

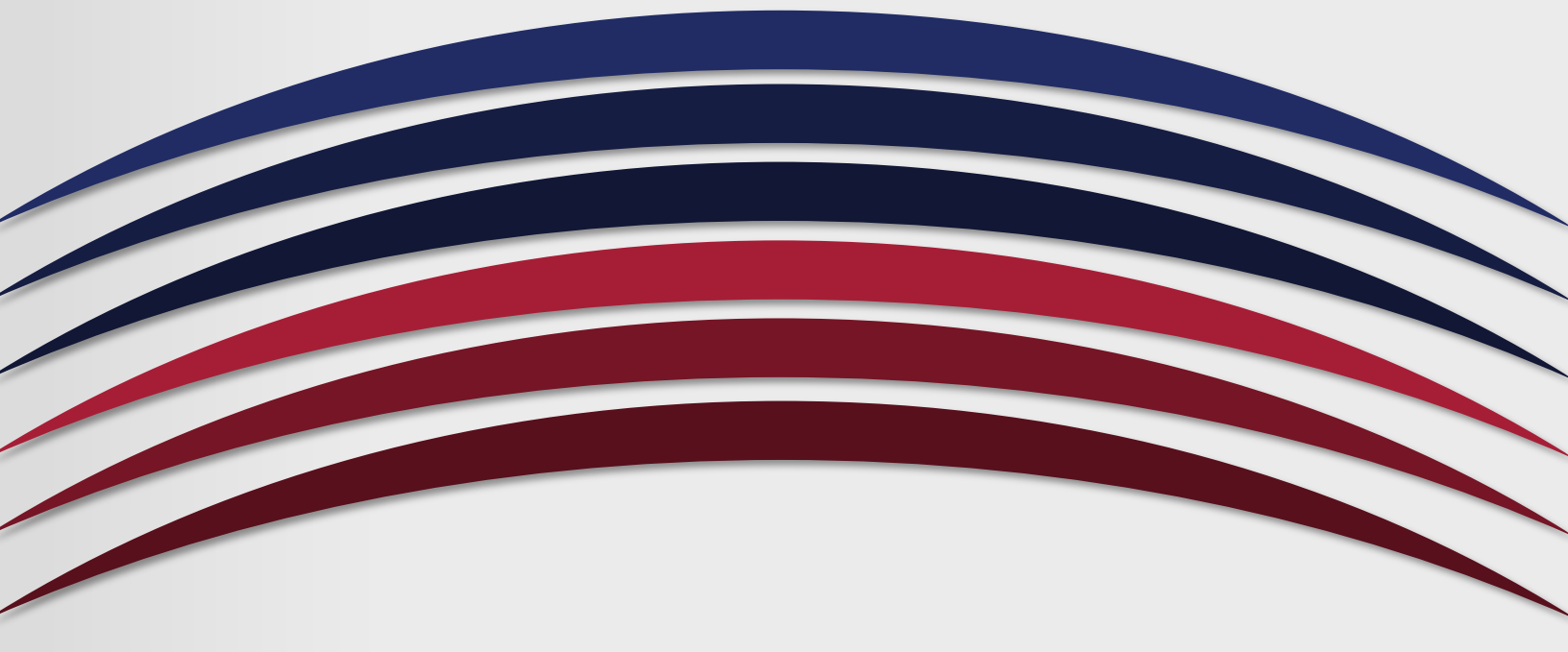
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: \_BAK 2306\_\_\_\_\_**

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

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



1. Name of course: Baking Practicum
2. Name of individual(s) compiling report: Jan Lewandowski
3. Date of submission: August 31, 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 professional bakeshop.
  - 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.

#### Basic and Advanced Baking

- Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
- Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.
- Discuss, define, prepare and evaluate a variety of classic American and European desserts, breads and pastries, utilizing different mixing methods and finishing techniques.
- Discuss the variety of convenience products available and its role in a high production bakeshop.
- Discuss and demonstrate creativity using given criteria to plan a menu, utilizing a variety of baked goods and appropriate decorations.

#### Hospitality, Business and Human Resources

- Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry. Discuss and evaluate industry trade periodicals.
  - Explain the importance of time management and give examples to include other organizational management techniques that provide labor cost effectiveness.

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

- Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.
- Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.
- Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry. Discuss and evaluate industry trade periodicals.
  - a. Explain the importance of time management and give examples to include other organizational management techniques that provide labor cost effectiveness.

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

Will focus on the same CLO's

## 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>)

### Supervisor Evaluation- Final:

- 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

### Portfolio:

- 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	Supervisor Evaluation Form		
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>• Demonstrate mise en place, organization, sense of urgency and timing in a professional kitchen.</li></ul>		
How do you define success?	75% of students will have the evaluation form completed with evaluators scoring them Average or Above.		
How many students completed the assessment, and how many were successful?	<b>Fall</b> 5 students assessed 4 were successful 1 did not complete (80% success rate)	<b>Spring</b> 8 students assessed 7 successful 1 did not complete (87% success rate)	
Total Results	15 students overall 13 successful 87% success rate		
Was the benchmark/goal for this academic year met?	Ye X		NO
Notes	Students do not receive their grade based on the feedback, just for turning the assignment in correctly. This is to encourage honest feedback from both the evaluator and student. Students are rated according to the participation guidelines used in our program. The feedback overall was positive for the students.		

Assessment Tool/Methods	Final Portfolio- students present a portfolio of pictures, written discussions, evaluations and assignments		
Learning Objective Assessed	Discuss/evaluate industry trends as they relate to career opportunities and the future of the industry. Discuss and evaluate industry trade periodicals. Explain the importance of time management and give examples to include other organizational management techniques that provide labor cost effectiveness. •		
How do you define success?	75% of students will score 70% or better on the portfolio		
How many students completed the assessment, and how many were successful?	<b>Fall</b> 5 students assessed 4 were successful 1 did not complete (80% success rate)	<b>Spring</b> 8 students assessed 7 successful 1 did not complete (87% success rate)	
Total Results	15 students overall 13 successful 87% success rate		
Was the benchmark/goal for this academic year met?	Yes X	NO	
Notes	Overall, the students completed the assignment successfully. We gave a survey for Spring semester to gain feedback on the project to see how to improve the assignment and what they found useful or not.		

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

The evaluation: The evaluations of the students overall were positive. The lower scores were still above average and those had to do with speed and personal appearance. The evaluation form just asks the supervisor to circle their ratings, with criteria given for each rating.

Portfolio: the student feedback on the portfolio was mixed- some found the organization to be confusing. Students in the fall semester completed the sections throughout the semester while the spring semester students could decide to complete

and turn it in at the end or throughout the semester. Half of the students found this to be confusing. There were differing opinions on which sections they found useful—some felt there wasn't a need to review a trade magazine, while others found it to be helpful.

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

Adjustments will be made to the evaluation form to ask for specific feedback from employers and to rate students on more professionalism readiness criteria.

The portfolio will remain the same, with the survey to gain more feedback. The portfolio was reviewed with the class at an in-person meeting and more guidance will be given during the semester via Blackboard Announcements.