



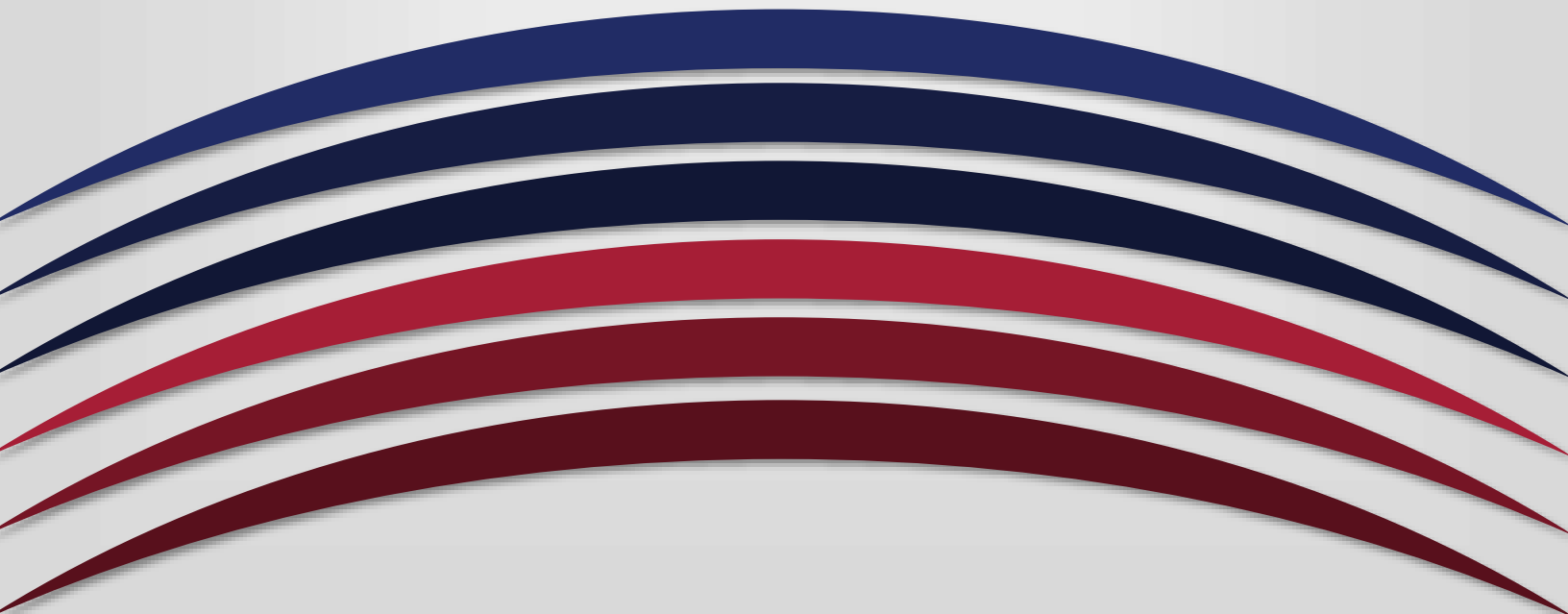
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

# **Course-Level Assessment Report**

**Course: CUL 1304**

**Academic Year: Spring 2021**

**Due to Chair/Program Director and Faculty Assessment Chair by  
September 4**



1. Name of course: Food Service Sanitation
2. Name of individual(s) compiling report: Jolie Mosley
3. Date of submission: 5/13/2021
4. Academic year: Spring 2021

## Course-Level Learning Outcomes

### What are the Course-Level Outcomes (CLOs)

1. Identify microorganisms which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
2. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.
3. List and define the fundamentals of good personal hygiene.
4. Define and describe acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
5. List the major causes food spoilage and define food spoilage indicators.
6. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway.
7. Outline the requirements for proper receiving and storage of both raw and prepared foods. - Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e. NSF, UL, OSHA, ADA, etc.)
8. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.
9. Develop cleaning and sanitizing schedule and procedures for equipment and facilities.
10. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness.
11. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.
12. Describe types of cleaners and sanitizers and their proper use and develop a cleaning and sanitizing schedule and procedures for equipment and facilities.
13. Identify proper methods of waste disposal and recycling.
14. Describe appropriate measures for insects, rodents and pest control eradication.
15. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
16. List common causes of typical accidents and injuries in the foodservice industry and out safety management program.
17. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
18. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation and identify the food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.

## Which CLOs were addressed for the academic year?

I would like to discuss 1-5 and 12-15 because those seemed to be the biggest issues on the tests. I also noticed them in the classrooms. Handwashing is a problem. It is not being done as much as it should be. I have to remind them often. They do it at the beginning and that is about it. They do not do it in the middle of class when changing from say a meat to veg or otherwise. They rely on gloves too much. If we are really a green school, we shouldn't be using so many gloves in the first place. They are cross contaminating even in Food 3 for the final I counted off for someone cross contaminating a board, gloves and equipment all in one go. I see many phones out on tables as well.

Chemicals need to be addressed and gone over in each class as well as this one. They are not being used correctly.

Dishwashing is not done correctly, especially in the triple sinks. Pots and pans are not scrubbed in many classrooms, even with the big dishwashers.

They are not following directions on what goes in green, red and black trashcans and are constantly in need or reminding.

## Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Same ones. These need to be addressed in every class and are obviously not being addressed or this would not be an issue. This needs to be drilled into their heads from day one and continued throughout their education in every class.

## Explain the assessment cycle.

This class uses My servsafe lab and it has evaluation through blackboard and labs or learning modules. There is a review and a chapter test. At the end of the semester there are two practice tests and a final test grade is a combination of those two. The students take a national certification test for a servsafe certificate as well. This is given in person separately. The class is completely online so it has to be monitored online and many of the items need to be reopened because the students are not keeping up or turning in assignments on time. The students must be structured enough to keep themselves on track since this is not an in person class.

### 19. What are the assessment methods? Are they direct or indirect?

These are written tests only so the assessment methods are direct since it is online.

## 20. What are the assessment goal(s), including benchmarks?

The benchmarks are written in the CLO's. They are pretty straightforward. The questions in the learning modules and tests lead up to the practice tests and ultimately to the servsafe exam. The retention is what I am worried about looking at the findings from the reports and what I see in class.

## 21. What were the findings for the academic year?

The reports indicate that the three classes are all very different. One did well on modules and tests, one did well on modules and terrible on tests, and one did well on tests and not modules. So, they were all over the place. About 1/3 of the students took the final practice tests and the ones that did did well. It is getting them to take it that is the problem, as usual. This is one of the first classes they take and is always one with a very high failure rate. Maybe because it is a first class and online. The subject is not the most intriguing either but very important.

## 22. What is your analysis of the findings?

I found that many this year actually did the work throughout the year. This is a first for me. Most of the time I have to badger to get them to do it but this year they did very well. It was the retention in my class that was the problem. Their tests were terrible. They really didn't take the chapter tests. They did all the other stuff. The other classes were pretty mid stream. One did well on tests and the other did well on labs. They were right about at the 70% mark.

## 9. What is the action plan for the upcoming academic year? Explain.

I think the questions need to be changed in these labs to make them more closely related to our specific school. We need to put in what chemicals we specifically use day to day in the chemical section so they know not to use the covid spray to clean up an area while cooking. They need to know not to use the orange stuff in the sanitation bucket. They need to know which trash can to use, etc. We just need to make those a little less general. I think it would make a world of difference.

That and really make sure instructors are putting questions in on their tests as reminders of sanitation throughout the year as reminders. It doesn't have to be the whole test, but just a few on each test to make sure they are remembering this class.