

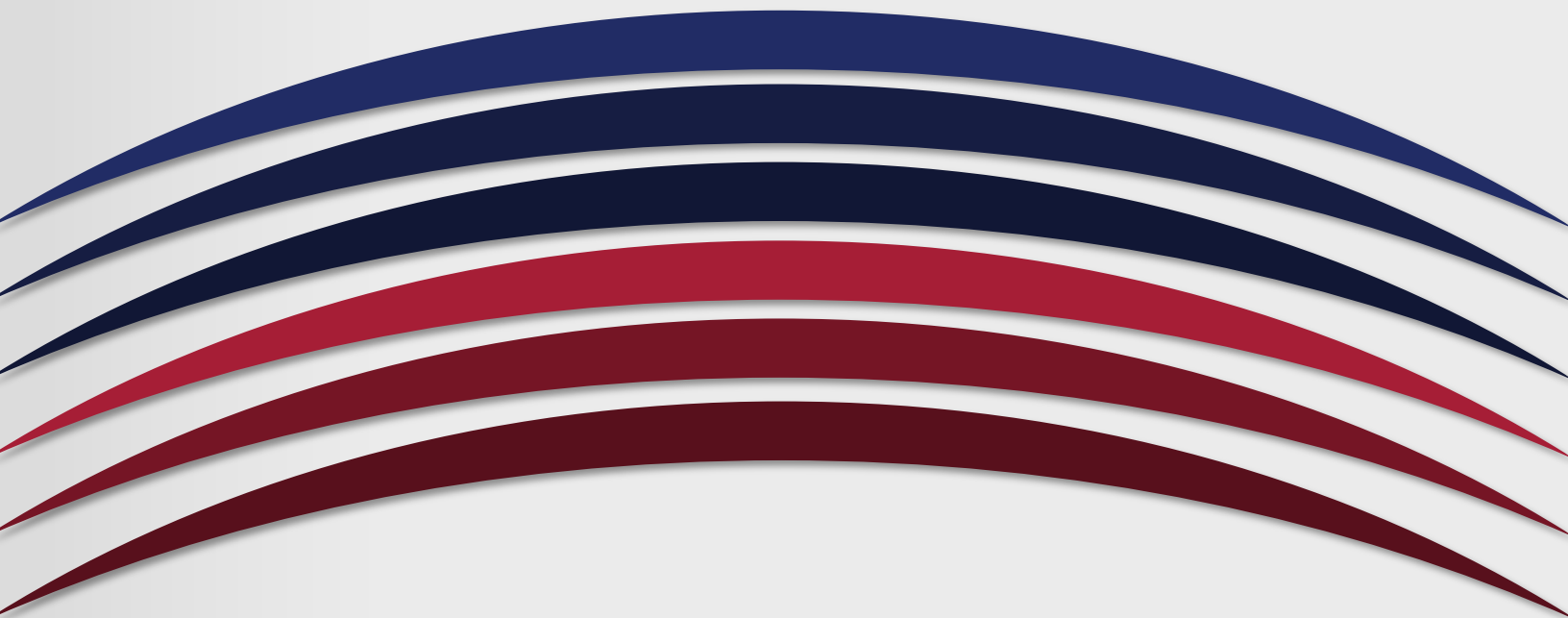
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: \_BAK 1305\_\_\_\_\_**

**Academic Year: \_\_2021-2022\_\_\_\_\_**

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



1. Name of course: Candies & Chocolates
2. Name of individual(s) compiling report: Jan Lewandowski
3. Date of submission: August 25, 2022
4. Academic year: 2021-2022

## Course-Level Learning Outcomes

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

#### Sanitation

- Utilize safety and sanitation practices when preparing, baking and serving all food items in the confectioner's kitchen.
  - 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.
  - List the major reasons for and recognize signs of food spoilage and contamination.

#### Business

- Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry.
  - Discuss and evaluate industry trade periodicals.
- Identify professional organizations within the field; explain purposes and benefits.
- Perform basic math functions to include fractions, weights and measurements.
  - Convert recipes using a yield formula to increase and decrease quantities.

#### Confectionery Techniques

- Define and describe the various types of chocolate.
  - Temper chocolate using the indirect, seeding and tabling methods.
  - Prepare chocolate confections and chocolate display pieces.
- Define and describe various types of candy.
  - Prepare and evaluate the quality of crystalline and non-crystalline confections.
  - Prepare and evaluate the quality of jellies and aerated confections.

- Prepare and evaluate the quality of marzipan and use in the making of confections.
- Discuss methods of preparation for cooking sugar and isomalt that is to be used for candies and sugar display pieces.
- Prepare and evaluate cooked sugar and isomalt to be used for candies or sugar display pieces.

### **Sustainability**

- Explain the importance of sustainable practices in a foodservice operation.
  - List factors that affect food prices, menu costs and quality such as market fluctuation, seasonality, product availability, supply and demand.
  - Define the terms energy efficient, and food miles as they apply to the locavore movement.
  - Describe the variety of sustainable practices available to the foodservice operator, listing how they would apply to each area of the foodservice operation.
  - Implement a variety of simple sustainable practices in the kitchen that will help to control foodservice costs and displays good environmental stewardship

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

- 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.
- List the major reasons for and recognize signs of food spoilage and contamination.
- Perform basic math functions to include fractions, weights and measurements.
- Convert recipes using a yield formula to increase and decrease quantities.
- Define and describe the various types of chocolate.
- Temper chocolate using the indirect, seeding and tabling methods.
- Prepare chocolate confections and chocolate display pieces.
- Define and describe various types of candy.
- Prepare and evaluate the quality of crystalline and non-crystalline confections.
- Prepare and evaluate the quality of jellies and aerated confections.
- Prepare and evaluate the quality of marzipan and use in the making of confections.
- Discuss methods of preparation for cooking sugar and isomalt that is to be used for candies and sugar display pieces.
- Prepare and evaluate cooked sugar and isomalt to be used for candies or sugar display pieces.

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

- 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.
- List the major reasons for and recognize signs of food spoilage and contamination.
- Discuss and evaluate industry trade periodicals.
- Perform basic math functions to include fractions, weights and measurements.
- Convert recipes using a yield formula to increase and decrease quantities.
- Define and describe the various types of chocolate.
- Temper chocolate using the indirect, seeding and tabling methods.
- Prepare chocolate confections and chocolate display pieces.
- Define and describe various types of candy.
- Prepare and evaluate the quality of crystalline and non-crystalline confections.
- Prepare and evaluate the quality of jellies and aerated confections.
- Prepare and evaluate the quality of marzipan and use in the making of confections.
- List factors that affect food prices, menu costs and quality such as market fluctuation, seasonality, product availability, supply and demand.

### 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>)

#### Practical Exam:

- PLO- Establish and maintain high standards of sanitation and food safety as established by the SERV SAFE® program.
- PLO- Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.
- ILO- Critical Thinking
- ILO- Professionalism

#### Written Exam:

- PLO- Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.
- PLO- Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.
- ILO- Critical Thinking
- ILO- Information Literacy
- ILO- Technology Literacy

**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	Truffle Formulation- students formulated a truffle using a basic ratio, tempered chocolate and shell-molded a truffle.		
Learning Objective Assessed	<ul style="list-style-type: none"><li>• Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.</li><li>• Perform basic math functions to include fractions, weights and measurements.</li><li>• Convert recipes using a yield formula to increase and decrease quantities.</li><li>• Temper chocolate using the indirect, seeding and tabling methods.</li><li>• Prepare chocolate confections and chocolate display pieces.</li></ul>		
How do you define success?	75% of students completing the practical exam will score 70% or better on the exam.		
How many students completed the assessment, and how many were successful?	<b>Fall</b> <i>17 students assessed 14 successful 2 students did not complete the practical (82% success rate overall, 93% for those who completed practical)</i>	<b>Spring</b> <i>10 students assessed 10 successful (100% success rate)</i>	
Total Results	<i>27 students assessed 24 successful 89% success rate or 96 % for those who completed assessment.</i>		
Was the benchmark/goal for this academic year met?	<b>Ye</b> <b>X</b>	<b>NO</b>	
Notes	<i>Out of the 27 students assessed 24 were successful. 2 students did not complete the assessment. Achieving a success rate of 89% for the year overall and 100% success for those who completed the practical.</i>		

Assessment Tool/Methods	<i>Final Written Exam- comprehensive</i>
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Learning Objective Assessed	<ul style="list-style-type: none"><li>List the major reasons for and recognize signs of food spoilage and contamination.</li><li>Define and describe the various types of chocolate.</li><li>Define and describe various types of candy.</li><li>Discuss methods of preparation for cooking sugar and isomalt that is to be used for candies and sugar display pieces.</li></ul>		
How do you define success?	75% of students taking the final written exam will score 70% or better on the exam.		
How many students completed the assessment, and how many were successful?	<b>Fall</b> <i>17 students assessed</i> <i>12 successful</i> <i>3 did not complete test</i> <i>(71% success rate)</i>	<b>Spring</b> <i>10 students assessed</i> <i>7 successful</i> <i>2 did not complete test</i> <i>(70% success rate)</i>	
Total Results	<i>27 students overall</i> <i>22 students assessed (5 students did not complete assessment)</i> <i>19 successful</i> <i>70.3% success rate</i> <i>(86.3% success rate for those who completed assessment)</i>		
Was the benchmark/goal for this academic year met?	<b>Ye</b> <b>X</b>		<b>NO</b>
Notes	5 students did not complete the written exam, 3 students who scored poorly struggled with attendance and coursework in general.		

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

Final written exam: Of the 8 students who were not successful, 5 students did not complete the exam and 3 performed poorly. The majority of students who were successful scored highly and utilized the practice exam. Those who performed poorly did not have strong attendance, did not take the practice test or did not successfully complete the homework.

Practical Exam: All who completed the practical scored high, with the exception of one student who struggled with basic techniques and instruction. The other two students did not complete the practical exam.

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

The past few semesters of assessing truffle formulation and the written exam showed a high level of success for those who completed the assessment due to changes implemented in the class (practice exam, allowing students multiple chances to redo homework, repetitive lab work for truffle technique). We plan to begin assessing other confectionery techniques with their final practical to include two confectionery techniques.

The other area we would like to focus on is the business or marketing aspects of the confectionery business to include labeling and costing products to sell. Students will be assessed on creating a line of 4 confectionery products with packaging, costing and distribution plans.