

CULIN AS and CA Baking and Pastry

<p>PLO (program outcome to which this SLO maps)</p>	<p>PLO Reflection (What were the strong points and weak points students demonstrated in the courses? What areas need more attention? What do your results show about student learning?)</p>	<p>PLO Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)</p>
<p>Demonstrate food safety and sanitation practices while using baking and pastry related equipment</p>	<p>Students beginning to understand difference of equipment due to volume and safety issues. Keep stressing that machinery can be dangerous if used incorrectly. Cleaning a commercial facility is different from home also, standard of cleaning must be met. Learning is more about routine adherence to rules of safety sanitation. Consider minimum ESL requirement. Most the students who found concepts challenging found learning kitchen speak akin to learning another language. By Spring 2017 understanding was better. Work on more demos for each piece of equipment</p>	<p>Request testing basic skills. Spring 2018, reassess the required health requirement</p>
	<p>This class is drawing more ESL students who are looking for entry level jobs in the food industry. Practical skills in terms of producing the product or skill from watching the demo is good. Concern about written and oral skills. Testing was done on many levels written, oral and finished product assessed. concerns about written skills. Written skills are still the most challenging. Changing the textbook to same one used by Culinary 204 should help cut down some confusion on understanding of concepts and verbage</p>	<p>This semester a basic skills test were given by the college but the aide assigned could not finish the semester Spring 2018</p>

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<p>Apply fundamental baking and pastry techniques and their variations to a wide range of classic and contemporary pastries, breads, cake candy and plated desserts. Interpret recipes or formulas both orally and written and evaluate products base on ingredients, cost, method, timing, appearance, texture and overall eating quality.</p>	<p>Scaling- students reluctant because of home and TV foodshows do not do accurate scaling . It is not portrayed correctly in other media students use in addition to teacher demo. Teacher must constantly use the correct language and industry appropriate scaling methods. Whenever students rush or don't understand the industry standard for a pastry or the technique required student is not vigilant about producing best outcome. Students need positive and negative reinforcement of the rubric.</p>	<p>Update reader to include better supplemental resources for students to us online. Will be done Fall 2017</p>
<p>Intpret recipes or formulas both orally and written and evaluate products base on ingredients, cost, method, timing, appearance, texture and overall eating quality.</p>	<p>Reinforcing concepts over and over through variations of a recipe to fight boredom of production baking. Reading more recipes and showing or discussing understanding from other sources than textbook. Although results are still good students need to be more interested in the field of baking</p>	<p>Reaccess Fall 2018</p>
<p>All 3 PLO</p>	<p>Capstone Class- require students to draw from previous three semesters. Must show ability to work in a group as well as produce and create individual work. Must beable to do original work with minimal supervision. Instructor often has the previous instructors come in to evaluate work and see the progress of the students earning the degree/ certificate. Then Dept meets to evaluate weakness or strenghts. Where the dept needs to reenforced the basic, inter mediate and advanced skills.</p>	<p>Review as a dept. Spring 2018. Currently the small class size allows instructor to work with students one on one so results are very good in 4th semester</p>