

UNIVERSITY OF ALASKA FAIRBANKS
2024-25 Student Learning Outcomes Assessment Plan
Baking and Pastry Arts, Certificate
 UAF, Community and Technical College

MISSION STATEMENT: To be the leaders in foodservice education by providing our community with well qualified foodservice employees. We will continue to hold our students to the highest industry standards. The department is dedicated to student centered learning by providing focused educational subject matter, accomplished in part by leading a student operated restaurant service and externship opportunities.

GOAL STATEMENT: Upon completion of the certificate, students will have acquired a solid foundation of the knowledge and baking skills necessary to be successful in a professional bakery setting. The foundational knowledge and skills will prepare students to enter the workforce and begin to ascend up the employment ladder while in pursuit of achieving their personal goals in the foodservice industry. Students will be able to demonstrate a variety of essential bakery skills, methods and techniques.

Intended Outcome / Objectives	Assessment Criteria and Procedures	Implementation (What When Who)
1. Baking and Pastry Arts 1a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used to prepare baked goods. 1b. Students should be able to prepare and evaluate; quick breads and cookies, completed cakes using icing techniques, meringues and custards, and a variety of dessert sauces. Yeasted breads and puddings pies and tarts, laminated dough and laminated dough products, pate choux and pate choux products, and a variety of fillings and toppings for pastries and baked goods. 1c. Students should be able to demonstrate the ability to use weights and measures, identify bakery tools and equipment, explain essential baking functions such as managing yeast growth, gluten development, cake mixing and bakery presentation	<u>Instrument 1:</u> Bakery Skills Checklist used to evaluate student skill development and knowledge through each bakery lab session. <u>Rubric:</u> A document listing essential skills and knowledge relating to Baking and Pastry Certificate SLO's • A checklist reflecting a student's demonstrated ability to produce or explain skills or topics <u>Instrument 2:</u> Faculty survey measuring student competencies in relation to baking and pastry student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to assess : • techniques, processes, methods and ingredients used to prepare baked goods; and, • prepare and evaluate pies and tarts, completed cakes using icing techniques, laminated dough and laminated dough products, pate choux and pate choux products, and a variety of fillings and toppings for pastries and baked goods. <u>Instrument 3:</u> Student survey self measuring competencies in relation to baking and pastry student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing students to self-asses : • techniques, processes, methods and ingredients used to prepare baked goods; and, • prepare and evaluate pies and tarts, completed cakes using icing techniques, laminated dough and laminated dough products, pate choux and pate choux products, and	<u>What:</u> Completed surveys will be collected from students and relevant faculty Practical examinations will be conducted in lab courses Skills checklists evaluated by faculty each semester <u>When:</u> Data collected every semester for checklist and practical exams, surveys each spring assessment every other year. Practical examinations will occur at the end of fall and spring semesters in 4 credit lab courses <u>Who:</u> CAH faculty.

	a variety of fillings and toppings for pastries and baked goods. <u>Instrument 4:</u> A practical examination consisting of a variety of challenges relating to baking and pastry <u>Rubric:</u> A rubric rating the items produced representative of core concepts of baking and pastry in regards to: ● techniques, processes, methods and ingredients used in baking and pastry ● production, sanitation, workflow, time management ● flavor, presentation and appearance	
2. Culinary Arts 2a. Students should be able to demonstrate foundation-level techniques, processes, methods and ingredients used in cooking. 2b. Students should be able to apply various methods and processes to add flavor to foods.	<u>Instrument 1:</u> Faculty survey measuring student competencies in relation to culinary arts student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to assess : ● techniques, processes, methods and ingredients used in cooking; and, ● methods and processes to add flavor to foods; <u>Instrument 2:</u> Student survey self measuring competencies in relation to culinary arts student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing students to self-asses : ● techniques, processes, methods and ingredients used in cooking; and, ● methods and processes to add flavor to foods; <u>Instrument 3:</u> A practical examination consisting of a variety of challenges relating to Culinary Arts <u>Rubric:</u> A rubric rating the items produced representative of core concepts of culinary arts in regards to: ● techniques, processes, methods and ingredients used in culinary arts ● production, sanitation, workflow, time management	<u>What:</u> Completed surveys will be collected from students and relevant faculty Practical examinations will be conducted in lab courses <u>When:</u> Data collected every spring semester, assessment every other year. Practical examinations will occur at the end of fall and spring semesters in 4 credit lab courses <u>Who:</u> CAH faculty.
3. Professionalism in the Workplace 3a. Knowledge of Industry: Students should be able to explain the history and workings of the culinary arts and hospitality industry. 3b. Communication: Students should be able to effectively provide information to supervisors, co-workers, and subordinates in written form, email, or in person. 3c. Computation: Students should be able to perform recipe conversions, calculate yield analysis, determine food and restaurant	<u>Instrument 1:</u> Faculty survey measuring student competencies in relation to professionalism in the workplace <u>Rubric:</u> A survey utilizing a likert scale allowing faculty to assess : ● understanding of the history and workings of the culinary arts and hospitality industry; ● effective communication between supervisors, co-workers, and subordinates in written form, email, or in person;	<u>What:</u> Completed surveys will be collected from students and relevant faculty <u>When:</u> Data collected every spring semester, assessment every other year. <u>Who:</u> CAH faculty.

costs, determine menu price, and interpret profit and loss statements. 3d. Human Relations: Students should be able to apply human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates	● recipe conversions, yield calculations and analysis, food and restaurant costs, menu pricing, and interpretation of profit and loss statements; and ● human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates. <u>Instrument 2:</u> Student survey self measuring competencies in relation to culinary arts student learning outcomes <u>Rubric:</u> A survey utilizing a likert scale allowing students to self-asses : ● understanding of the history and workings of the culinary arts and hospitality industry; ● effective communication between supervisors, co-workers, and subordinates in written form, email, or in person; ● recipe conversions, yield calculations and analysis, food and restaurant costs, menu pricing, and interpretation of profit and loss statements; and ● human relation skills that lead to effective working relationship with supervisors, co-workers and subordinates. <u>Instrument 3:</u> Borealis Bistro customer feedback and instructor evaluation. <u>Rubric:</u> Customers are provided with surveys analyzing students professionalism, communication and knowledge of the menu/food being served. Instructors for Borealis Bistro also evaluate students for teamwork, professionalism and performance with a daily point sheet.	
4. Safety in the Workplace 4a. Tools and Equipment: Students should be able to demonstrate proficiency and proper use of tools and equipment. 4b. Food Safety and Sanitation: Students should be able to demonstrate safe receiving, handling and processing of food; identification and proper handling of food spoilage; and application of safety and sanitation measures to minimize food borne illness and injury.	<u>Instrument 1:</u> Bakery Skills Checklist used to evaluate student skill development and knowledge through each bakery lab session. <u>Rubric:</u> A document listing essential skills and knowledge relating to Baking and Pastry Certificate SLO's A checklist reflecting a student's demonstrated ability to produce or explain skills or topics, including kitchen safety and tool identification <u>Instrument:</u> Certification exam <u>Rubric:</u> Passing score during the proctored Servsafe food protection managers certification exam or State of Alaska Food Workers Card Exam.	<u>What:</u> Tools and equipment proficiency and safety check off assessment will be assessed each semester. ServSafe Managers certification exam from the National Restaurant Association Education Foundation given in CAH F150 (Food Service Sanitation), State of Alaska Food Workers Card can be earned in replacement of Servsafe or in the event a student does not pass the Servsafe exam. <u>When:</u> Data collected every semester, assessment every other year. <u>Who:</u> CAH faculty.

