



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2020-2021:**  
**CUL 1305 Garde Manger**  
**Spring 2021**



1. Name of individual compiling report: Adrienne Rogers

2. Date of submission: \_\_\_\_\_

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program      ☐ a revision of an old plan      ☒ unaltered from previous year

## Course-Level Learning Outcomes-

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

#### **Intro to Food Service**

- 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 and the role of garde manger.
- Discuss/evaluate industry trends as they relate to the various segments of the foodservice and hospitality industry.

#### **Safety and Sanitation**

- Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
- Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.

#### **Business and Math Skills**

- Perform basic math functions; demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
- Evaluate the components and functions of a standardized recipe; convert recipes using a yield formula; cost a recipe and calculate food cost to determine selling price using the factor and/or percentage method

#### **Food Preparation**

- 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.
- Identify, describe and utilize herbs, spices, and seasonings by themselves and in a combination that exemplify national and international cooking medians.
- Define mise en place and demonstrate a combination of organizational skills, preparedness and timing when it comes to food preparation, cooking and serving.
- Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.

### Garde Manger

- Identify tools, equipment and products typically used in Garde Manger with emphasis on proper food handling, including safety, sanitation and storage.
- **Soups and Sauce:** Identify, produce, evaluate and analyze cold soups and sauces used in the Garde Manger area of a foodservice establishment.
- **Salads:** Identify, produce, evaluate and analyze the basic types of salads and their uses in the modern menu; Produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis; Produce mixed green, composed, entrée, protein, starch and fruit salad.
- **Sandwiches:** Explain the history and defining characteristics of the sandwich, as well as the most popular modern variations; Describe the techniques used in maintaining quality of ingredients and preparation methods used to ensure freshness when producing a sandwich; Produce, assess and evaluate an assortment of both hot and cold varieties of sandwiches.
- **Canapes, Hors d'Oeuvres and Appetizers:** Explain the history and defining characteristics of a hors d'oeuvres and appetizer and the types of international items that can be used on a buffet line or as passed canapes. Produce, assess and evaluate an assortment of both hot and cold varieties of canapes, hors d'oeuvres and appetizers.
- **Decoration:** Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing garnishes for decorative and edible purposes; Produce an attractive fruit, cheese and vegetable tray using form and functionality.
- **Food Preservation:** Explain the history and technical importance of curing brining, pickling and smoking in preserving foods to maintain flavor, quality and sanitation; produce, assess and evaluate various types of pickled, smoked and cured items that represent the Garde Manger pantry.
- **Forcemeats & Aspic:** Define various types of forcemeats including sausage, pate, terrine and mousse; Produce an assortment of sausages, pates, mousse and terrines to include vegetables and protein; Utilize different binders including aspic, panada or other binding agent; Utilize aspic as a form of garnish or binder in salad, pate or canape. Assess and evaluate items produced.

## 2. Which CLOs were addressed for this academic year? (2020-2021)

<b>Safety and Sanitation</b>
Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
<b>Business and Math Skills</b>
Perform basic math functions; demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.



Evaluate the components and functions of a standardized recipe; convert recipes using a yield formula; cost a recipe and calculate food cost to determine selling price using the factor and/or percentage method
<b>Food Preparation</b>
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.
Define mise en place and demonstrate a combination of organizational skills, preparedness and timing when it comes to food preparation, cooking and serving.
Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
<b>Garde Manger</b>
<b>Salads:</b> Identify, produce, evaluate and analyze the basic types of salads and their uses in the modern menu; Produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis; Produce mixed green, composed, entrée, protein, starch and fruit salad.
<b>Canapes, Hors d'Oeuvres and Appetizers:</b> Explain the history and defining characteristics of a hors d'oeuvres and appetizer and the types of international items that can be used on a buffet line or as passed canapes. Produce, assess and evaluate an assortment of both hot and cold varieties of canapes, hors d'oeuvres and appetizers.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2021-2022)

Continue with current assessments.

### 4. Explain the assessment cycle.

Students are assessed each semester with performance-based assessments and one written exam assessment. Assessments remain the same each semester

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

**Midterm Practical:** Make 1 cup of a basic aioli (any additional flavorings are acceptable) 2. Showcase your understanding of composed salads by creating ONE composed salad that includes an appropriate dressing, gelee, as well as three different knife cuts that are presented in your dish. Remember to present your dish in fine dining elevated way.

**Final Practical:** Create a Hot or Cold Appetizer (one to two portion) to represent a Country of choice Must include 3 different classic knife cuts that can be seen in the presented dish, properly cooked, handled and plated (cold food cold plate, hot food hot plate), garnished, represent the countries cuisine that was chosen, and have a written or typed recipe of the dish that the selling price of this menu item has been determined.

**Final Exam-** Online test in Blackboard

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

80% of students will score 75% or higher for each outcome/assessment.

## 7. What were the findings for this academic year? (2020-2021)

Assessment	CLO's Assessed	Results	Goal Met/ Not Met
<b>Midterm Practical:</b> Make 1 cup Aioli; Create a composed salad	<b>Sanitation</b> <b>Math Skills:</b> perform basic math functions; recipe conversion <b>Food Preparation:</b> classical knife cuts; demonstrate organization and timing <b>Garde Manger:</b> Produce composed salad	83% of students scored 75% or above. 10 students scored above 75% 2 scored below 75%	Goal Met
<b>Final Practical:</b> Create a Hot or Cold Appetizer	<b>Sanitation</b> <b>Math Skills:</b> perform basic math functions; determine food cost and selling price <b>Food Preparation:</b> demonstrate organization and timing <b>Garde Manger:</b> Produce variety of appetizer	83% of students scored 75% or above. 10 students scored above 75% 2 scored below 75%	Goal Met
<b>Final Exam- Online Blackboard</b>	<b>Garde Manger:</b> Key terms and history terminology to better understand the origin and reasons for different methods and procedures of food handling. <b>Food Preparation:</b> Displaying the proper knowledge of cooking methods utilized in the cold kitchen.	42% of students scored 75% or higher 5 students scored above 75% 7 students scored below 75%	The amount of students that were able to complete the exam and obtain a 75% or higher were all students that attended class and completed homework. The students that received lower than 75% either did not take the exam or did not complete the questions provided on the exam.

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

The analysis of the assessment is that more focus needs to be put on culinary math, not only in Garde Manger but in every class. The simple culinary conversion questions that the students are given at the beginning of the semester are seeming to be a challenge. The continuation of algebraic education in a culinary environment will help in the success of our students. The students have a well-rounded understanding of cooking methods but the terminology used to describe them and the tools needed to properly achieve these methods is lacking. Proper verbiage on all instructor's behalf will benefit the students tremendously. The sanitation level of the students in the labs is good, but the food waste is high. There needs to more focus on sustainable kitchen techniques.

## 9. What is the action plan for the next academic year? (2021-2022) Explain

The actions planned to assist the students in being more successful in Fall 2021 is to put more emphasis on culinary math in every class, with recipe conversions as part of a weekly exercise I believe that the repetition of this action will cause some ease of use and allow the students to be comfortable with culinary math in and out of the class. The discussion of successful and failed restaurants in direct correlation to food waste will bring awareness to the students of the result of their actions in a financial aspect, as well as how to resolve this action. When in the labs making sure that at the beginning of the semester the students are reminded of the names and uses of the tools and then throughout the semester only using those terms so that the repetition of this can lead to prolonged knowledge of the terms.