

**Argosy University
College of Creative Arts and Design
Baking & Pastry Diploma Assessment Review
FY17 (2016-2017)**

To support program quality and integrity, the San Diego campus of the College of Art and Design’s Baking & Pastry diploma program undergoes annual assessment reviews. Below are some statistics, findings, interventions and outcomes related to those reviews. If you have any questions, please contact Dr. Melinda Lester, Senior Director of Institutional Effectiveness at 714-338-4211 or mlester@aii.edu.

By The Numbers		FY16	FY17	FY18
Annual Enrollment		17	18	7
Annual Enrollment Demographics: Race and/or Ethnicity				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino		1	4	3
Native Hawaiian or Other Pacific Islander				
Race and Ethnicity Unknown		11	10	2
Two or more races		5	4	1
White				1
Gender				
Female		13	15	6
Male		4	3	0
Annual Graduation (Total Headcount)		5	2	2
Completion Rate - (Expected program length = 5 quarters or 55 weeks)	On Time – % of students who completed the program within 100% of the expected program length.	17.4%	33.3%	11.1%
	150% – % of students who completed the program within 150% of the expected program length.	15.6%	40.0%	22.2%
	200% – % of students who completed the program within 200% of the expected program length.	13.0%	28.0%	25.0%
Job Placement (Headcount of Students Available)		4	2	N/A*
Job Placement Rates (% of Students who accepted a position within 6 months of graduation)		50.0%	100%	N/A*

*Not Yet Reported

FY17 Achievement of Program Outcomes

The annual review process includes direct and indirect assessments, with rubrics, tests, surveys and metrics used to measure the success of the Student Learning Outcomes (SLOs) for each program. The categories included herein to compile the results are *Mostly Successful*, *Needs Improvement*, *Not Successful* and *Insufficient or No Data*.

The category of “*Mostly Successful*” required the program or department to have the majority of their goals achieved (75% and above). The category of “*Needs Improvement*” was indicated where 50-74% of the program goals showed some success. The “*Not Successful*” category was indicated when a program goal was not meeting the success rate indicated in the Criteria for Success for that SLO at 49% or below. “*Insufficient Data*” was indicated when there was not enough information about the program goal to make a decision about the overall goal. This would include not having enough graduates, a newer program at the campus, or results not reported.

S	Mostly Successful - Combined scores at 75% and above	NI	Needs Improvement - Combined scores at 50-74%	N	Not Successful – Combined scores 49% and below	ND	No Data
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Outcome 1. Graduates establish and maintain safety and sanitation procedures.

Measure	Criteria for Success	# Students Assessed	Results
1a. Garde Manger Floor scoring sanitation rubric	Assessment results should average a 3.5 on a scale of 1.0 – 5.0	N/A	ND
1b. Completion of 15 hours of instruction in sanitation and safety.	100% of students meet the co-requisite / prerequisite for culinary labs	3	100%

Outcome 2. Graduates demonstrate the ability to prepare standardized recipes using a variety of cooking, baking and pastry techniques as well as appropriate equipment and tools.

Measure	Criteria for Success	# Students Assessed	Results
2a. Program Exit Practical Exam – total cooking grade.	Assessment results should average a 3.5 on a scale of 1.0 – 5.0	1	4.7

Outcome 3. Graduates demonstrate the ability to produce various baked goods and a variety of international and classical pastries and desserts using basic as well as advanced techniques, which meet industry quality standards.

Measure	Criteria for Success	# Students Assessed	Results
3a. Advanced European Cakes & Tortes – Final Course Grade.	Assessment results should average a 3.5 on a scale of 1.0 – 5.0	1	4.7
3b. European Cakes and Tortes – Course Practical Exam Grade.	Final grade in the course.	N/A	ND

Outcome 4. Graduates demonstrate the ability to design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards.

Measure	Criteria for Success	# Students Assessed	Results
4a. Advanced Patisserie & Display Cakes – Layer Cake Rubric score.	Assessment results should average a 3.5 on a scale of 1.0 – 5.0 on appropriate components on the assessment.	3	4.8

Closing the Loop: Results of FY17 Action Plan and Use of Results

Outcome	Main Issue	Action Taken	Results of Action Taken
<p>1</p>	<p>ServSafe Exam results need improvement.</p> <p>Students take an online module called MyServSafeLab. Once the training is completed, students prefer to take the easier Food Handler test.</p> <p>No students took the exam, so expressing the importance of this exam to the students would be vital.</p> <p>Passing the modules and exam is a prerequisite for continuing their studies and enrolling in kitchen courses.</p>	<p>Taken in the first quarter or two, the MyServSafeLab module is included as part of the course Concepts and Theories of Culinary Techniques. The modules are a co-requisite of the course and subsequent kitchen courses require passing the modules.</p> <p>Faculty in the Concepts course will more closely monitor the progress by the students, assign points for section completion, and encourage the students to complete. One hour of the course time was dedicated weekly to concentrating on the outcomes of this module.</p>	<p>Preliminary results show some improvement in the results of those enrolled. Continue to monitor and assess viability of other means of improvement of scores.</p> <p>If a student does not successfully complete the MyServSafeLab, they are not allowed to take and kitchen/lab courses until it is completed.</p>
	<p>Improve Retention</p> <p>Being a small program, the students in the program need to be supported to assure they are able to persist in the courses through graduation.</p>	<p>Retention rates have fluctuated over the past few years from 48.1% to 57.3% to 45.5%. This program feeds to the Baking & Pastry associate program where some students gravitate.</p> <p>With the BrightSpace modules being implemented, more specific information will be available to track students issues and needs.</p> <p>Additionally, faculty in-service training on the modules and the importance will be implemented.</p>	<p>With the introduction of BrightSpace modules in the student information system, the faculty training on updating their course shells in a timely basis has helped with this issue.</p>