

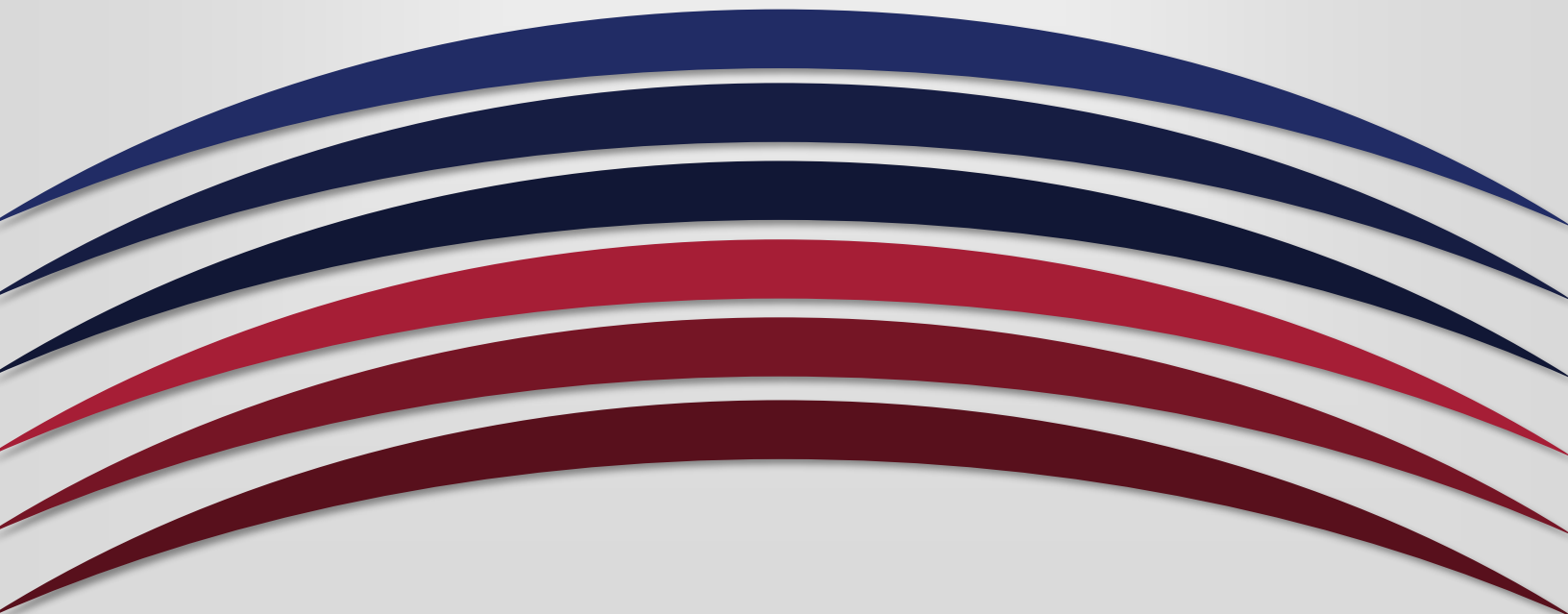
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: CUL 1301_____

Academic Year: __2022-2023__

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



1. Name of course: CUL 1301 Applied Foodservice Sanitation
2. Name of individual(s) compiling report: Robert Hall
3. Date of submission: 9/15/2023
4. Academic year: 2022 - 2023

Course-Level Learning Outcomes

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

2. Identify microorganisms that are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
3. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.
4. List and define the fundamentals of good personal hygiene.
5. Define and describe acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
6. List the major causes food spoilage and define food spoilage indicators.
7. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway.
8. Outline the requirements for proper receiving and storage of both raw and prepared foods. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e. NSF, UL, OSHA, ADA, etc.)
9. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.
10. Develop cleaning and sanitizing schedule and procedures for equipment and facilities. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness.
11. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.
12. Describe types of cleaners and sanitizers and their proper use and develop a cleaning and sanitizing schedule and procedures for equipment and facilities.
13. Identify proper methods of waste disposal and recycling.
14. Describe appropriate measures for insects, rodents and pest control eradication.
15. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
16. List common causes of typical accidents and injuries in the foodservice industry and out safety management program.
17. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
18. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation and identify the food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.

19. Which CLOs were addressed for the academic year?

20. Identify microorganisms that are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth.
21. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented.
22. List and define the fundamentals of good personal hygiene.
23. Define and describe acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
24. List the major causes food spoilage and define food spoilage indicators.
25. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway.
26. Outline the requirements for proper receiving and storage of both raw and prepared foods. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e. NSF, UL, OSHA, ADA, etc.)
27. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws.
28. Develop cleaning and sanitizing schedule and procedures for equipment and facilities. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness.
29. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures.
30. Describe types of cleaners and sanitizers and their proper use and develop a cleaning and sanitizing schedule and procedures for equipment and facilities.
31. Identify proper methods of waste disposal and recycling.
32. Describe appropriate measures for insects, rodents and pest control eradication.
33. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
34. List common causes of typical accidents and injuries in the foodservice industry and out safety management program.
35. Demonstrate appropriate emergency policies for kitchen and dining room injuries.
36. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation and identify the food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.

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

In accordance with the American Culinary Federation and the National Restaurant Association, all of the stated learning outcomes are to be addressed and assessed in each offering of this class. This course ends with a NRA certification exam. So, all CLOs are being addressed in the upcoming year's assessment plan.

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

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

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:

37. Establish and maintain high standards of sanitation and food safety as established by the SERV SAFE® program.
38. Demonstrate proficiency in basic terminology and techniques for culinary arts and baking and pastry arts to include food preparation, presentation, and service.
39. Identify and demonstrate the concepts of recipe costing, purchasing, receiving, and issuing practices in food service operations.
40. Explain the characteristics, functions, and food sources of the major nutrients and understand and demonstrate nutritional cooking methods including how to maximize nutrient retention.
41. Communicate clearly and professionally, both verbally and in writing.
42. Develop strategies to improve business performance using creativity and problem-solving skills, based on operational theory and procedures.
43. Develop skills integral to success in the industry including guest service, supervisory management, the ability to work with others, and handling multiple tasks simultaneously.
44. 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 Written Exam (ServSafe Food Protection Manager Certification Exam)
Learning Objective Assessed	<ol style="list-style-type: none"> 1. Identify microorganisms that are related to food spoilage and food-borne illnesses; describe their requirements and methods for growth. 2. List and describe symptoms common to food-borne illnesses and list various ways these illnesses can be prevented. 3. List and define the fundamentals of good personal hygiene. 4. Define and describe acceptable procedures when preparing potentially hazardous foods to include time/temperature principles. 5. List the major causes food spoilage and define food spoilage indicators. 6. Outline the flow of food through an establishment and list the various ways contamination may be prevented along the pathway. 7. Outline the requirements for proper receiving and storage of both raw and prepared foods. Recognize sanitary and safety design and construction features of food production equipment and facilities. (i.e. NSF, UL, OSHA, ADA, etc.) 8. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials. Discuss right-to-know laws. 9. Develop cleaning and sanitizing schedule and procedures for equipment and facilities. Identify the seven HACCP Principles and the critical control points during all food handling processes as a method for minimizing the risk of food-borne illness. 10. Discuss how HACCP practices are addressed in the purchasing, receiving, storing, and issuing procedures. 11. Describe types of cleaners and sanitizers and their proper use and develop a cleaning and sanitizing schedule and procedures for equipment and facilities. 12. Identify proper methods of waste disposal and recycling. 13. Describe appropriate measures for insects, rodents and pest control eradication. 14. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.

	<p>15. List common causes of typical accidents and injuries in the foodservice industry and out safety management program.</p> <p>16. Demonstrate appropriate emergency policies for kitchen and dining room injuries.</p> <p>17. Review laws and rules of the regulatory agencies governing sanitation and safety in foodservice operation and identify the food bio-terrorism laws and RFID technology and the impact these regulations and technology have on food safety and sanitation.</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?	<p>Fall</p> <p>70 students assessed 51 successful (72.9% success rate)</p>	<p>Spring</p> <p>26 students assessed 23 successful (88.5% success rate)</p>	
Total Results	Across all sections, 96 students took the final practical exam. 74 achieved a score at or above 70% (77.1%).		
Was the benchmark/goal for this academic year met?	Yes X	No	
Notes	<p>It should be noted that, across all sections, 144 students were enrolled in CUL 1301. With 96 students taking the final/certification exam, 52 students did not attempt the final/certification exam. This is more troubling than a 77.1% success rate. 36.1% of an entire academic year's enrollment either dropped out of this entry-level, first semester course that is a pre-requisite to almost all of the other CUL production courses. Where did they go? What happened to them? Were they unprepared for culinary school? Were they unprepared for college? What can we do to decrease this level of attrition?</p>		

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 written exams and we conducted a course-wide, in-person study session prior to administering the final exam which helped in the success of the students for the final. As noted above, the most significant issue was the large number of students who did not take the exam.

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

Success on the final written exam, a nationally recognized certification exam, was consistent with National Restaurant Association success rates for the ServSafe Food Protection Manager certification. To increase UAPTC-CAHMI's success rate, to go beyond the national average, we will incorporate more engaging, learning activities in the course content and include several guided study sessions offered at a variety of time blocks (to include morning, mid-day, afternoon, and evening) to prepare for the final/certification exam, and administer the exam at different time blocks as well (morning, mid-day, afternoon, and evening).