**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_\_\_\_\_\_Pastry Arts \_\_ESC Level 3 Certificate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| --- |
| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Calculate basic measuring conversions, food costing, and yield management. |
| Program Learning Outcome 2: | Design, and create menus to produce bakery items typical in the industry appropriate for various service periods. |
| Program Learning Outcome 3: | Develop a dessert menu for a bakery with specific resources. |
| Program Learning Outcome 4:  | Evaluate different industry unique specialty ingredients and produce products with ingredients  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4  |
|  | Calculate basic measuring conversions, food costing, and yield management | Design, and create menus to produce bakery items typical in the industry appropriate for various service periods | Develop a dessert menu for a bakery with specific resources  | Evaluate different industry unique specialty ingredients and produce products with ingredients |
| PSTR 1342 Quantity Bake  | E, P | E, P | E, P | A |
| PSTR 1343Bakery Operations Management  | E,P | E,P | E,P | E, P  |
| PSTR 1312 Laminated Doughs  | E, P | E, A  | P |  |
| PSTR 1340 Plated Desserts  | E,A |  | A, | E, P  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1: Calculate basic measuring conversions, food costing, and yield management. | Students in PSTR 1340 Plated Desserts are asked as part of the final exam to convert a recipe to a yield of 100 portions and adjust measurements used in the larger recipe to ensure efficient use of time and resources. | Students will score 75% of higher on the recipe conversion component of the final exam. |
| PLO #2: Design and create menus to produce bakery items typical in the industry appropriate for different service periods. | During PSTR 1312 Laminated Doughs, students will be creating a breakfast and pastry pop-up bakery concept that supports lunch and dinner service periods. The rubric will assess the menu creativity, variety, and appropriateness for the different service periods.  | Students will score 75% or higher on the rubric for the breakfast and pop-up bakery projects.  |
| PLO #3: Develop a dessert menu and equipment requirement for a bakery based on constraints. | During the course PSTR1340 Plated desserts class the student will construct a dessert menu that utilizes specifications assigned by the instructor. Equipment availability, time to prep/cook, and category of baked goods are variables that define the specifications of the dessert menu. Students will then create a written menu and list of equipment required. for this specification that includes a variety of menu items with industry standards. | Students will score 75% or higher on the dessert menu and equipment requirement rubric |
| PLO #4: Utilize specialty ingredients appropriately in dessert menus and products.  | In the Quantity Baking Class PSTR1342 students will be assigned a banquet theme to create three dessert options while incorporating one specific specialty ingredient that relates to theme. Ex: Mexican Buffet Menu that must use dulce de leche. Students are graded using a rubric that examines their appropriate use of the ingredient in a quantity production environment. | Students will score 75% or higher on the rubric for the specialty ingredient dessert menu  |