

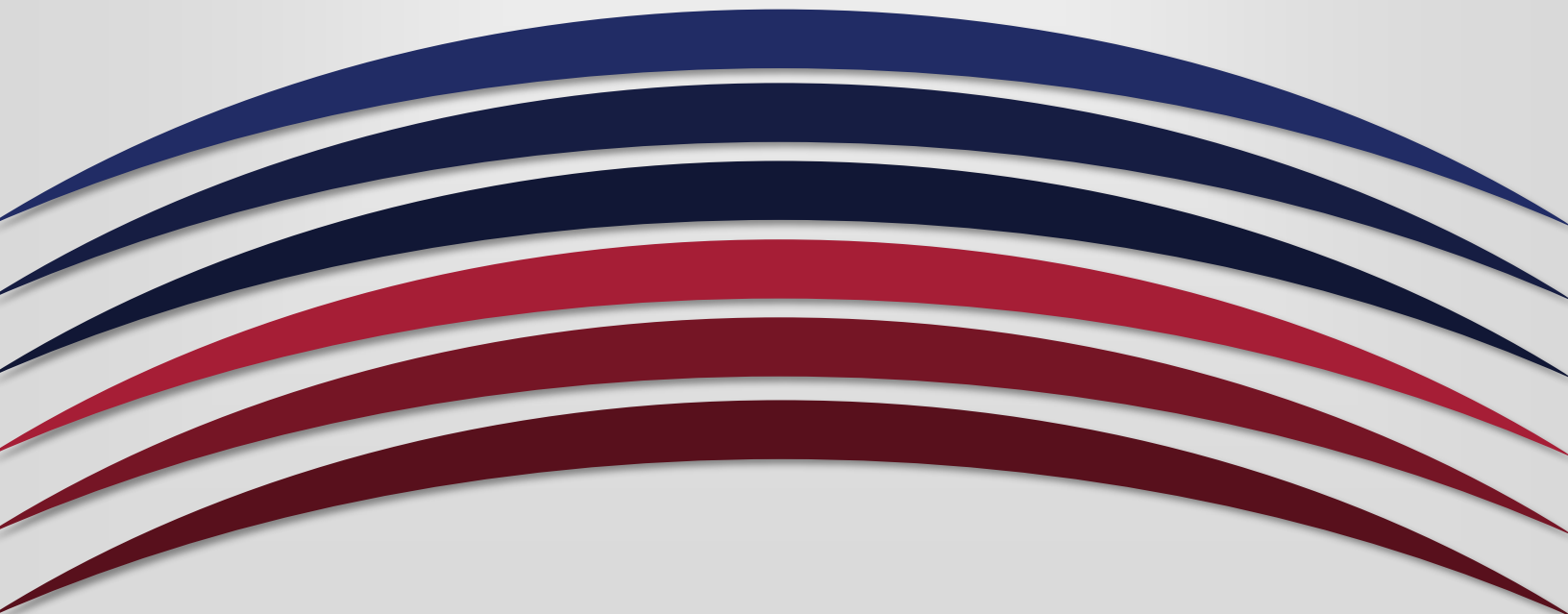
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: CUL 1302_____

Academic Year: __2022-2023__

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



1. Name of course: CUL 1302 Food Production I
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)?

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. Describe appropriate measures for insects, rodents and pest control eradication.
9. Describe appropriate types and use of fire extinguishers used in the foodservice area.
10. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
11. a. Perform basic math functions to include fractions, weights and measurements.
b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
12. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.
13. 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.
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.
 - a. Assess these skills through a well-developed rubric
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. Define, and describe the process for making classical stocks, soups, and mother and compound sauces.
18. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
19. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.

20. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.
21. Identify tools, equipment and products typically used in Garde Manger with emphasis on proper food handling, including safety, sanitation, and storage.
22. Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.
23. Cheese:
 - a. Describe, identify, and evaluate the various categories of cheese and include several types and names of cheese associated with each category.
 - b. Identify the largest cheese producing areas of the United States and other parts of the world.
 - c. Describe how best to use various types of cheese and utilize cheese in a recipe.
 - d. Assess and evaluate the quality of items produced.
24. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.
25. Discuss and analyze the importance of sanitation and HACCP procedures that affect receiving and issuing of goods in a foodservice operation.
26. Explain and demonstrate the proper receiving and issuing procedures for non-food items such as chemicals in a foodservice operation.
27. Define, describe and explain the importance of a par system when ordering, receiving and storing food and the terms FIFO and LIFO, and how they are used effectively to maintain proper storage procedures.
28. Describe process of management through effective communication skills and interpersonal relationships.
29.
 - 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.
30. Describe the supervisor's role in decision-making, problem solving and delegation of duties.
31. Describe the characteristics of a job description and develop a written example with job specifications.
32. 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?

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. Describe appropriate measures for insects, rodents and pest control eradication.
9. Describe appropriate types and use of fire extinguishers used in the foodservice area.
10. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
11.
 - a. Perform basic math functions to include fractions, weights and measurements.
 - b. Demonstrate competency of scaling, measuring, weighing ingredients with a portion scale.
12. Identify tools, small and large equipment used in a professional kitchen and demonstrate proper handling of these items to include safety, sanitation, and storage.
13. 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.
- 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.
 - a. Assess these skills through a well-developed rubric
- 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. Define, and describe the process for making classical stocks, soups, and mother and compound sauces.
- 18. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.
- 19. Demonstrate the proper process in cooling, storing, labeling and dating, and reheating food utilizing the proper sanitary procedures when working with all food items.
- 20. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.
- 21. Identify tools, equipment and products typically used in Garde Manger with emphasis on proper food handling, including safety, sanitation, and storage.
- 22. Explain the design principles and layout of a modern buffet, incorporating sanitation and off-premise catering challenges when feeding quantity foods.
- 23. Cheese:
 - a. Describe, identify, and evaluate the various categories of cheese and include several types and names of cheese associated with each category.
 - b. Identify the largest cheese producing areas of the United States and other parts of the world.
 - c. Describe how best to use various types of cheese and utilize cheese in a recipe.
 - d. Assess and evaluate the quality of items produced.
- 24. Discuss the flow of goods in a foodservice operation and the role of ordering, receiving and issuing.
- 25. Discuss and analyze the importance of sanitation and HACCP procedures that affect receiving and issuing of goods in a foodservice operation.
- 26. Explain and demonstrate the proper receiving and issuing procedures for non-food items such as chemicals in a foodservice operation.
- 27. Define, describe and explain the importance of a par system when ordering, receiving and storing food and the terms FIFO and LIFO, and how they are used effectively to maintain proper storage procedures.
- 28. Describe process of management through effective communication skills and interpersonal relationships.
- 29.
 - 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.
- 30. Describe the supervisor's role in decision-making, problem solving and delegation of duties.
- 31. Describe the characteristics of a job description and develop a written example with job specifications.
- 32. Implement a variety of simple sustainable practices in the kitchen that will help to control foodservice costs and displays good environmental stewardship.

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

Throughout these semesters we 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 these semesters 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?

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	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. 13. 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.

	<p>d. Demonstrate the use of a mandolin using various vegetables.</p> <p>18. Utilize safety and sanitation practices when preparing, cooking and serving all food items in the professional kitchen.</p> <p>19. 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>20. Demonstrate how to maximize food freshness, quality, safety and sanitation when serving hot foods and cold foods.</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>35 students assessed 31 successful (88.6% success rate)</p>	<p>Spring</p> <p>22 students assessed 15 successful (68% success rate)</p>	
Total Results	Across all sections, 57 students took the final practical exam. 46 achieved a score at or above 70% (80.7%).		
Was the benchmark/goal for this academic year met?	<p>Yes</p> <p>X</p>	<p>No</p>	
Notes	It should be noted that, across all sections, 6 students were absent for the final practical exam and did not schedule a retake – 6 students missed the exam fall 2022 and 0 students spring 2023. This would render an actual success rate of 73% (63 potential, 46 meeting the benchmark).		

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>

8. Describe appropriate measures for insects, rodents and pest control eradication.
9. Describe appropriate types and use of fire extinguishers used in the foodservice area.
10. Review and apply the laws and rules of the regulatory agencies governing sanitation and safety in a foodservice operation.
11. a. Perform basic math functions to include fractions, weights and measurements.
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.
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	<p>29. 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>30. Describe the supervisor's role in decision-making, problem solving and delegation of duties.</p> <p>31. Describe the characteristics of a job description and develop a written example with job specifications.</p> <p>32. Implement a variety of simple sustainable practices in the kitchen that will help to control foodservice costs and displays good environmental stewardship.</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 35 students assessed 26 successful (74.3% success rate)</p>	<p>Spring 20 students assessed 17 successful (85% success rate)</p>
Total Results	Across all sections, 55 students took the final written exam. 43 achieved a score at or above 70% (78.2%).	
Was the benchmark/goal for this academic year met?	<p>Yes X</p>	<p>No</p>
Notes	It should be noted that, across all sections, 8 students did not take the final written exam – 6 in the fall and 2 in the spring. This would render an actual success rate of 68.3% (63 potential, 43 meeting the benchmark).	

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. As noted above, the most significant issue was the large number of students who did not take either exam.

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

Explain.

Success rates were high, but only among those who took the exams assessed. For the 2022-2023 academic year, I will require students to take the final written exam in-person at the culinary school, hopefully increasing the number of students who

attempt the exam. Since this is an open book exam, I will allow multiple attempts on the final written exam.