



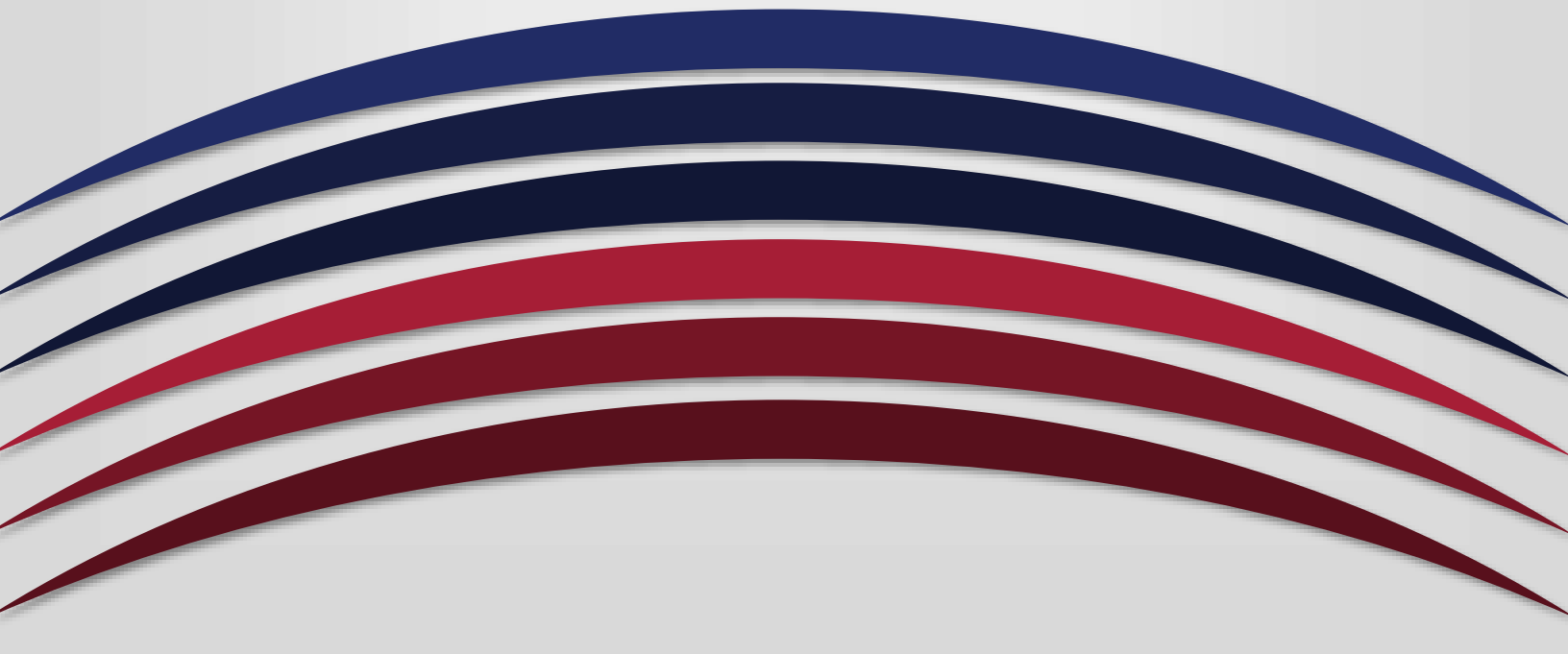
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

## **Course-Level Assessment Report**

**Course: CUL 1304**

**Academic Year: Spring 2021**

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



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3. Date of submission: 5/13/2021
4. Academic year: Spring 2021

## Course-Level Learning Outcomes

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

1. ACTS
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.
6. Perform basic math functions to include fractions, weights and measurements.
  - b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
7. Evaluate the components and functions of a standardized recipe
  - b. Convert recipes using a yield formula to increase and decrease quantities.
8. Perform costing calculations utilizing current technology.
9. 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.
10. 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.
11. 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.
12. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.
  - a. Assess these skills through a well-developed rubric
13. 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.

14. Evaluate and analyze the preparation of a variety of proteins (including beef, chicken, pork, fish, game, lamb and veal), vegetables, legumes, grains, and starches using moist, dry and combination cooking methods.
  - b. Moist heat methods to include steam, deep and shallow poach, simmer and boil.
  - c. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.
  - d. Combination cooking methods to include stew and braise.
15. Define, and describe the process for making classical stocks, soups, and mother and compound sauces.
16. Demonstrate how to prepare and cook classical stocks, soups, and mother and compound sauces.
  - a. Prepare a cream soup using a roux.
  - b. Prepare a puree soup.
  - c. Prepare a specialty soup.
  - d. Prepare each of the five mother sauces to include veloute, espagnole, béchamel, tomato, and butter sauce (to include Hollandaise and beurre blanc).
  - e. One compound sauce from each mother sauce.
17. Evaluate and analyze the preparation of classical stocks, soups, and mother and compound sauces.
  - a. Use a rubric in assessing the students' skills in preparing the above items.
18. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
19. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.
20. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.

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

I noticed food spoilage has become an issue. Like students drop a piece of food on the ground and immediately throw it away. Say it is an orange. No, washing it is acceptable. Using all parts of an ingredients is also an issue. Same with a bundle of herbs. I saw someone do this with a bundle of Cilantro. Green onions. People use the white parts and throw the rest of it away. No, let's use the entire thing. This is a waste of money and teaching them a bad habit. I am not sure where it is coming from but I have noticed an increase in this in all classes in the past few semesters. So, they need to understand how to clean it correctly and how is it going to be used after this happens. Is it going to be cooked or served raw? Which way is it best used now to avoid any contamination? Etc.....

Learning what goes in what trash can is still an issue. Esp with gloves, the ties around the herbs and things like butter packaging. Also, issues with what goes in the green can. This needs to be drilled into their heads from day one. Learning to wash dishes in a triple sink and not relying on the dishwasher is also something they need to learn in Food 1 before ever touching that machine. Not all rooms have a nice dish machine and the dishes are not getting washed correctly and are having to be rewashed all the time. It takes extra time to do this and is not necessary if this was taught at the beginning.

Math is an issue. I am so bad at staying with the recipe and every time they walk in the door I change the recipe. So, they are constantly changing the amounts in these recipes. They are so focused on following recipes that they lose it when they have to change it or not follow it to a T. I go off recipe as a rule. I say it is a guideline and I want them to use their gut as much as a

recipe. Or, learn to build that “cooks gut feeling” while cooking. Smell when its done. Look and feel it. Throw it in and use the recipe as a what? Guideline. Yes, those mathematics will get you started but use your skills from there. That is what you are here for otherwise we could use robots. This is the part of Evaluative and analyzing to me.

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

Not all students are getting every one since they are not at every station every week. Some get meat, some get seafood, etc. If the menu was changed to having the regular menu of a meat, seafood, chicken and veg at all times with a special, salad and soup (like all heads have discussed) then each students would rotate into the station and get a chance to work with all items. They would also be exposed to a more realistic restaurant environment. They would have items called per table (2 steak, 1 chicken, 1 fish) and have to make all per one table at a time. Same with appetizer station. The dessert is up to baking. If This was truly done correctly, the menu would correlate with meat and seafood and soups classes as well as garde manger. Soups would make a base sauce and soup for the week ( 2 classes) and garde manger could make a start for an appetizer so the Food 3 class could all work on finishing those up and helping entrée with their prep. All of the above CLO's would still be met. They may have a leg up on a start but they would finish it up.

### 4. Explain the assessment cycle.

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

Each unit has videos that each student will go through in the homework the night before a lab. They should watch the videos that will prepare them for the next lab. When they come into class, we go over what will happen and who will be at which station. We go over the process of each item and then split up and go to work. Halfway through the semester we go straight in to the kitchen and get to work. We have started to make a large mise en place list on the wall to keep up with what all stations are doing. The sous chef keeps up with this and makes sure everyone is on task. If someone starts to fall behind the sous can jump in or assign someone to do so.

I go through with each station to make sure they know how to run a plate they are making and hopefully the quickest way to do so. They pick the plate and we work on plating together. As the semester moves forward they get to be more autonomous in their plating. That is, if they have the skills to do so.

About 15 minutes before service (hopefully) we can have one plate of each app, entrée and dessert up for pictures and description for the class and front staff. We make sure the stations are clean and organized before service starts.

Sous chef becomes the back expo while Dr Burrus runs the front expo. This would work better if there was a true menu and the sous would just run the pass and let Dr Burrus do what he needs to do for his class.

We then take what is leftover and have family meal in the back. After that we finish cleaning up and come out front to have a discussion about what went right 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. I tell them about homework and next week and we dismiss.

## 5. 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

## 6. 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.

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

This is a production class that is based on labs and teamwork. How the class interacts and helps each other is vital. What skills they bring into the class is also vital. If they have taken the classes such as meat and seafood and especially stocks BEFORE they get in here, it makes a huge difference. That way I am not teaching someone how to make a béchamel or a vinaigrette instead of asking someone to make it. Even with directions, those are not always the more straightforward to make. I have had people just throw everything including oil in a bowl and ask what went wrong with the dressing. I don't want to discuss the béchamel. We also make hollandaise and that is make or break (literally) as people are walking in the door. It is not one we can just remake over and over until we get it right. That is what soups class is for. Food 2 is where they learn the methods for saute, braise, roast, etc. Here is where we execute them in large quantities so it is vital they actually learn it in that class. This is not a class where I need to be running as much as I have been but the level of knowledge that is coming in is not what it should be and I am running from person to person explaining how to make things and cut things which they should have a base knowledge of how to do before they get here.

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

As I expressed, this is a production class. I know the students these last two semesters are in no way prepared for Food 4. They have not had the numbers or the stress that they should have had in their service. If we get back to the numbers we had previously they are going to be like deer in headlights. I know this is not something we could help because of the restrictive numbers we could have in the dining room but I am hoping that the menu changes and that

will give them a more realistic setting as well as a more realistic timing like a real kitchen. The fact that the same instructor will be teaching food 3 and 4 is a bonus because they get to build on the skills they had the semester before and she already knows where they need help and where their strengths lie. That will help them immensely.

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

### Explain.

Get the new menus. Get new station for app area.

Get the computers so front of the house can actually take orders and send them to the kitchen.

Give them a real kitchen experience and make the menu coincide with the other classes so it will make it easier on the classes and their prep, if at least for one item.

This was my plan before my exit, part of it was discussed with baking and hospitality.

We all agreed and I believe there is are handheld computers for ordering on order.

New broiler on order to replace grill. New sous vide machine on order.

The coinciding with soups was and can be changed over the summer or the menu can be worked around soups to start since it is changing anyway.