

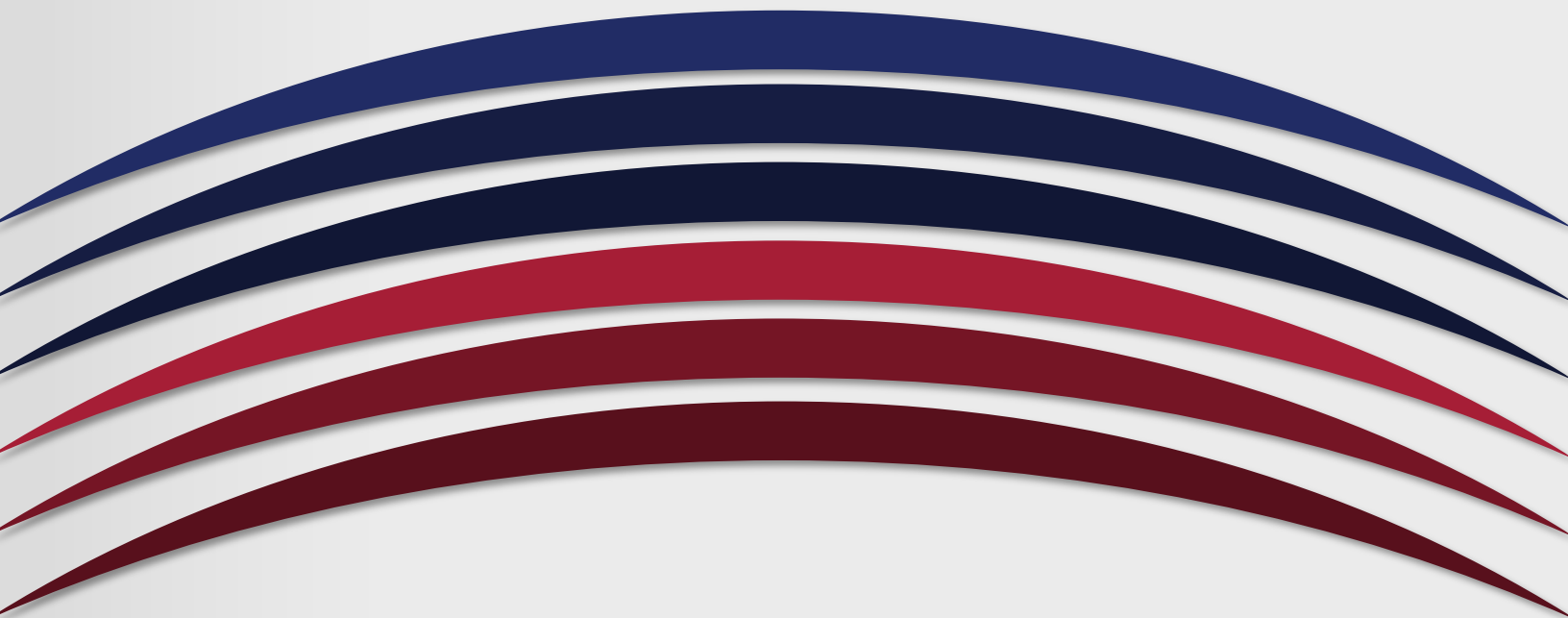
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: CUL 1303_____

Academic Year: __2021-2022 ____

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



1. Name of course: CUL 1303 Food Production II
2. Name of individual(s) compiling report: Robert Hall
3. Date of submission: 9/15/2022
4. Academic year: 2021 - 2022

Course-Level Learning Outcomes

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

1. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
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. Outline the requirements for proper receiving and storage of both raw and prepared foods.
5. List the major reasons for and recognize signs of food spoilage and contamination.
6. Identify proper methods of waste disposal and recycling.
7. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
8. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
9.
 - a. Evaluate the components and functions of a standardized recipe
 - b. Convert recipes using a yield formula to increase and decrease quantities.
 - c. Cost a recipe giving the overall cost, individual cost and menu sales price.
 - d. Calculate food cost to determine selling price using the factor method and/or percentage method.
 - e. Determine the amounts of product needed in a baking and pastry recipe using the baker's percentage method.
10. Perform costing calculations utilizing current technology.
11. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.
12. 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.
- 13. 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.
- 14. 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.
- 15. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.
- 16. 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, poêle, stew, and braise.
- 17. Prepare and cook 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.
 - a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.
 - b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.
 - c. Combination cooking methods to include poêle, stew and braise.
 - d. Using all moist, dry and combination cooking methods prepare proteins using chicken, 10beef, lamb, veal, fish and wild game.
 - e. Using all moist, dry and combination cooking methods prepare a variety of rice (pilaf method and risotto method), wild rice, jasmine, and sushi.
 - f. Using all moist, dry and combination cooking methods prepare a variety of potato dishes.
 - g. Using all moist, dry and combination cooking methods prepare a variety of vegetables dishes.
 - h. Using all moist, dry and combination cooking methods prepare a variety of grain dishes.
- 18. 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.
 - a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.
 - b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.
 - c. Combination cooking methods to include poêle stew and braise.
- 19. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
- 20. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.
- 21. Define, prepare, cook, evaluate and assess breakfast items:

- a. Prepare, eggs in the following ways: scrambles, over-easy, Sunnyside up, poached, and baked (custard or strata).
- b. Prepare a French and American style omelet, and an open-faced omelet (frittata).
- c. Prepare breakfast meats to include ham, sausage and or bacon.
- d. Prepare a batter and make pancakes, waffles and or crepes.
- e. Prepare a custard.
- f. Prepare a breakfast style potato to include one of the following: hash browns, lyonnaise, O'Brien, home fries, potato pancakes.
- g. Prepare a cereal to include granola, cream of wheat, oatmeal, grits or parfait.
22. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.
23. In the preparation of food, items demonstrate effective techniques in presenting food that maximizes the flavor and esthetic quality of the products used.
24. Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing garnishes for canapés, hors d'oeuvres and buffets to include vegetable, fruit, and other forms of food for decorative and edible purposes.
25. Salads and Dressings:
 - a. Identify the basic types of salads and their uses in the modern menu.
 - b. Define basic types of salad dressings and produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis.
 - c. Produce mixed green, composed, entree, protein, starch and fruit salad.
 - d. Analyze and evaluate the quality of salads and dressings produced
26. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.
27. Describe process of management through effective communication skills and interpersonal relationships.
28. a. Identify the difference between a manager and a leader and describe the qualities of each. b. Summarize leadership styles and analyze when each is most appropriate.
29. Describe the supervisor's role in decision-making, problem solving and delegation of duties.

2. Which CLOs were addressed for the academic year?

1. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
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. Outline the requirements for proper receiving and storage of both raw and prepared foods.
5. List the major reasons for and recognize signs of food spoilage and contamination.
6. Identify proper methods of waste disposal and recycling.

7. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
8. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
9.
 - a. Evaluate the components and functions of a standardized recipe
 - b. Convert recipes using a yield formula to increase and decrease quantities.
 - c. Cost a recipe giving the overall cost, individual cost and menu sales price.
 - d. Calculate food cost to determine selling price using the factor method and/or percentage method.
 - e. Determine the amounts of product needed in a baking and pastry recipe using the baker's percentage method.
10. Perform costing calculations utilizing current technology.
11. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.
12. 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.
13. 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.
14. 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.
15. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.
16. 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.
17. Prepare and cook 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.
 - a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.
 - b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.
 - c. Combination cooking methods to include poele, stew and braise.
 - d. Using all moist, dry and combination cooking methods prepare proteins using chicken, 10beef, lamb, veal, fish and wild game.

- e. Using all moist, dry and combination cooking methods prepare a variety of rice (pilaf method and risotto method), wild rice, jasmine, and sushi.
- f. Using all moist, dry and combination cooking methods prepare a variety of potato dishes.
- g. Using all moist, dry and combination cooking methods prepare a variety of vegetables dishes.
- h. Using all moist, dry and combination cooking methods prepare a variety of grain dishes.
- 18. 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.
 - a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.
 - b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.
 - c. Combination cooking methods to include poêle stew and braise.
- 19. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
- 20. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.
- 21. Define, prepare, cook, evaluate and assess breakfast items:
 - a. Prepare, eggs in the following ways: scrambles, over-easy, Sunnyside up, poached, and baked (custard or strata).
 - b. Prepare a French and American style omelet, and an open-faced omelet (frittata).
 - c. Prepare breakfast meats to include ham, sausage and or bacon.
 - d. Prepare a batter and make pancakes, waffles and or crepes.
 - e. Prepare a custard.
 - f. Prepare a breakfast style potato to include one of the following: hash browns, lyonnaise, O'Brien, home fries, potato pancakes.
 - g. Prepare a cereal to include granola, cream of wheat, oatmeal, grits or parfait.
- 22. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.
- 23. In the preparation of food, items demonstrate effective techniques in presenting food that maximizes the flavor and esthetic quality of the products used.
- 24. Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing garnishes for canapés, hors d'oeuvres and buffets to include vegetable, fruit, and other forms of food for decorative and edible purposes.
- 25. Salads and Dressings:
 - a. Identify the basic types of salads and their uses in the modern menu.
 - b. Define basic types of salad dressings and produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis.
 - c. Produce mixed green, composed, entree, protein, starch and fruit salad.
 - d. Analyze and evaluate the quality of salads and dressings produced

26. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.
27. Describe process of management through effective communication skills and interpersonal relationships.
28. a. Identify the difference between a manager and a leader and describe the qualities of each. b. Summarize leadership styles and analyze when each is most appropriate.
29. Describe the supervisor's role in decision-making, problem solving and delegation of duties.

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

Through this semester I have noticed that more emphasis needs to be put on food waste as well as proper food handling techniques. How to save and use the bones, carcasses, skin and fat for future uses. Displaying some of those techniques throughout the class would be beneficial. One example would be to make sausage with the scrapes of pork from butchering the whole pig, another could be to start a stock and the stocks, soups and sauces class drop and bag the stock, or vice versa. Throughout this semester we also spent time on learning proper cooking methods for the different types of proteins that we were handling. This gave the students a further understanding of the beginning to end process of the proteins, instead of having a gap of understanding. Utilizing these techniques for the upcoming semester will help to further round out the students' knowledge of how to handle proteins and all the steps it takes up to serving it to guests.

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.)

Institutional Learning Outcomes

UA-PTC supports a college-wide institutional learning assessment program which concerns effective instructional methods and promotes student learning achievement by assessing:

1. Communication
2. Critical Thinking
3. Cultural Awareness
4. Information Literacy

5. Professionalism
6. Quantitative Literacy
7. Technology Literacy

For more information, please consult the following website: <https://uaptc.edu/sla>

Department / Program Learning Outcomes

The Culinary department, consistent with the College's mission and the Division's objectives, encourages the success of its students in all technical fields and academic disciplines by promoting:

3. Establish and maintain high standards of sanitation and food safety as established by the SERV SAFE® program.
4. Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.
5. Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.
6. Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention.
7. Communicate clearly and professionally, both verbally and in writing.
8. Develop strategies to improve business performance using creativity and problem-solving skills, based on operational theory and procedures.
9. Develop skills integral to success in the industry including guest service, supervisory management, the ability to work with others, and handling multiple tasks simultaneously.
10. Develop and apply ethical and sustainable hospitality industry policies.

Concentration: Culinary Arts

1. Identify principles of menu and food service facility layout and design.
2. Understand where food comes from, differences in growing practices and how to prepare a seasonal menu.
3. Demonstrate and discuss the differences in cuisines and ingredients used around the world.
4. Prepare regional, international, and classical cuisine dishes and demonstrate an understanding of how they are utilized in the contemporary food service industry.
5. Develop skills integral to success in the food industry including speed, stamina, dexterity, and timing.

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/Method	Final Practical Exam
Learning Objective Assessed	<p>2. Demonstrate acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.</p> <p>3. Demonstrate good personal hygiene and health habits in a laboratory setting to include hand washing.</p> <p>7. Demonstrate appropriate emergency policies for kitchen and dining room injuries.</p> <p>12. 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.</p> <p style="padding-left: 40px;">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'.</p> <p style="padding-left: 40px;">b. Demonstrate zesting, and segmenting fruit.</p> <p style="padding-left: 40px;">c. Demonstrate dicing and mincing an onion, garlic and shallots.</p> <p style="padding-left: 40px;">d. Demonstrate the use of a mandolin using various vegetables.</p> <p>13. Identify, describe, and utilize herbs, spices, and seasonings by themselves and in a combination that exemplify national and international cooking medians.</p> <p style="padding-left: 40px;">a. Prepare an example of a spice rub.</p> <p style="padding-left: 40px;">b. Prepare an example of a dried and fresh spice blend.</p> <p style="padding-left: 40px;">c. Utilize a spice blend or herb blend in a culinary preparation.</p> <p style="padding-left: 40px;">d. Assess student's knowledge in herb and spice identification and usage.</p> <p>17. Prepare and cook 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.</p> <p style="padding-left: 40px;">a. Moist heat methods to include steam, deep and shallow poach, simmer and boil.</p>

	<p>b. Dry heat methods to include deep fry, sauté, pan fry, grill, and roast.</p> <p>c. Combination cooking methods to include poêle, stew and braise.</p> <p>d. Using all moist, dry and combination cooking methods prepare proteins using chicken, 10beef, lamb, veal, fish and wild game.</p> <p>e. Using all moist, dry and combination cooking methods prepare a variety of rice (pilaf method and risotto method), wild rice, jasmine, and sushi.</p> <p>f. Using all moist, dry and combination cooking methods prepare a variety of potato dishes.</p> <p>g. Using all moist, dry and combination cooking methods prepare a variety of vegetables dishes.</p> <p>h. Using all moist, dry and combination cooking methods prepare a variety of grain dishes.</p> <p>19. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.</p> <p>20. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.</p> <p>21. Define, prepare, cook, evaluate and assess breakfast items:</p> <ol style="list-style-type: none"> Prepare, eggs in the following ways: scrambles, over-easy, Sunnyside up, poached, and baked (custard or strata). Prepare a French and American style omelet, and an open-faced omelet (frittata). Prepare breakfast meats to include ham, sausage and or bacon. Prepare a batter and make pancakes, waffles and or crepes. Prepare a custard. Prepare a breakfast style potato to include one of the following: hash browns, lyonnaise, O'Brien, home fries, potato pancakes. Prepare a cereal to include granola, cream of wheat, oatmeal, grits or parfait. <p>22. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.</p> <p>23. In the preparation of food, items demonstrate effective techniques in presenting food that maximizes the flavor and esthetic quality of the products used.</p> <p>24. Demonstrate proficiency using knives and garnishing tools to achieve professional quality results when producing garnishes for</p>
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	canapés, hors d'œuvres and buffets to include vegetable, fruit, and other forms of food for decorative and edible purposes. 25. Salads and Dressings: a. Identify the basic types of salads and their uses in the modern menu. b. Define basic types of salad dressings and produce a variety of salad dressings including emulsified, dairy based, vinaigrette and coulis. c. Produce mixed green, composed, entree, protein, starch and fruit salad. d. Analyze and evaluate the quality of salads and dressings produced		
How do you define success?	75% of students taking the certification written exam will score 70% or better on the exam.		
How many students completed the assessment, and how many were successful?	Fall 12 students assessed 12 successful (100% success rate)	Spring 12 students assessed 11 successful (91.7% success rate)	
Total Results	Across all sections, 24 students took the final practical exam. 23 achieved a score at or above 70% (95.8%).		
Was the benchmark/goal for this academic year met?	Yes X	No	
Notes			

Assessment Tool/Method	Final Written Exam
Learning Objective Assessed	<p>1. Identify microorganisms, which are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.</p> <p>4. Outline the requirements for proper receiving and storage of both raw and prepared foods.</p> <p>5. List the major reasons for and recognize signs of food spoilage and contamination.</p> <p>6. Identify proper methods of waste disposal and recycling.</p> <p>8. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.</p> <p>9. a. Evaluate the components and functions of a standardized recipe</p>

	<p>b. Convert recipes using a yield formula to increase and decrease quantities.</p> <p>c. Cost a recipe giving the overall cost, individual cost and menu sales price.</p> <p>d. Calculate food cost to determine selling price using the factor method and/or percentage method.</p> <p>e. Determine the amounts of product needed in a baking and pastry recipe using the baker's percentage method.</p> <p>10. Perform costing calculations utilizing current technology.</p> <p>11. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.</p> <p>14. 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.</p> <p>15. Define mise en place and demonstrate a combination of organizational skills, preparedness, and timing when it comes to food preparation, cooking and serving.</p> <p>16. 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.</p> <p>26. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.</p> <p>27. Describe process of management through effective communication skills and interpersonal relationships.</p> <p>28. a. Identify the difference between a manager and a leader and describe the qualities of each. b. Summarize leadership styles and analyze when each is most appropriate.</p> <p>29. Describe the supervisor's role in decision-making, problem solving and delegation of duties.</p>		
How do you define success?	75% of students taking the certification written exam will score 70% or better on the exam.		
How many students completed the assessment, and how many were successful?	Fall 10 students assessed 9 successful (90% success rate)	Spring 12 students assessed 11 successful (91.7% success rate)	
Total Results	Across all sections, 22 students took the final practical exam. 20 achieved a score at or above 70% (90.9%).		
Was the benchmark/goal for this academic year met?	Yes X	No	

Notes	
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5. What is your analysis of the findings?

The outcome/threshold was met by the students. They were given multiple weeks to study the information for the final practical and final written exams which helped in the success of the students for the finals.

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

Explain.

No change in the current Food II assessment plan is anticipated for the 2022-2023 academic year.