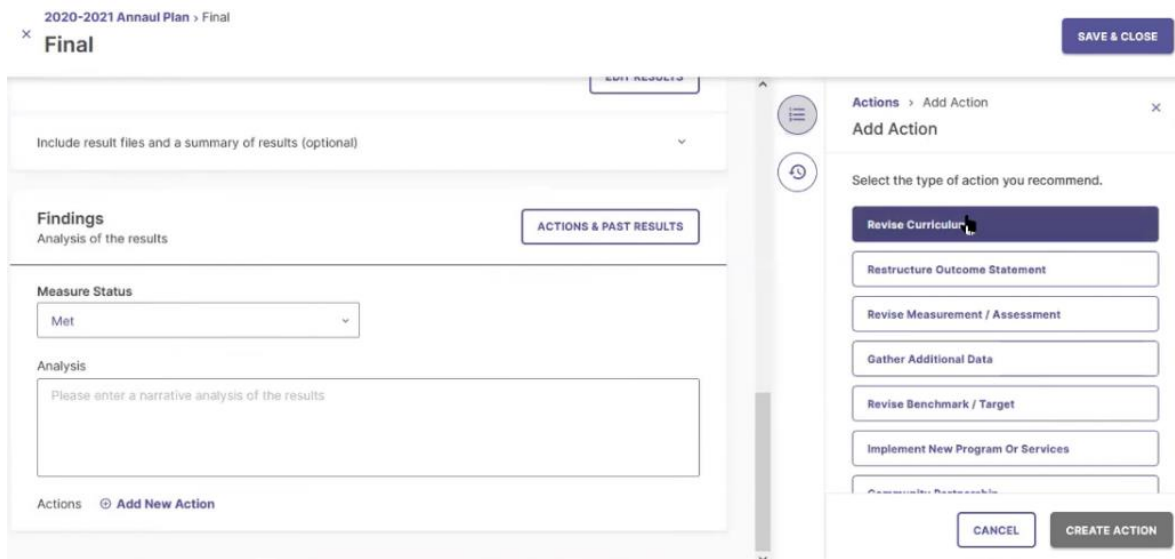
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Characters : 749/2000

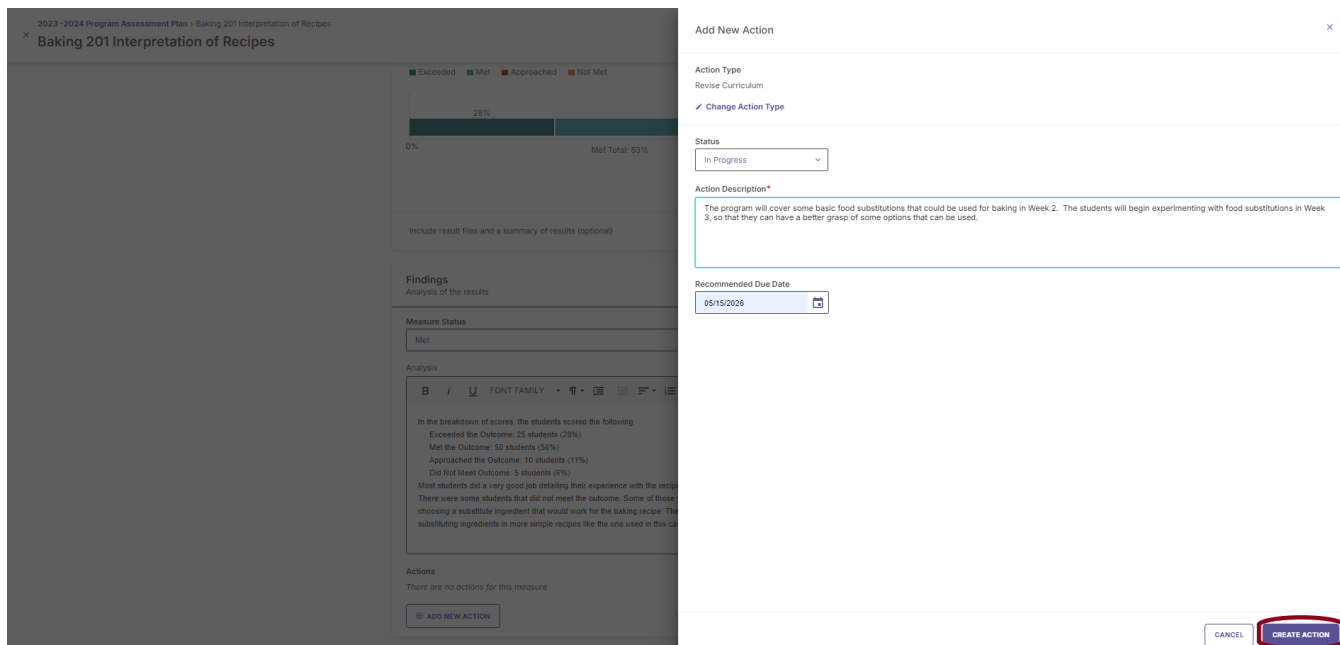
Actions
There are no actions for this measure

⊕ ADD NEW ACTION

In this example, the faculty selected **“Revise Curriculum”** as an Action in response to their data collected.



After selecting **“Revise Curriculum”**, faculty would be asked to specify how they will do so in the **“Action Description”** textbox. They could also select a status action completion from the drop-down menu from **“Status”**. Furthermore, faculty can also set a goal date to complete this action from **“Recommended Due Date”**. From there, the faculty would click **“Create Action”** on the bottom right hand corner.



After completing the **“Add Action”** section, the faculty can click on the purple **“Save & Close”** button on the top right hand side.

2023 -2024 Program Assessment Plan > Baking 201 Interpretation of Recipes

Baking 201 Interpretation of Recipes SAVE & CLOSE

| Category | Percentage |
|------------|------------|
| Exceeded | 28% |
| Met | 56% |
| Approached | 11% |
| Not Met | 6% |

Met Total: 83% Not Met Total: 17%

[EDIT RESULTS](#)

Include result files and a summary of results (optional)

Findings [PAST FINDINGS](#)
Analysis of the results

Measure Status
Met

Analysis

In the breakdown of scores, the students scored the following:
Exceeded the Outcome: 25 students (28%)
Met the Outcome: 50 students (56%)
Approached the Outcome: 10 students (11%)
Did Not Meet Outcome: 5 students (6%)

Most students did a very good job detailing their experience with the recipe and had thorough reflections on potential substitutions for the recipe. There were some students that did not meet the outcome. Some of those students simply did not follow the instructions. Others struggled with choosing a substitute ingredient that would work for the baking recipe. There could be room still to share with students some potential ideas for substituting ingredients in more simple recipes like the one used in this case study assignment.

Characters : 749/2000

Actions Hide completed actions **Sort By** Most Recent

[Revise Curriculum](#) IN PROGRESS

After clicking the button “Save & Close”, the faculty will be redirected to the following page. If there is more than one project that was done to measure a program learning outcome, the faculty would click on the “+New Measure” button and add another assessment project. The faculty would essentially go through the same process as aforementioned in Section A. “Outcomes”, B. “Adding a Measure”, C. “Managing Results”, and D. “Findings and Actions”.

2023 -2024 Program Assessment Plan REVIEW AND SUBMIT
Reporting Year: Academic Year Assessment: 2023-24 Plan Admin: Natalia Zagula Due Date: 05/20/2024

Baking ADD/EDIT OUTCOMES ACTIONS

Baking Learning Outcomes

Program Learning Outcome (PLO): Interpretation of Recipes
Students will interpret recipes for the intended outcome.

Baking 201 Interpretation of Recipes ⋮

MET
Action: Revise Curriculum
View Results

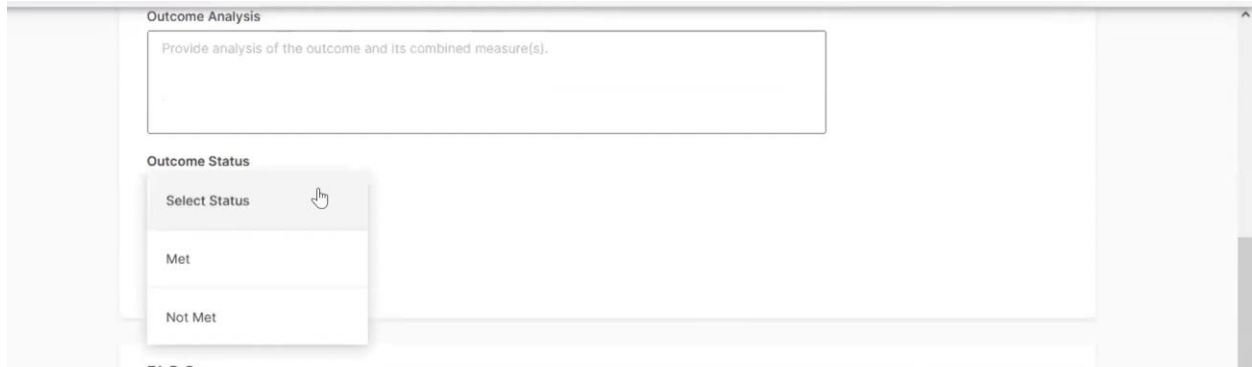
+ New Measure

ANALYZE OUTCOME

If there are no more assessment projects to be added, the faculty would click on “Analyze Outcome”.

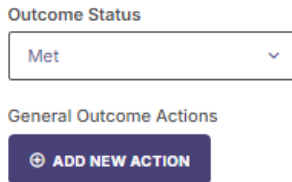
SECTION E. ANALYZING THE OUTCOME

After clicking the purple **“Analyze Outcome”** button, the faculty would explain whether or not the outcome was actually met, by the assessments that were completed that year. The **“Outcome Status”** drop down menu would allow faculty to determine whether the outcome was **“Met”** or **“Not Met”**.



The screenshot shows a web form titled "Outcome Analysis". At the top, there is a text input field with the placeholder text "Provide analysis of the outcome and its combined measure(s)". Below this field is a dropdown menu labeled "Outcome Status". The dropdown menu is open, showing two options: "Met" and "Not Met". A mouse cursor is hovering over the "Select Status" button above the dropdown.

After determining whether the outcome was met or not met, the faculty would click on **“+Add New Action”** under **“General Outcome Actions”**.



The screenshot shows a dropdown menu labeled "Outcome Status" with the word "Met" selected. Below the dropdown menu is a section titled "General Outcome Actions" which contains a blue button with a plus sign and the text "+ ADD NEW ACTION".

After clicking **“Add New Action”**, the faculty would see the screen below and select their next step for improving curriculum or program from multiple choice options. For this example, the faculty would click on the **“Restructure Outcome Statement”** option.

2023 -2024 Program Assessment Plan
Reporting Year: Academic Year Assessment: 2023-24 Plan Admin: Natalia Zagula Due Date: 05/20/2024

Baking

ADD/EDIT OUTCOMES ACTIONS

Baking Learning Outcomes

Program Learning Outcome (PLO): Interpretation of Recipes
Students will interpret recipes for the intended outcome.

Baking 201 Interpretation of Recipes
MET
Action: Revise Curriculum
View Results

New Measure

Outcome Analysis

Outcome Status: Met

General Outcome Actions: ADD NEW ACTION

Program Learning Outcome (PLO): Sanitation
Not Started

0 Measures | 0 Actions

Actions > Add New Action

Add New Action

Select the type of action you recommend.

- Revise Curriculum
- Restructure Outcome Statement**
- Revise Measurement / Assessment
- Gather Additional Data
- Revise Benchmark / Target
- Implement New Program Or Services
- Community Partnership
- Modify Position / Personnel
- Modify Policies / Procedures
- Adopt Or Expand Technologies
- Additional Training
- Collaborate With Another Department / Unit / Program
- Modify Physical Environment
- Maintain Assessment Strategy
- Other

CANCEL CREATE ACTION

From there, the faculty would see the following screen below. The faculty would write next steps under **“Action Description*”**.

Baking Learning Outcomes

Program Learning Outcome (PLO): Interpretation of Recipes
Students will interpret recipes for the intended outcome.

Baking 201 Interpretation of Recipes
MET
Action: Revise Curriculum
View Results

New Measure

Outcome Analysis

Program Learning Outcome (PLO): Interpretation of Recipes

0 Measures | 0 Actions

Actions > Add New Action

Add New Action

Action Type
Restructure Outcome Statement
Change Action Type

Outcome
Program Learning Outcome (PLO): Interpretation of Recipes

Action Description*
Although the outcome is broad and general, the faculty feel like it could be revised to place greater emphasis on student interpretation and understanding of how the ingredients in baking work together.

Recommended Due Date
12/30/2025

After selecting the action, adding a description, and a due date, they would click on the purple **“Create Action”** button on the bottom right hand side of the screen.

2023 -2024 Program Assessment Plan REVIEW AND SUBMIT

Reporting Year: Academic Year Assessment: 2023-24 Plan Admin: Natalia Zagula Due Date: 05/20/2024

Baking ADD/EDIT OUTCOMES ACTIONS

Baking Learning Outcomes

Program Learning Outcome (PLO): Interpretation of Recipes
Students will interpret recipes for the intended outcome.

Baking 201 Interpretation of Recipes ⓘ

MET
Action: Revise Curriculum
View Results

New Measure +

Outcome Analysis

B i U FONT FAMILY [formatting icons] Characters : 0/2000

Outcome Status: Met

General Outcome Actions: ADD NEW ACTION

Program Learning Outcome (PLO): Sanitation Not Started

0 Measures | 0 Actions

CANCEL **CREATE ACTION**

Actions > Add New Action

Add New Action ✕

Action Type
Restructure Outcome Statement

Change Action Type

Outcome
Program Learning Outcome (PLO): Interpretation of Recipes

Action Description*

Although the outcome is broad and general, the faculty feel like it could be revised to place greater emphasis on student interpretation and understanding of how the ingredients in baking work together.

Recommended Due Date
12/30/2025

From here, the faculty can choose to include a general analysis of the outcome under **“Outcome Analysis”**. After filling out the textbox, they will need to click on the purple check mark.

Outcome Analysis

B i U FONT FAMILY [formatting icons] Characters : 187/2000

In the end, most students did very well on the assignment but there is room to teach students about baking substitutes earlier in the semester. There is also room to clarify the outcome.

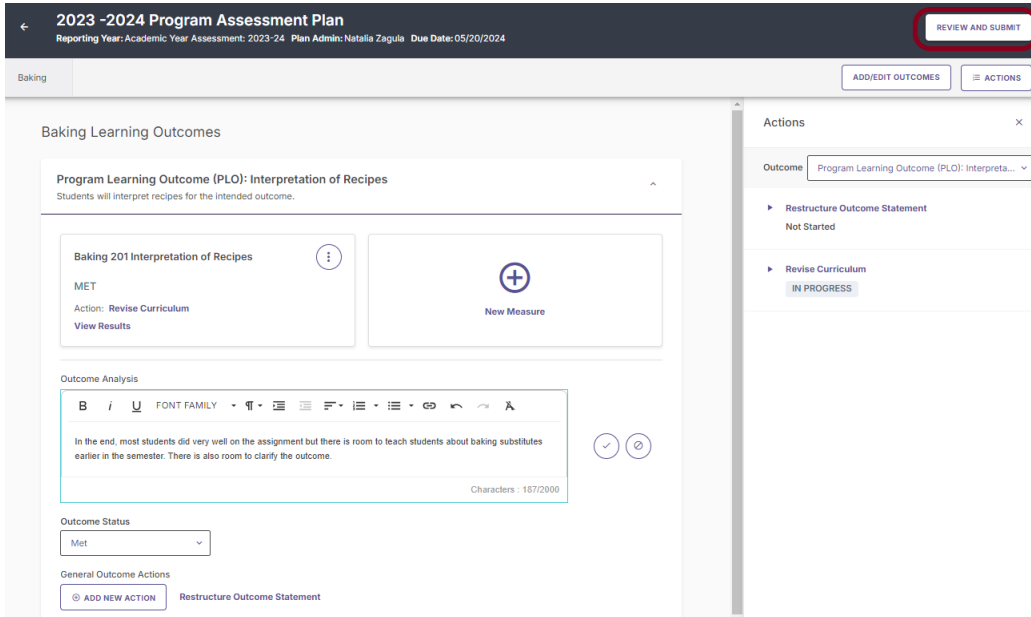
Outcome Status: Met

General Outcome Actions: ADD NEW ACTION Restructure Outcome Statement

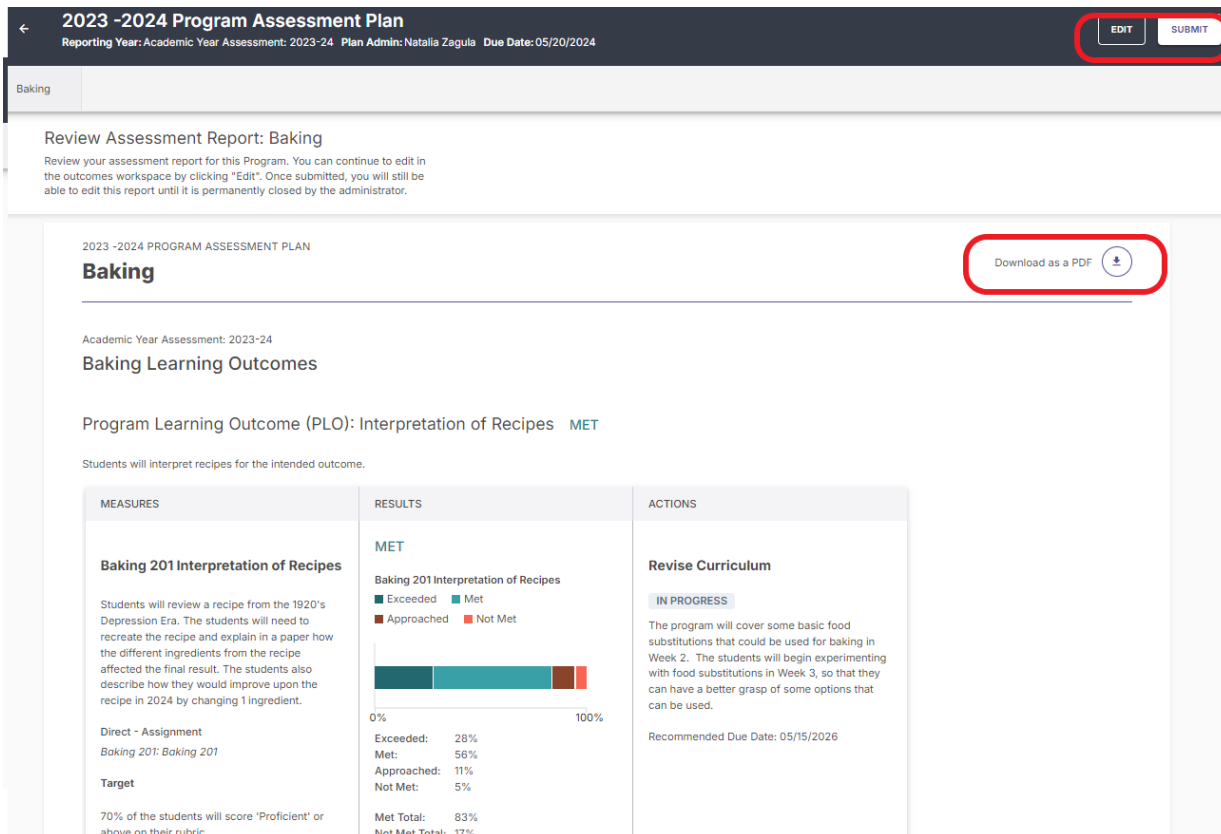
✓ ⓘ

SECTION F. SUBMITTING THE REPORT

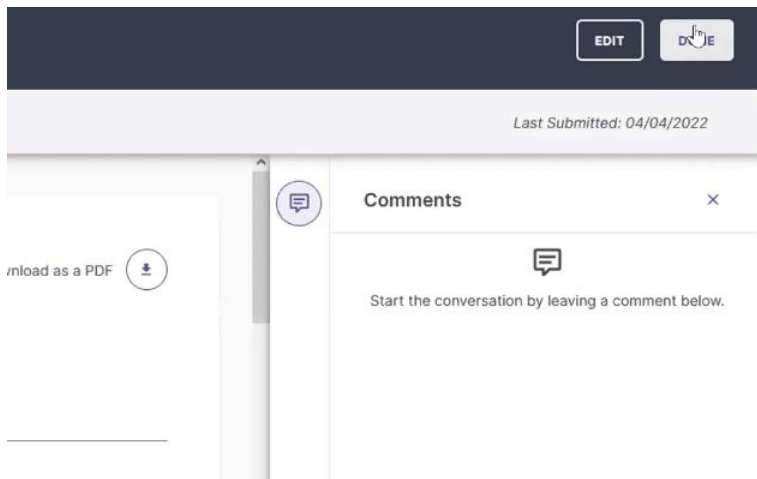
After the faculty fill out the forms for all of the assessment projects that took place that academic year, the faculty can prepare to submit. They can click on the white **“Review and Submit”** button on the top right-hand side of the navy-blue tab.



The faculty will be taken to a page where they can review their submission. If the faculty wanted to, they can click on **“Edit”** to make changes. Faculty also have the option of saving the report to their computers, by clicking **“Download as a PDF”**. After making any further changes, the faculty can click **“Submit”**.



After clicking **“Submit”**, the faculty will be taken to a page with the final assessment report. There is also an opportunity to leave comments in the plan for others to review (**this is optional**). After completing the comment section, the faculty would select **“Save Comment”**. Then, they would click on **“Done”**.

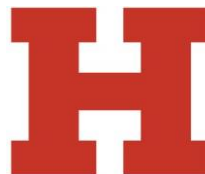


If faculty or staff have any questions as it pertains to completing an assessment in Planning & Self-Study (P&SS), please feel free to contact:



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If faculty ever need instructions about how to complete a report in Planning & Self-Study this year, feel free to refer to these videos:

- **How to Input Program Learning Outcomes in Planning & Self-Study (6 minutes):**
<https://www.youtube.com/watch?v=yh0QbWJWhuU>
- **How to Put in Your Assessment Project Information into Planning & Self-Study (7 minutes):**
https://www.youtube.com/watch?v=XxL_TtFAWDc
- **Inputting Assessment Results in Planning & Self-Study (12 minutes):**
<https://www.youtube.com/watch?v=RTw-inhqFaY>