

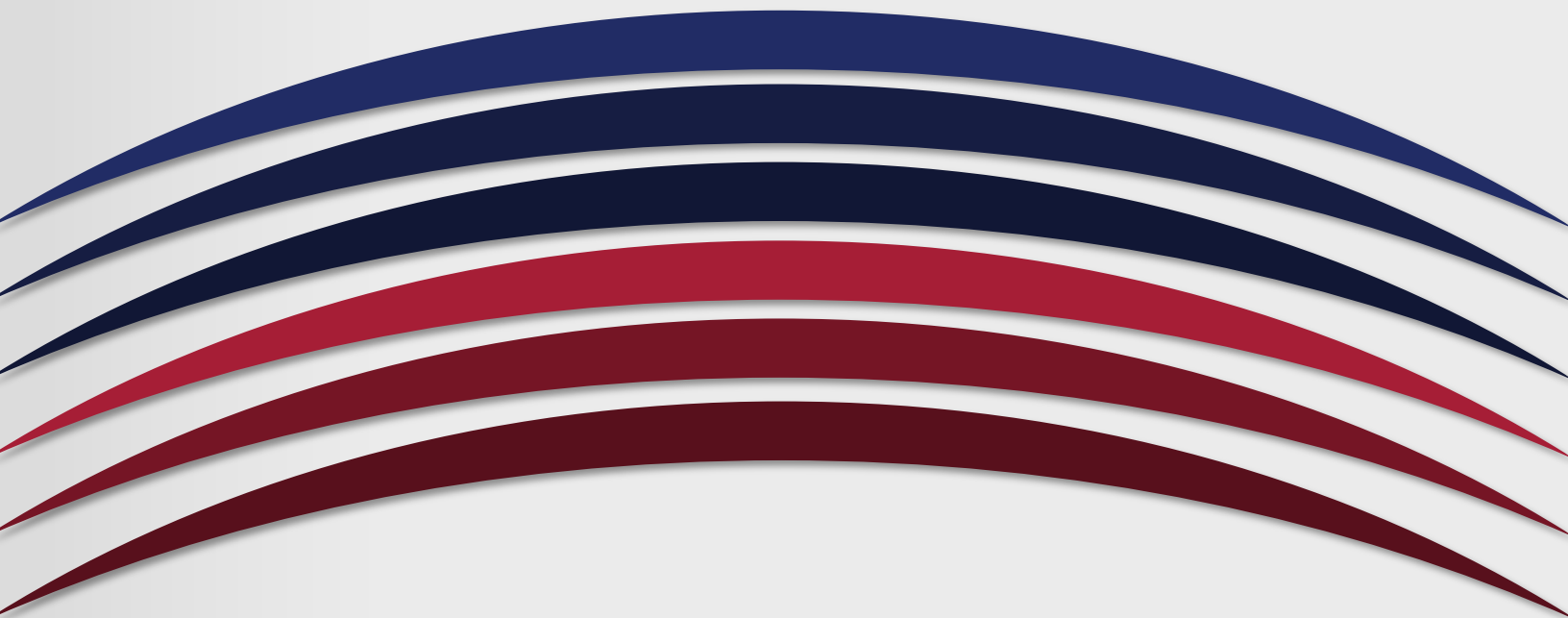
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**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: August 25, 2022
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.

**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.
- Produce, assess and evaluate a variety of cookies utilizing various mixing methods.

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- 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.
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- 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.
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**Frozen Desserts**

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

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- 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 Tool/Methods	<i>Final Written Exam</i>		
Learning Objective Assessed	<ul style="list-style-type: none"> <li>• Discuss the baking profession and historical background and define the different stations in the pastry kitchen.</li> <li>• Define Baking terminology and explain how to apply them.</li> <li>• Perform recipe yield conversions, recipe costing and determine cost per serving.</li> <li>• Describe the variety of cookie types and the mixing methods utilized to produce them.</li> <li>• 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.</li> <li>• 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.</li> <li>• Describe the various types of custards, creams and sauces available in the bakeshop.</li> <li>• Discuss the methods of preparation of hot and cold soufflés.</li> <li>• Describe the variety of cake types and the mixing methods utilized to produce them.</li> <li>• Describe the variety of icings and toppings available in, and covering various cakes.</li> <li>• Discuss the methods of preparation of ice creams, sorbets and other frozen desserts</li> <li>• 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.</li> <li>• Identify common food allergies and determine appropriate substitutions. (i.e. Gluten, sugar, lactose free).</li> </ul>		
How do you define success?	75% of students taking the practical exam will score 70% or better on the exam.		
How many students completed the assessment, and how many were successful?	<b><i>Fall</i></b> 6 students assessed 6 successful (100% success rate)	<b><i>Spring</i></b> 18 students assessed 16 successful (89% success rate)	
Total Results	24 students assessed 22 successful (91.6% success rate)		

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

Assessment Tool/Methods	<i>Final Practical Exam</i>	
Learning Objective Assessed	<ul style="list-style-type: none"> <li>• Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.</li> <li>• Perform recipe yield conversions, recipe costing and determine cost per serving.</li> <li>• Produce, assess and evaluate a variety of cookies utilizing various mixing methods.</li> <li>• Produce, assess and evaluate a variety of pies and tarts utilizing different mixing methods, and types of fillings.</li> <li>• 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.</li> <li>• Prepare, assess and evaluate an assortment of custards, creams and sauces used as part of pastry items or accompany pastry items.</li> <li>• Prepare and evaluate finished hot and cold soufflés.</li> <li>• Prepare, assess and evaluate a variety of cakes utilizing the various mixing methods and finish each cake with a variety of icings, and toppings.</li> <li>• Prepare and evaluate the quality of prepared ice creams, sorbets and other frozen desserts.</li> </ul>	
How do you define success?	75% of students taking the written exam will score 70% or better on the exam.	
How many students completed the assessment, and how many were successful?	<b><i>Fall</i></b> <i>6 students assessed</i> <i>5 successful</i> <i>(83% success rate)</i>	<b><i>Spring</i></b> <i>17 students assessed</i> <i>17 successful</i> <i>(100% success rate)</i>
Total Results	<i>23 students assessed</i> <i>22 successful</i> <i>(95.6% success rate)</i>	

Was the benchmark/goal for this academic year met?	<i>Yes</i> <b>X</b>	<i>No</i>
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.