



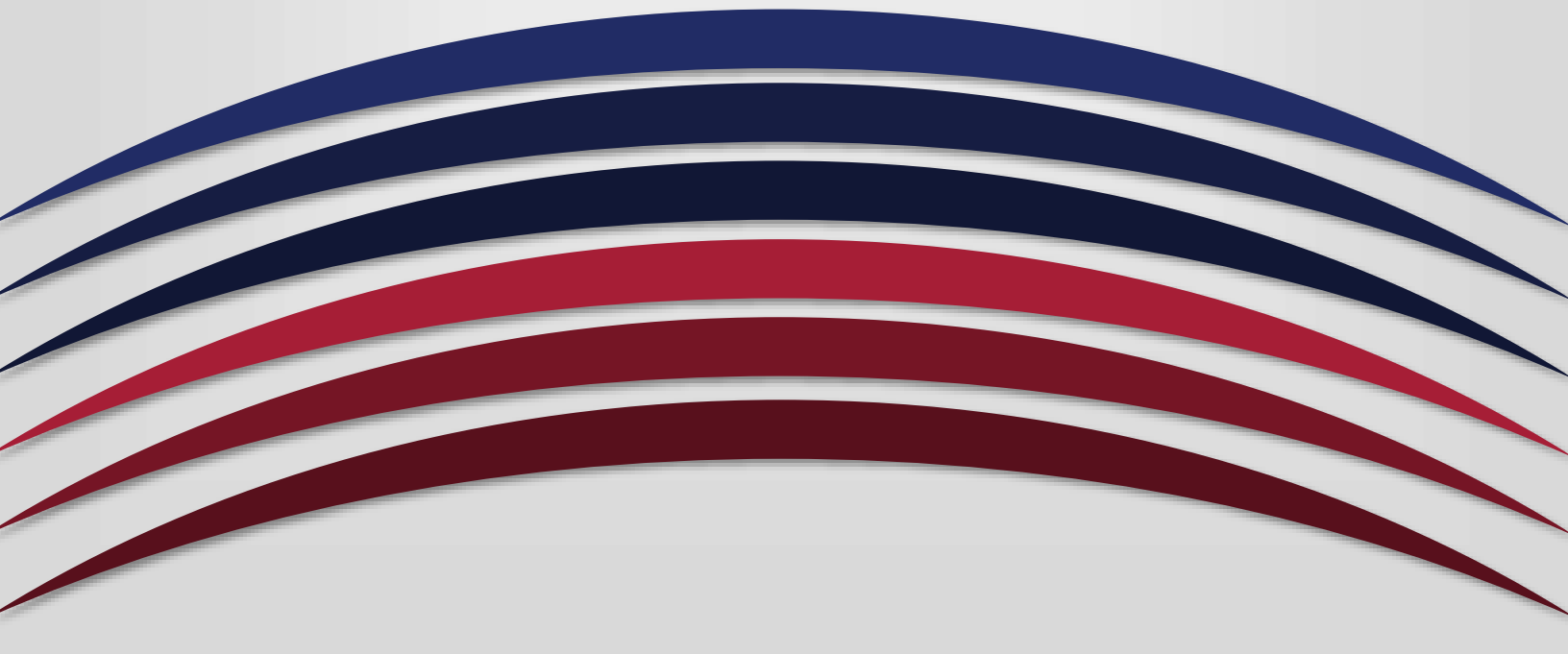
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

# **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: Stocks Soups and Sauces
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3. Date of submission: 5/11/2021
4. Academic year: Spring 2021

## Course-Level Learning Outcomes

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

2. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
3. Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
4. List the major reasons for and recognize signs of food spoilage and contamination.
5. Identify proper methods of waste disposal and recycling. Perform basic math functions to include fractions, weights and measurements.
  - b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
6. Evaluate the components and functions of a standardized recipe
  - b. Convert recipes using a yield formula to increase and decrease quantities.
7. Perform costing calculations utilizing current technology.
8. Demonstrate proficiency in using knives and small wares to achieve professional quality results when producing classical knife cuts used in various food preparation and cooking.
  - a. Demonstrate use of chef's knife in preparing classical cuts to include julienne, batonnet, French fry, brunoise, small, medium and large dice, paysanne, rondelle, oblique, and tourne'.
  - b. Demonstrate zesting, and segmenting fruit.
  - c. Demonstrate dicing and mincing an onion, garlic and shallots.
  - d. Demonstrate the use of a mandolin using various vegetables.
9. Identify, describe, and utilize herbs, spices, and seasonings by themselves and in a combination that exemplify national and international cooking medians.
  - a. Prepare an example of a spice rub.
  - b. Prepare an example of a dried and fresh spice blend.
  - c. Utilize a spice blend or herb blend in a culinary preparation.
  - d. Assess student's knowledge in herb and spice identification and usage.
10. 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.
11. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.
12. Define, and describe the process for all the cooking techniques used in moist, dry and combination cooking methods to include: steam, poach, simmer, boil, deep fry, sauté, pan-fry, grill, roast, poele, stew, and braise.

13. Define, and describe the process for making classical stocks, soups, and mother and compound sauces.
14. Demonstrate how to prepare and cook classical stocks, soups, and mother and compound sauces.
  - a. Prepare a classical white and dark chicken, beef/veal stock.
  - b. Prepare a classical fish or shellfish stock.
  - c. Prepare a vegetable and or game stock.
  - d. Prepare a clear soup to include a classical consommé.
  - e. Prepare a cream soup using a roux.
  - f. Prepare a puree soup.
  - g. Prepare a specialty soup.
  - h. Prepare each of the five mother sauces to include veloute, espagnole, béchamel, tomato, and butter sauce (to include Hollandaise and beurre blanc).
  - i. One compound sauce from each mother sauce.
15. Evaluate and analyze the preparation of classical stocks, soups, and mother and compound sauces.
16. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
17. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.
18. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.

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

We did not make a spice or herb blend unless it was in a vinaigrette. Not really a spice rub.  
We met all other criteria.

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

Every one needs to be addressed in this classroom.

### 21. Explain the assessment cycle.

Assessment takes place in the classroom, through homework and tests as well as labs and blackboard.

Each unit has a powerpoint and reading as well as videos that each student will go through and answer definitions and questions in the homework the night before a lab.

They should watch the videos and go through the powerpoint – which should have the answers to the homework- and will prepare them for the next lab. When they come into class, There is a quiz over the homework. We found they were not doing the homework, so we started the quizzes at the beginning of class to encourage them to finish the homework. It seemed to work.

When they come into class they start stock (vegetable and a meat), take the quiz and then we go over the quiz/homework and that gets us off to what we are doing in lab for the day.

We set up stations and mise en place and get to work. Sometimes we work in groups but mostly individual because when they work in groups usually one person does the work and the others Wander around or don't do too much. I can also assess how each individual is learning better when I see what they are producing and they can learn from individual mistakes. We make a sauce or two

And a soup per day. Then we eat lunch. I usually add in a meat, salad or starch to add to the sauce or soup that they are making to complete the meal for lunch. Then we discuss what went well and

What went wrong and learn from each other. We say if we like it or not and what could be improved or added/changed. Then we all clean up and try to learn to work as a team here.

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

They are both direct and indirect for the fact that there are written and observations as well as corrective actions per individual and written suggestions

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

The benchmarks are written in the CLO's. They are pretty straightforward. The student is to attempt to make these items.

They are not always expected to make it perfectly. The goal here is to make the mistakes and to learn from them. If you make

It perfectly every time you will not learn as well as if you mess it up.

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

I find it odd that I usually have a class that does very well and one that does not do so well every semester. It is odd that I have both that do well or not.

Some mesh well and some do not. This time I had that issue. Teamwork was the largest issue.

When the class works well with each other and supports each other

The atmosphere is completely different and the students thrive. You can tell in the grades. I had some students who struggled in one class but the other students

Helped them out and their grade went from an F to a C as a final grade. With help from everyone they learned and they became better through the positive

Environment. In another class, I watched good students struggle and not get any help while others sat and didn't do anything. I watched the dynamic and was

Amazed at how they purposefully did not help each other and watched the others struggle, look for things, let things burn, etc. Just no thoughts towards others. Those students struggled to keep a good grade when I know they are smart and can do better than what they did in the class. I believe the environment has so much to do with it. I can only do so much to make the environment in a classroom a certain way but with so many people, they do bring a lot to it and do end up being what makes or breaks that bond.

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

Overall, responsibility on keeping up with your work, coming to class and being engaged makes all the difference in a student. You are here for a reason. Do you want to be or not? If you do, act like it. If you don't, go get a job and don't worry about this part of it. Don't make it hard for yourself and everyone around you. It is school, it takes work, it won't take that long. Do the work, get through it and you will be rewarded. Work with people and be a good person. It doesn't have to do with assessment or how we give a test or what we do as much as what the student brings with them to the class. We can't make them come to class or do their work. We can only open a test so many times for someone who calls us at midnight a week late for a final. We can only do practical makeups so many times. When they leave this is not helping them. And things like this do not help their classmates or their attitudes because they take up their slack and then the frustration grows. It is a horrible circle. That is my finding.

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

### Explain.

I don't have one. I have tried to put together a course that can go from home to classroom and encompasses blackboard to labs to written work. I hope I covered all the different learning

styles and made it interesting and at the very least a bit fun. I hope someone wants to come to my class and they are excited to take what they made home to their families and show it off.

Good luck.