

RIT Academic Program Improvement Progress Report (AY 2019-2020)

Rochester Institute of Technology (RIT) is launching the eleventh annual *RIT Academic Program Improvement Progress Report*. This program level data will be used to highlight student achievement and demonstrate how assessment results inform decisions or changes to improve student learning and programs.

STEP 1: Enter Program Information

1. Select the program's College, Degree Granting Unit, or International Location:
 - o College of Culinary Arts
2. Select the Program Degree Level:
 - o Associate
3. Contact Name and Campus Mailing Address of the person completing this Progress Report:

Chef Bradley, Baking and Pastry Arts, 2117 Hospitality Hall, Suite 200

4. In Academic Year 2019-2020, did the program assess at least one student learning outcome?
 - o Yes. Please complete STEPS 2, 3, 4, and 5.

STEP 2: Describe Program Student Learning Outcomes Assessment and Continuous Program Improvement

1. How many program student learning outcomes were assessed in AY 2019-2020?

3

2. How many program student learning outcomes benchmarks were met/exceeded?

2

3. Identify one student learning outcome assessed in AY 2019-2020.

Prepare confections, candy, and cookies to order based on customer preferences

- 4a. Please identify which of the following RIT Educational Goals apply to the selected student learning outcome. These goals are identified in the Program Level Outcomes Assessment Plan (PLOAP).

5. Integrative Literacies**

**If you selected 5. Integrative Literacies, which of the following literacies apply to the selected student learning outcome?

5d. Communication Literacy

5f. Aesthetic Literacy

- 4b. Include the following data source information:

1. Course name/number, or educational experience
2. Data collection method
 - A. Name of assignment
 - B. Associated measure/rubric

Assessment method #1: BAKE 171 Sweets and Treats

The **Perfect Chocolate Chip Cookie Project** scored by the "Chocolate Chip Cookie Rubric"

This project requires students to apply their creativity, expertise, and personal preference to define the perfect chocolate chip cookie. Using a template, they refine the class rubric to fit their ideal cookie. They then apply several of the baking principles from the course (e.g., fats, sugars, substitutions) in the baking lab, where they are given several attempts to "perfect" their cookie. Finally, students present their cookies and describe the steps they took to create their perfect cookie. The final presentation is judged by a team of faculty members.

Assessment method #2: CONF 236 Creative Confections

The **Candy Critique Project** scored by the "Candy Critique Rubric"

For this project, students design and produce a candy or confection for a major campus event. Students practice critiquing one another's products in a lab setting and can use the feedback to improve their product for the event. Scores are based on the final product and the student's ability to provide feedback to peers and to utilize feedback for improvement.

4c. List the benchmark. Be sure the benchmark matches the associated data collection method.

Benchmark #1: 80% of students prepare their perfect chocolate chip cookie according to the "Chocolate Chip Cookie Rubric" (score 90/100 or higher on the rubric)

Benchmark #2: 80% of students score a 4/5 (Exceeds Expectations) or higher on the "Candy Critique Rubric"

4d. Identify if the benchmark was met or not met.

- Not Met

4e. Summarize the key assessment findings by providing all of the following information:

1. Total number of students included in the assessment

2. Assessment results

- Include a distribution of grades, scores, or rubric scores along with rubric scale (e.g., 80% of the students earned a "4 - exemplary", 10% earned a "3 - competent", and 10% earned a "1 - unsatisfactory" on the Capstone Rubric)
- Summary of key findings. What did you learn from the results?

Benchmark #1 was not met as 72% (18/25) scored 90 or higher on the rubric. The distribution of rubric scores is below. Overall, the area we identified that students had the most trouble with was describing their baking methods to an audience. It should be noted that the rubric was modified this year because of COVID, so the presentation was worth more than in prior years and was conducted via zoom which had not been done before.

Rubric Score: 90-100 n=18, 80-89 n=3, 70-79 n=4

Benchmark #2 could not be calculated due to the COVID-19 pivot to online learning. CONF 236 was changed significantly and the final project was very different than planned. All spring 2019 campus events were canceled and many of the students did not have access to the more complex kitchen tools and ingredients needed to make their candy or confection.

5a. Explain how the findings (Step 2: 4e) were used to inform changes in the course or program in any of the following areas: curriculum, instructional strategies, assessment processes, or academic support services. Focus on changes intended to improve student learning.

Assessment method #1: We were able to move forward with the cookie project in a modified way, eliminating only the final tasting (everyone's favorite part!) Even though the benchmark is set high for this assessment, we have always met this benchmark in the past. The tasting is a big component of the project, and being unable to complete this aspect negatively impacted students' rubric scores. Instead of a tasting, we added a component where the student created a flier advertising and describing their cookies. This helped us judge the texture and appearance of the cookies. Although we don't think we can compare this year's findings to prior years, we still found value in this assessment. First of all, the students really liked creating the fliers and noted that this type of work is important for them to practice for their careers. The students' ability to present their product and describe to an audience why their cookie is perfect was an identified weakness that requires more work. Going forward, we plan to add more weight to the presentation component of the project and have created a separate rubric to score this portion that is now worth 50% of the grade. Students will create a presentation and a flier next year and will receive additional guidance and practice on these skills earlier in the course. Most of our students have no trouble creating a tasty cookie; however, we realized that we should emphasize the communication skills they will need in their professional lives to a greater extent.

Assessment #2: Even though we were not able to complete the Candy Critique Project as planned, we modified the project to focus on developing an idea for a confection and presenting the idea virtually to a client. We did not have time to develop a new rubric; however, the faculty teaching the course noted that more students struggled with the revised project.

Describe next steps or follow-up.

The results for both assessments show that students could benefit from more practice and formative feedback presenting their products to a variety of audiences, especially in virtual settings. We are not sure if BAKE 171 and CONF 236 will be able to remain face-to-face courses with their lab components, but either way we plan to reassess using the enhanced project presentation components and new rubrics and compare scores when possible. We also would like to add a presentation skills program learning outcome to our PLOAP and have added that topic to our fall faculty meeting agenda.

5b. If the data noted in the findings (Step 2: 4e) did not inform any changes, please explain why.

Not applicable

STEP 3: Additional Program Improvement

Provide an example of how an additional assessment activity (e.g., student survey, alumni, or advisory board feedback) guided the program in making informed changes.

1. What type of data did the program collect?
2. How did the evidence gathered inform the change?
3. What are the next steps or action items?

We conducted an Alumni Survey in the fall to gather career outcomes, satisfaction, and ratings for coverage of program learning outcomes. We received a total of 52 responses from alumni (39% response rate). Over 90 percent of alumni reported they thought the program adequately covered all program learning outcomes. An analysis of student comments showed that several students thought the program was lacking in real world experiences. Based on these comments, the program formed a subcommittee to review the current internship requirement and possibilities to expand the program by offering a summer experience.

STEP 4: Follow-Up from Prior Progress Reports

1. Did the program conduct any follow-up from prior Progress Reports or previous program assessment efforts? This may or may not include efforts referenced in prior Progress Reports.

- o Yes. Please complete STEP 4 and STEP 5.

2a. PREVIOUS ASSESSMENT: Include prior assessment information:

1. Student learning outcome,
2. Data Source,
3. Benchmark (met/not met),
4. Assessment results and how the data informed the change

Last year we reported results for the SLO "Apply accounting functions and measurement techniques to baking and food service operations" from BAKE 102. The benchmark was that 85% of students score a B or better on the Measurement and Financial Accounting Exam. The assessment results were just below the benchmark, with 80% scoring a B or better. Trends from the past three years show that accounting is the most challenging part of this exam, and this is where most students lose points. In response, the BAKE 102 course was revised last year to include an expanded accounting module.

2b. ASSESSING THE CHANGE:

1. Did the change lead to an improvement in student learning?
2. Based on your analysis, explain why or why not. What are the next steps?

In this year's follow-up, we had a marked improvement: the benchmark was exceeded with a 90% passing grade. The exam was taken at home and was open book due to COVID-19 so the program will continue to monitor this outcome and will reassess next spring.

STEP 5: Spring 2020 Efforts to Support Student Learning (Optional)

Please share an implemented change or modification the program made to support student learning in response to the spring 2020 pivot to remote learning. Describe strategies that optimized teaching and learning during the continued COVID-19 crisis.

Students in the Baking and Pastry Arts program missed several significant components of the program due to the COVID shift to remote learning. Students no longer had access to labs, kitchen, ingredients, and tools to complete key program components. We did what we could to substitute learning experiences, but many of the learning experiences could not compare to the in-class experiences. The Chef teaching BAKE 151 found an excellent online module on food safety procedures; therefore, our students in this course received additional training and reported they were more confident when they took the exam. We will continue to use the online module as a homework assignment which will allow more time in the traditional BAKE 151 course for hands-on experience. This spring, we realized the potential for a flipped-classroom approach for similar course concepts and will continue to explore possibilities that will free up class time to focus on skills that students would like more guidance and practice to improve.