



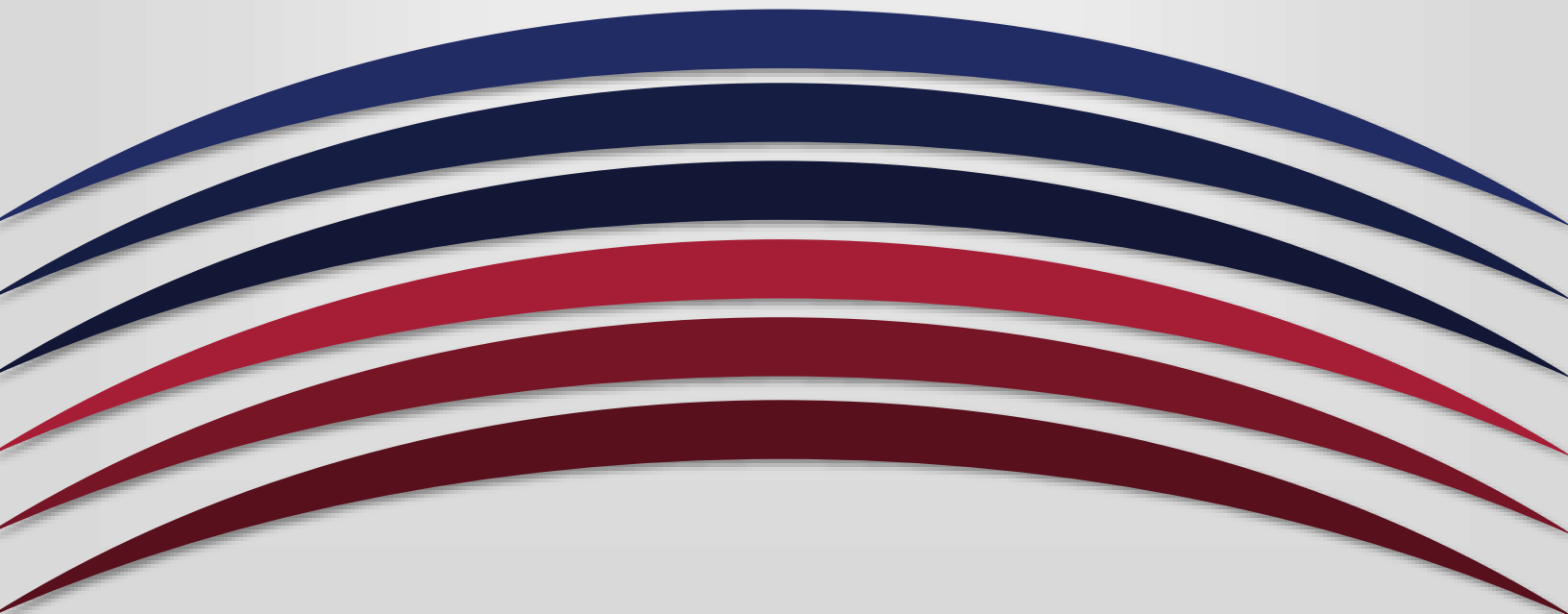
UNIVERSITY OF ARKANSAS  
PULASKI TECH

## Course-Level Assessment Report

Course: CUL 1302 Food Production I \_\_\_\_\_

Academic Year: 2020-2021 \_\_\_\_\_

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



1. Name of course: CUL 1302 Food Production I
2. Name of individual(s) compiling report: Robert Hall, WCMC, CEC, CCA, MEd
3. Date of submission: 5.12.21
4. Academic year: 2020-2021

## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

1. Trace the growth and development of the hospitality and tourism industry from its birth to its present day. Include names of restaurateurs, chefs, and hospitality entrepreneurs that helped to shape our industry in the past and present day.
2. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
3. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
4. Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
5. Outline the requirements for proper receiving and storage of both raw and prepared foods.
6. List the major reasons for and recognize signs of food spoilage and contamination.
7. Identify proper methods of waste disposal and recycling.
8. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
9. Describe appropriate measures for insects, rodents and pest control eradication.
10. Describe appropriate types and use of fire extinguishers used in the foodservice area.
11. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
12. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
13. Evaluate the components and functions of a standardized recipe
14. Convert recipes using a yield formula to increase and decrease quantities.
15. Cost a recipe giving the overall cost, individual cost and menu sales price.
16. Calculate food cost to determine selling price using the factor method and/or percentage method.
17. Define controllable or variable expenses and discuss how prime costs can contribute to the overall variable costs.
18. Demonstrate zesting, and segmenting fruit.
19. Demonstrate dicing and mincing an onion, garlic and shallots.
20. Demonstrate the use of a mandolin using various vegetables.
21. Prepare an example of a spice rub.
22. Prepare an example of a dried and fresh spice blend.
23. Explain the factors that affect taste, how we perceive those tastes and what we can do to optimize a combination of seasonings and flavors when preparing and cooking food.
24. Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.

25. Explain the history and technical importance of curing, brining, pickling and smoking in preserving foods to maintain, flavor, quality and sanitation.
26. Describe, identify, and evaluate the various categories of cheese and include several types and names of cheese associated with each category.
27. Identify the largest cheese producing areas of the United States and other parts of the world.
28. Describe how best to use various types of cheese and utilize cheese in a recipe.
29. Discuss and analyze the importance of sanitation and HACCP procedures that affect receiving and issuing of goods in a foodservice operation.
30. Explain and demonstrate the proper receiving and issuing procedures for non-food items such as chemicals in a foodservice operation.
31. Define, describe and explain the importance of a par system when ordering, receiving and storing food and the terms FIFO and LIFO, and how they are used effectively to maintain proper storage procedures.
32. Identify and Discuss dietary guidelines and recommended dietary allowances based on current USDA Food Guideline principles and food groups.
33. Describe process of management through effective communication skills and interpersonal relationships.
34. Identify the difference between a manager and a leader and describe the qualities of each.
35. Summarize leadership styles and analyze when each is most appropriate.
36. Describe the supervisor's role in decision-making, problem solving and delegation of duties.
37. Describe the characteristics of a job description and develop a written example with job specifications.
38. Define the term motivation and give examples of motivational techniques used with employees. Analyze the effectiveness of each motivational example.
39. Implement a variety of simple sustainable practices in the kitchen that will help to control foodservice costs and displays good environmental stewardship.
40. Establish and maintain high standards of sanitation and food safety as established by the SERV SAFE® program.
41. Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.
42. Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.
43. Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention.
44. Communicate clearly and professionally, both verbally and in writing.
45. Develop strategies to improve business performance using creativity and problem solving skills, based on operational theory and procedures.
46. Develop skills integral to success in the industry including guest service, supervisory management, the ability to work with others, and handling multiple tasks simultaneously.
47. Develop and apply ethical and sustainable hospitality industry policies.
48. Perform basic math functions.
49. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.
50. Utilize standard weights and measures to demonstrate proper scaling and measurement techniques.
51. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.

52. Identify and use herbs, spices, oils and vinegar, condiments, marinades and rubs.
53. Evaluate the quality of herbs, spices, oils, vinegar, condiments, marinades, and rubs.
54. Define and describe a variety of cheese categories.
55. Discuss how various cheeses are made and their uses.
56. Taste various cheeses and evaluate their quality.
57. Demonstrate good personal hygiene and health habits in a laboratory setting.
58. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
59. Describe appropriate types and use of fire extinguishers used in the foodservice area.
60. Define, describe, demonstrate and practice professionalism and sanitation.
61. Discuss the development of the modern food service industry and name key historical figures responsible for developing food service professionalism.
62. Explain the organization of classic and modern kitchen brigades.
63. Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.
64. Define culinary terminology.
65. Demonstrate good personal hygiene and health habits in a laboratory setting.
66. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
67. Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques.
68. Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc.
69. Demonstrate basic knife skills including: Chiffonade, Julienne, Batonnet Brunoise, Paysanne, Lozenge, Rondelle, Concasse, Mince, Tourner, Oblique Cuts, Diagonals, Chopping, Slicing, Dicing Onions, Chopping Garlic, Garlic Paste, Small Dice, Medium Dice & Large Dice.
70. Break down whole chicken.
71. Make an emulsified vinaigrette.
72. Taste and identify different cheeses.

#### Culinary Math Objectives:

1. Perform recipe yield conversions.
2. Apply the cost-per-unit formula
3. Solve for the total cost
4. Apply the definition of cost as used by the food-service industry
5. Define edible portion cost and as-purchased cost
6. Calculate the edible portion cost when the as-purchased cost is given for an ingredient
7. Explain why edible portion cost will always be equal to or greater than as-purchased cost

## 2. Which CLOs were addressed for the academic year?

- Trace the growth and development of the hospitality and tourism industry from its birth to its present day. Include names of restaurateurs, chefs, and hospitality entrepreneurs that helped to shape our industry in the past and present day.
- Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
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- Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
- Outline the requirements for proper receiving and storage of both raw and prepared foods.
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- Cost a recipe giving the overall cost, individual cost and menu sales price.
- Calculate food cost to determine selling price using the factor method and/or percentage method.
- Define controllable or variable expenses and discuss how prime costs can contribute to the overall variable costs.
- Demonstrate zesting, and segmenting fruit.
- Demonstrate dicing and mincing an onion, garlic and shallots.
- Demonstrate the use of a mandolin using various vegetables.
- Prepare an example of a spice rub.
- Prepare an example of a dried and fresh spice blend.
- Explain the factors that affect taste, how we perceive those tastes and what we can do to optimize a combination of seasonings and flavors when preparing and cooking food.
- Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.
- Explain the history and technical importance of curing, brining, pickling and smoking in preserving foods to maintain, flavor, quality and sanitation.
- Describe, identify, and evaluate the various categories of cheese and include several types and names of cheese associated with each category.
- Identify the largest cheese producing areas of the United States and other parts of the world.
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- Summarize leadership styles and analyze when each is most appropriate.
- Describe the supervisor's role in decision-making, problem solving and delegation of duties.
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- Break down whole chicken.
- Make an emulsified vinaigrette.
- Taste and identify different cheeses.

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

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### 4. Explain the assessment cycle.

Students are assigned Key Terms (simple term-definition) to define the week prior to discussion of specific concepts. The following week, after an in-class lecture/discussion of those specific concepts, students take a written quiz (a formative assessment of the specific concepts of the week). As a cumulative, summative assessment, all of the weekly key terms and quizzes form the basis of the written final exam, a timed, randomized exam.

All required cuts and cooking methods addressed in the course are evaluated in 3 formative practical exams (hands-on, cutting/cooking exam) during the semester and a final, summative practical exam at the end of the semester.

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

Direct assessments are the aforementioned weekly quizzes followed by the end-of-course final written exam.

The practical formative exams and the final practical exam are indirect; in other words, the practical exams are evaluated by observation. The criteria and standards for grading follow current industry practices and standards as well as American Culinary Federation standards.

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

It is hoped that a majority of students, at least 70%, will achieve a passing grade, at least a 70% C for their overall, final grade. This would require students to achieve this benchmark as an average for all assessments (and homework) combined.

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

While there were a few students drop Food Production I, a total of 41 students remained throughout the entire spring 2021 semester. 21 students did not successfully complete the semester, earning a D or F final grade. 48.8% passed Food Production I spring 2021.

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

In a careful review of each Food Production I section and each student's individual performance, the most telling indicator of successful navigation of the course was student personal engagement with the instructor, other students, and the content. In other words, the students that showed up for class and submitted homework on time had no issues completing the course successfully. Of those that failed, the average number of absences in the 15-week semester was 7.65 days; it is impossible to pass a class with only 50% attendance.

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

### Explain.

While there are specific due dates for each assignment in this course, the ability to submit assignments late has been kept open, allowing students to get "lazy" about working methodically throughout the semester. Students that wait until the final 2 or 3 weeks to submit work do not get the learning benefit of mentally recording information that is introduced slowly and deliberately at specific and strategic periods during the semester. Moving forward, due dates will be set at the end of each week and the ability to submit late will be deactivated. Students will be required to do their work on time. This may allow for earlier intervention of students who struggle.