

## UNIVERSITY OF ARKANSAS PULASKI TECH

## Course-Level Assessment Report Course: BAK 1302 Academic Year: \_2021-2022\_\_\_\_

Due to Chair/Program Director and Faculty Assessment Chair by September 1





1. Name of course:	Basic Pastry
2. Name of individual(s) compiling report:	Chocla Lea
3. Date of submission:	<u>August 25, 2022</u>
4. Academic year:	2021-2022

## **Course-Level Learning Outcomes**

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

#### **General Sanitation and Math**

- Discuss the baking profession and historical background and define the different stations in the pastry kitchen.
- Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.
- Utilize safety and sanitation practices when preparing, baking and serving all food items in the professional bakeshop.
- Define Baking terminology and explain how to apply them.
- Perform recipe yield conversions, recipe costing and determine cost per serving.

#### **Basic Baking Techniques**

#### **Cookies and Brownies**

- Describe the variety of cookie types and the mixing methods utilized to produce them.
- Produce, assess and evaluate a variety of cookies utilizing various mixing methods.

#### **Pies and tarts**

- Define and describe the various types of pies and tarts and explain the process of making different types of pie crusts to include the mixing methods.
- Produce, assess and evaluate a variety of pies and tarts utilizing different mixing methods, and types of fillings.

#### Assorted Pastries:

- Define and describe pastry items to include pate choux, meringue, phyllo, and batters (pancake, waffle, fritters, and crepes) and explain the method of preparing these items.
- Prepare, assess and evaluate a variety of pastry items to include eclairs or cream puffs, meringue's, phyllo, and batters and include fillings, icings, and garnishes.

#### Custards, Creams and Sauces

- Describe the various types of custards, creams and sauces available in the bakeshop.
- Prepare, assess and evaluate an assortment of custards, creams and sauces used as part of pastry items or accompany pastry items.
- Discuss the methods of preparation of hot and cold soufflés.
- Prepare and evaluate finished hot and cold soufflés.

#### Cakes & Icings

- Describe the variety of cake types and the mixing methods utilized to produce them.
- Describe the variety of icings and toppings available in, and covering various cakes.
- Prepare, assess and evaluate a variety of cakes utilizing the various mixing methods and finish each cake with a variety of icings, and toppings.



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#### **Frozen Desserts**

• Discuss the methods of preparation of ice creams, sorbets and other frozen desserts

• Prepare and evaluate the quality of prepared ice creams, sorbets and other frozen desserts.

#### Nutrition

• Identify and Discuss dietary guidelines and recommended dietary allowances based on current USDA Food Guideline principles and food groups. Evaluate and analyze recipes and menus using dietary guideline recommendations, food guides and food labels.

• Discuss recipe modification to create nutritionally beneficial alternatives to baked goods and desserts.

• Identify common food allergies and determine appropriate substitutions. (i.e. Gluten, sugar, lactose free).

• Discuss contemporary nutritional issues to include specialty diets, dietary trends, and religious dietary laws (i.e. vegetarianism, heart-healthy menus, food allergies, alternative dieting, vegetarian, etc.).

• Discuss and demonstrate cooking techniques that apply sound nutritional principles and current industry trends.

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

#### **General Sanitation and Math**

- Discuss the baking profession and historical background and define the different stations in the pastry kitchen.
- Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.

• Utilize safety and sanitation practices when preparing, baking and serving all food items in the professional bakeshop.

- Define Baking terminology and explain how to apply them.
- Perform recipe yield conversions, recipe costing and determine cost per serving.

#### **Basic Baking Techniques**

#### **Cookies and Brownies**

- Describe the variety of cookie types and the mixing methods utilized to produce them.
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#### **Assorted Pastries:**

• Define and describe pastry items to include pate choux, meringue, phyllo, and batters (pancake, waffle, fritters, and crepes) and explain the method of preparing these items.

• Prepare, assess and evaluate a variety of pastry items to include eclairs or cream puffs,

meringue's, phyllo, and batters and include fillings, icings, and garnishes.

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Prepare and evaluate finished hot and cold souffles.

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#### **Frozen Desserts**

- Discuss the methods of preparation of ice creams, sorbets and other frozen desserts
- Prepare and evaluate the quality of prepared ice creams, sorbets and other frozen desserts.

#### Nutrition

- Identify and Discuss dietary guidelines and recommended dietary allowances based on current USDA Food Guideline principles and food groups. Evaluate and analyze recipes and menus using dietary guideline recommendations, food guides and food labels.
- Discuss recipe modification to create nutritionally beneficial alternatives to baked goods and desserts.
- Identify common food allergies and determine appropriate substitutions. (i.e. Gluten, sugar, lactose free).
- Discuss contemporary nutritional issues to include specialty diets, dietary trends, and religious dietary laws (i.e. vegetarianism, heart-healthy menus, food allergies, alternative dieting, vegetarian, etc.).
- Discuss and demonstrate cooking techniques that apply sound nutritional principles and current industry trends.
- 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Same as last year.

### 4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes PLO list will vary depending on your Program.)

Type your response here.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.





Assessment Γool/Methods	Final Writte	en Exam		
1001/Methous				
Learning Objective Assessed	and de • Def them. • Per determ • Des method • Def and ex crusts f • Def and ex crusts f • Def mering crepes • Des sauces • Dis soufflés • Des and co • Des sauces • Dis soufflés • Des and co • Des sauces • Des and co • Des • Co • Co	fine the different stations fine Baking terminology form recipe yield conver- ine cost per serving. scribe the variety of cool ds utilized to produce the fine and describe the va- plain the process of mal- to include the mixing me fine and describe pastry ue, phyllo, and batters ( ) and explain the method scribe the various types available in the bakesh cuss the methods of pre- s. scribe the variety of cake scribe the variety of cake scribe the variety of cakes. cuss the methods of pre- s and other frozen desse ntify and Discuss dietary mended dietary allowand buideline principles and e recipes and menus us mendations, food guides	and explain how to apply rsions, recipe costing and kie types and the mixing em. rious types of pies and tarts king different types of pie ethods. items to include pate choux, pancake, waffle, fritters, and d of preparing these items. of custards, creams and op. eparation of hot and cold e types and the mixing em. gs and toppings available in, eparation of ice creams, erts / guidelines and ces based on current USDA food groups. Evaluate and ing dietary guideline and food labels.	
	analyze recomr • Ide approp	e recipes and menus us mendations, food guides ntify common food allerg riate substitutions. (i.e. (	ing dietary guideline and food labels. gies and determine Gluten, sugar, lactose free).	
How do you define success?	75% of stu better on th		al exam will score 70% or	
How many students com	l pleted the	Fall	Spring	
-		6 students assessed	18 students assessed	
· · · · · · · · · · · · · · · · · · ·	,			
assessment, and how mar successful?	2	6 successful	16 successful	
assessment, and how mar		6 successful (100% success rate)	16 successful (89% success rate)	
assessment, and how mar			5	
assessment, and how mar	24 student	(100% success rate)	5	
assessment, and how mar successful?	24 student 22 successj	(100% success rate) s assessed	5	

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Was the benchmark/goal for this		Ye	NO
academic year met?		X	
Notes	Out of the 24 students assessed 22 were successful. Averaging a success rate of 92%.		

Assessment Tool/Methods	Final Pract	tical Exam	
Learning Objective Assessed	urgence • Per determ • Pro utilizing • Pro utilizing • Pro include batters • Pre custarce accom • Pre the var variety • Pre	ey and timing in a profess form recipe yield conve- nine cost per serving. oduce, assess and evalu- g various mixing method oduce, assess and evalu- g different mixing metho- epare, assess and evalu- e eclairs or cream puffs, and include fillings, icin epare, assess and evalu- ds, creams and sauces up any pastry items. epare and evaluate finish epare, assess and evalu- tious mixing methods an of icings, and toppings.	rsions, recipe costing and late a variety of cookies ls. late a variety of pies and tarts ds, and types of fillings. ate a variety of pastry items to meringue's, phyllo, and logs, and garnishes. ate an assortment of used as part of pastry items or hed hot and cold soufflés. ate a variety of cakes utilizing id finish each cake with a quality of prepared ice creams,
How do you define success?	75% of stu on the exa		exam will score 70% or better
How many students completed the assessment, and how many were successful?		<b>Fall</b> 6 students assessed 5 successful (83% success rate)	<b>Spring</b> 17 students assessed 17 successful (100% success rate)
Total Results	23 student 22 success (95.6% suc	ful	, ,



Was the benchmark/goal for this	Yes	No
academic year met?	X	
Notes		

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

Most students struggled with measurement and conversion factors.

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

Include a learning module over measurements and conversion factors.