

Program Outcomes Assessment

BA/BS in Food Service Management

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General Information (Program Outcomes Assessment)

Standing Requirements

📖 Mission Statement

The mission of the Food Service Management Program is to provide an integrated academic/supervised practice curriculum which equips students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level food service management practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

📖 Outcomes Library

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

Outcome	Mapping
1. Food science research project Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.	No Mapping
2. Collect data for their research project Students are able to correctly collect data for their research project.	No Mapping
3. Interpret data from their research project Students are able to correctly interpret data from their research project.	Foundational Studies: IIIa. Quantitative Literacy
4. Communicate the results of their research project Students are able to communicate the results of their research project.	Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink - AHS 434

Outcome	Mapping
1. Plan an employee in-service on sanitation/safety Students are able to plan an employee in-service on sanitation/safety.	No Mapping
2. Perform an in-service on sanitation/safety Students are able to perform an in-service on sanitation/safety.	No Mapping
3. Conduct a sanitation/safety inspection Students are able to conduct a sanitation/safety inspection.	No Mapping

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

Outcome	Mapping
1. Students are able to perform a mock employee interview	No Mapping
2. Students are able to prepare a mock employee performance evaluation	Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
3. Students are able to write an employee schedule	No Mapping


4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

Outcome	Mapping
1. Students are able to perform procurement activities	No Mapping
2. Students are able to write a policy and procedure	Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.
3. Perform recipe conversion calculations Students are able to perform recipe conversion calculations.	No Mapping
4. Students are able to write a ten day cycle menu	No Mapping
5. Perform daily cash transactions and related paperwork Students are able to perform daily cash transactions and related paperwork.	No Mapping

Curriculum Map

Active Curriculum Maps

-  **BA/BS in Food Service Management** (See appendix)
Alignment Set: BA/BS Food Service Management Outcome Set
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Communication of Outcomes

Students are informed and provided a copy of the outcomes when they enter the program.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **FCS333_purchasing_project_2010.pdf** (See appendix)
2. **FCS428_Project_Report_2010.pdf** (See appendix)
3. **FCS428_Proposal_2010.pdf** (See appendix)
4. **FCS430_530_Interview_Assignment_Directions_2011.pdf** (See appendix)
5. **FCS430_530_PAssignment_2011.pdf** (See appendix)
6. **FCS434_FinalEvaluation_2011.pdf** (See appendix)
7. **Food_Science_Proposal_Score_Sheets_2010.pdf** (See appendix)
8. **FS_Pres_Eval_2010.pdf** (See appendix)
9. **Special_Project_#1_2011.pdf** (See appendix)
10. **SPECIAL_PROJECT_#2_2011.pdf** (See appendix)
11. **Student Outcomes Assessment - FSM_2011.pdf** (See appendix)

Rubrics:

1. **Food Services Management Program Learning Outcomes Assessment** (See appendix)
Food Services Management Rubric

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Collect data for their research project

Students are able to correctly collect data for their research project.

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually
Responsible Individual(s):

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** Planning an in-service on sanitation/safety
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** Performing an in-service on sanitation/safety

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** Conducting a sanitation/safety inspection
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to write a policy and procedure

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

 **Assessment Findings**

Finding per Measure

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project proposal

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project design/proposal

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Collect data for their research project

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Students are able to correctly collect data for their research project.

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the procedures section.

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the remaining sections

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project presentation

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project result communication/presentation

Results: Target Achievement: Exceeded

Recommendations :
Reflections/Notes :

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** Planning an in-service on sanitation/safety
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Planning an in-service on sanitation/safety

Summary of Findings: 100% of the students earned 80% of the possible points or better planning an in-service on sanitation/safety

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** Performing an in-service on sanitation/safety

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

Findings for Performing an in-service on sanitation/safety

Summary of Findings: 100% of the students earned 80% of the possible points or better performing an in-service on sanitation/safety

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Conduct a sanitation/safety inspection

Students are able to

▼ **Measure:** Conducting a sanitation/safety inspection
Direct - Other

conduct a sanitation/safety inspection.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Conducting a sanitation/safety inspection

Summary of Findings: 100% of the students earned 80% of the possible points or better on conducting a sanitation/safety inspection

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing and giving an employee interview

Summary of Findings: 100% of the students earned 80% of the possible points or better on performing a mock interview

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Students are able to write a policy and procedure

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing an employee performance evaluation

Summary of Findings: 100% of the students earned 80% of the possible points or better on

writing a mock performance evaluation

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing an employee schedule

Summary of Findings: 100% of the students earned 80% of the possible points or better on writing an employee schedule

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

4. Perform operational management functions

Perform operational management functions.
Crosslink - AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing a procurement assignment

Summary of Findings: 100% of the students earned 80% of the possible points or better when performing a procurement assignment

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a policy and procedure

Summary of Findings: 0% (zero) of the students earned 80% of the possible points or better when writing a policy and procedure

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing recipe conversion calculations

Summary of Findings: 50% of the students earned 80% of the possible points or better when performing recipe conversion calculations

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a ten day cycle menu

Summary of Findings: 100% of the students earned 80% of the possible points or better writing a ten day cycle menu

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Daily cash transactions and related paperwork

Summary of Findings: 100% of the students "met or exceeded" performing daily cash transactions and related paperwork

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

Actions

Action Plan 2012-13

Outcome

Action Plan 2012-13

▼ **Action:** Action plan 2012-13

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Although for the food service management majors there are selected outcomes for selected objectives that do not meet the acceptable level of 90% of the students getting 80% of the possible points or at the meeting/exceeding level, it is not of too much concern. Many of the students have still received passing grades on most of the assignments. Sometimes an individual student does poorly on multiple assignments, but since there are few students in each of the classes, their poorer grades reflect more heavily. In areas where students seem to struggle more, faculty take more time to work with the food service management students. At this time there does not seem to be any need to change the outcomes assessment plan for this major.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

◆ Status Report

Action Statuses

Action Plan 2012-13

Outcome

Action Plan 2012-13

▼ **Action:** Action plan 2012-13

Action Details: Although for the food service management majors there are selected outcomes for selected objectives that do not meet the acceptable level of 90% of the students getting 80% of the possible points or at the meeting/exceeding level, it is not of too much concern. Many of the students have still received passing grades on most of the assignments. Sometimes an individual student does poorly on multiple assignments, but since there are few students in each of the classes, their poorer grades reflect more heavily. In areas where students seem to struggle more, faculty take more time to work with the food service management students. At this time there does not seem to be any need to change the outcomes assessment plan for this major.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

.....
Status for Action plan 2012-13

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: Although for the food service management majors there are selected outcomes for selected objectives that did not meet the acceptable level of 90% of the students getting 80% of the possible points or at the meeting/exceeding level, it is still not of too much concern. Many of the students still received passing grades on most of the assignments. Sometimes an individual student does poorly on multiple assignments, but since there are few students in each of the classes, their poorer grades reflect more heavily. In areas where students seem to struggle more, faculty did take more time to work with them to attempt to get the students to do better on selected assignments used for that outcome measure. At this time there still does not seem to be any need to change the outcomes assessment plan for this major.

Status Summary

No text specified

Summary of Next Steps

No text specified

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Collect data for their research project

Students are able to correctly collect data for their research project.

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually
Responsible Individual(s):

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** IV. 5.
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to prepare a mock employee performance

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

evaluation

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

 **Assessment Findings**

Finding per Measure

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project proposal

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project design/proposal

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Collect data for their research project

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Students are able to correctly collect data for their research project.

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the procedures section.

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the remaining sections

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project presentation

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project result communication/presentation

Results: Target Achievement: Exceeded

Recommendations :
Reflections/Notes :

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for SP #1

Summary of Findings: 0% (zero) of the students earned 80% of the possible points or better planning an in-service on sanitation/safety

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

Findings for IV. 2.

Summary of Findings: 100% of the students “met or exceeded” performing an in-service on sanitation/safety

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Conduct a sanitation/safety inspection

Students are able to

▼ **Measure:** IV. 5.
Direct - Other



conduct a sanitation/safety inspection.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for IV. 5.

Summary of Findings: 100% of the students “met or exceeded” conducting a sanitation/safety inspection

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing and giving an employee interview

Summary of Findings: 100% of the students earned 80% of the possible points or better on performing a mock interview

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Students are able to prepare a mock employee performance evaluation

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing an employee performance evaluation

Summary of Findings: 100% of the students earned 80% of the possible points or better on

writing a mock performance evaluation
Results: Target Achievement: Exceeded
Recommendations :
Reflections/Notes :

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing an employee schedule

Summary of Findings: 50% of the students earned 80% of the possible points or better on writing an employee schedule

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

4. Perform operational management functions

Perform operational management functions.
Crosslink - AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing a procurement assignment

Summary of Findings: 100% of the students earned 80% of the possible points or better when performing a procurement assignment

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a policy and procedure

Summary of Findings: 50% of the students earned 80% of the possible points or better when writing a policy and procedure

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing recipe conversion calculations

Summary of Findings: 50% of the students earned 80% of the possible points or better when performing recipe conversion calculations

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a ten day cycle menu

Summary of Findings: 0% (zero) of the students earned 80% of the possible points or better writing a ten day cycle menu

Results: Target Achievement: Not Met

Recommendations :
Reflections/Notes :

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Daily cash transactions and related paperwork

Summary of Findings: 0% (zero) of the students "met or exceeded" performing daily cash transactions and related paperwork

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

Actions

Action Plan 2013-2014

Outcome

Action Plan

▼ **Action:** No revisions to assessment plan needed

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Although for the food service management majors there are selected outcomes for selected objectives that do not meet the acceptable level of 90% of the students getting 80% of the possible points or at the meeting/exceeding level, it is not of too much concern. Many of the students have still received passing grades on most of the assignments. Sometimes an individual student does poorly on multiple assignments, but since there are few students in each of the classes, their poorer grades reflect more heavily. For example, in Objective #4, Outcome #1 N=3; Outcome #2 & #3 N=2; and for Outcome #4 & #5 N=1. In areas where students seem to struggle more, faculty take more time to work with the food service management students. At this time

there does not seem to be any need to change the outcomes assessment plan for this major.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

 **Status Report**

Action Statuses

Action Plan 2013-2014

Outcome

Action Plan

▼ **Action:** No revisions to assessment plan needed

Action Details: Although for the food service management majors there are selected outcomes for selected objectives that do not meet the acceptable level of 90% of the students getting 80% of the possible points or at the meeting/exceeding level, it is not of too much concern. Many of the students have still received passing grades on most of the assignments. Sometimes an individual student does poorly on multiple assignments, but since there are few students in each of the classes, their poorer grades reflect more heavily. For example, in Objective #4, Outcome #1 N=3; Outcome #2 & #3 N=2; and for Outcome #4 & #5 N=1. In areas where students seem to struggle more, faculty take more time to work with the food service management students. At this time there does not seem to be any need to change the outcomes assessment plan for this major.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for No revisions to assessment plan needed

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

Status Summary

No text specified

Summary of Next Steps

No text specified

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Collect data for their research project

Students are able to correctly collect data for their research project.

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually
Responsible Individual(s):

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** IV. 5.
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to prepare a mock employee performance

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

evaluation

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

 **Assessment Findings**

Finding per Measure

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project proposal

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project design/proposal

Recommendations :

Reflections/Notes :

2. Collect data for their research project

Students are able to correctly collect data for

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

their research project.

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the procedures section.

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data

Recommendations :

Reflections/Notes :

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the remaining sections

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation

Recommendations :

Reflections/Notes :

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project presentation

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project result communication/presentation

Recommendations :

Reflections/Notes :

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for SP #1

No Findings Added

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

Findings for IV. 2.

No Findings Added

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** IV. 5.
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for IV. 5.

No Findings Added

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing and giving an employee interview

No Findings Added

2. Students are able to prepare a mock employee performance evaluation

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing an employee performance evaluation

No Findings Added

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing an employee schedule

Summary of Findings: 86% of the students earned 80% of the possible points or better on writing an employee schedule

Recommendations :

Reflections/Notes :

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing a procurement assignment

Summary of Findings: 100% of the students earned 80% of the possible points or better when performing a procurement assignment

Recommendations :

Reflections/Notes :

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a policy and procedure

No Findings Added

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing recipe conversion calculations

Summary of Findings: 90% of the students earned 80% of the possible points or better when performing recipe conversion calculations

Recommendations :

Reflections/Notes :

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:



Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a ten day cycle menu

No Findings Added

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Daily cash transactions and related paperwork

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA/BS Food Service Management Outcome Set

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink - AHS 430

1. Students are able to perform a mock employee interview

▼ **Action:** future assessment

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: The program director will remind the instructors to assess the outcomes and collect the necessary data to report next year. Attention will be put to Objective 3 - Outcome 3 to increase number of students (%) that achieve this outcome with 80% or better on writing an employee schedule.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

◆ Status Report

Action Statuses

BA/BS Food Service Management Outcome Set

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Action:** future assessment

Action Details: The program director will remind the instructors to assess the outcomes and collect the necessary data to report next year. Attention will be put to Objective 3 – Outcome 3 to increase number of students (%) that achieve this outcome with 80% or better on writing an employee schedule.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for future assessment

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2015-2016 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Collect data for their research project

Students are able to correctly collect data for their research project.

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually
Responsible Individual(s):

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** IV. 5.
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to prepare a mock employee performance

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

evaluation

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

 **Assessment Findings**

Finding per Measure

BA/BS Food Service Management Outcome Set

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428

1. Food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

▼ **Measure:** Food science major project proposal
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project proposal

No Findings Added

2. Collect data for their research project

Students are able to correctly collect data for their research project.

▼ **Measure:** Food science major project final report; the procedures section.
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the procedures section.

No Findings Added

3. Interpret data from their research project

Students are able to correctly interpret data from their research project.

▼ **Measure:** Food science major project final report; the remaining sections
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project final report; the remaining sections

No Findings Added

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

▼ **Measure:** Food science major project presentation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Food science major project presentation

No Findings Added

2. Apply food sanitation & safety principles & regulations

Apply food sanitation and safety principles and regulations.
Crosslink – AHS 434

1. Plan an employee in-service on sanitation/safety

Students are able to plan an employee in-service on sanitation/safety.

▼ **Measure:** SP #1
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for SP #1

No Findings Added

2. Perform an in-service on sanitation/safety

Students are able to perform an in-service on sanitation/safety.

▼ **Measure:** IV. 2.

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): annually

Responsible Individual(s):

Findings for IV. 2.

No Findings Added

3. Conduct a sanitation/safety inspection

Students are able to conduct a sanitation/safety inspection.

▼ **Measure:** IV. 5.
Direct - Other

Details/Description:

Target: Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for IV. 5.

No Findings Added

3. Perform basic human resource management activities

Perform basic human resource management activities.
Crosslink – AHS 430

1. Students are able to perform a mock employee interview

▼ **Measure:** Preparing and giving an employee interview
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing and giving an employee interview

No Findings Added

2. Students are able to prepare a mock employee performance evaluation

▼ **Measure:** Preparing an employee performance evaluation
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Preparing an employee performance evaluation

No Findings Added

3. Students are able to write an employee schedule

▼ **Measure:** Writing an employee schedule
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing an employee schedule

No Findings Added

4. Perform operational management functions

Perform operational management functions.
Crosslink – AHS 333, 430, 434

1. Students are able to perform procurement activities

▼ **Measure:** Performing a procurement assignment
Direct - Other

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing a procurement assignment

No Findings Added

2. Students are able to write a policy and procedure

▼ **Measure:** Writing a policy and procedure
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a policy and procedure

No Findings Added

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

▼ **Measure:** Performing recipe conversion calculations
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Performing recipe conversion calculations

No Findings Added

4. Students are able to write a ten day cycle menu

▼ **Measure:** Writing a ten day cycle menu
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Writing a ten day cycle menu

No Findings Added

5. Perform daily cash transactions and related paperwork

Students are able to perform daily cash transactions and related paperwork.

▼ **Measure:** Daily cash transactions and related paperwork
Direct - Other

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the expectation as defined by the preceptor. VII. 4. FCS 434

Implementation Plan (timeline): Annually

Responsible Individual(s):

Findings for Daily cash transactions and related paperwork

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

Appendix

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- A. **BA/BS in Food Service Management** (Curriculum Map)
 - B. **FCS434_FinalEvaluation_2011.pdf** (Adobe Acrobat Document)
 - C. **Food_Science_Proposal_Score_Sheets_2010.pdf** (Adobe Acrobat Document)
 - D. **FS_Pres_Eval_2010.pdf** (Adobe Acrobat Document)
 - E. **Special_Project_#1_2011.pdf** (Adobe Acrobat Document)
 - F. **SPECIAL_PROJECT_#2_2011.pdf** (Adobe Acrobat Document)
 - G. **Student Outcomes Assessment - FSM_2011.pdf** (Adobe Acrobat Document)
 - H. **FCS333_purchasing_project_2010.pdf** (Adobe Acrobat Document)
 - I. **FCS428_Project_Report_2010.pdf** (Adobe Acrobat Document)
 - J. **FCS428_Proposal_2010.pdf** (Adobe Acrobat Document)
 - K. **FCS430_530_Interview_Assignment_Directions_2011.pdf** (Adobe Acrobat Document)
 - L. **FCS430_530_PPAssignment_2011.pdf** (Adobe Acrobat Document)
 - M. **Food Services Management Program Learning Outcomes Assessment** (Rubric)
 - N. **FN Area Mtg Min 9-10-12.pdf** (Adobe Acrobat Document)
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Food Services Management Program Learning Outcomes Assessment

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
Communicate effectively with diverse individuals and groups in various settings and situations related to the food service management profession.				
Conduct a customer satisfaction survey (FCS 333)	Has taken a leadership role in the planning, implementation, and report preparation of acceptable dining hall survey of students	Has participated in planning, implementation, and report preparation of acceptable dining hall survey of students	Has not participated at an acceptable level for the dining hall survey of students	
Oral presentation and written paper (FCS 428)	Received 100% of possible points.	Received 80-99% of possible points.	Received <80% of possible points.	
Training/communication assignment (FCS 430)		Has at least 10 appropriate steps and has critiqued partner's listing correctly	Does not have 10 appropriate steps and/or has not critiqued partner's listing correctly	
Conduct a service briefing with the serving line employees (434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Employee in-service outlines and handout on sanitation/safety (FCS 434)	Wrote 12 exceptionally insightful lesson plans that meet the given criteria, prepared one handout for a session, and conducted one in-service in an exceptional manner.	Wrote 12 acceptable lesson plans that meet the given criteria, prepared one handout for a session, and conducted one in-service in an acceptable manner.	Wrote 12 unacceptable lesson plans (or <12) that do not meet the given criteria, and/or did not prepare one handout for a session, and/or did not conduct one in-service in an acceptable manner.	
Nutrition assessment research project (FCS 221)	Received 100% of possible points.	Received 80-99% of possible points.	Received <80% of possible points.	
Dietary analysis and	Received 100% of possible	Received 80-99% of possible	Received <80% of possible	

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
nutrition assessment project (FCS 221)	points.	points.	points.	
Case study #2 on centralized/decentralized (decision making) (FCS 332)	Received 100% of possible points.	Received 80-99% of possible points.	Received <80% of possible points.	
Equipment project (FCS 333)		Addressed all areas on given piece of equipment with acceptable categories and number of references, listed in acceptable bibliographical format. Received 80-100% of possible points.	Did not address all areas on given piece of equipment with acceptable categories and number of references, listed in acceptable bibliographical format. Received <80% of possible points.	
Purchasing project (FCS 333)		Addressed all areas on given food item with acceptable categories and number of references, listed in acceptable bibliographical format. Received 80-100% of possible points.	Did not address all areas on given food item with acceptable categories and number of references, listed in acceptable bibliographical format. Received <80% of possible points.	
Independent research project (FCS 428)	Received 100% of possible points.	Received 80-99% of possible points.	Received <80% of possible points.	
Current issues report (FCS 430)	Exceptional analysis and evaluation of an acceptable article. Clear and concise integration of information. Received 100% of possible points.	Mostly acceptable analysis and evaluation of an acceptable article. Mostly clear and concise integration of information. Received 80-99% of possible points.	Unacceptable analysis and evaluation of an acceptable article or an unacceptable article was used. And/or not a clear and concise integration of information. Received <80% of possible points.	
Equipment cleaning/use assignment (FCS 333)		Learned to use all 10 pieces of equipment and cleaned 5.	Learned to use <10 pieces of equipment and/or cleaned <5 of them.	
Attendance and passing national serv safe examination (FCS 333)	Attended the classes and passed the Serv Safe exam with a 95-100% score.	Attended the classes and passed the Serv Safe exam.	Attended but failed the Serv Safe exam.	
Sanitation/safety inspection (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
<i>No criterion label specified</i>				
Menu project (FCS 226)	Menu is of exceptional quality and in proper format.	Menu items/combinations are acceptable and in proper format.	Inappropriate menu items/combinations are used	

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
			and/or proper format not followed.	
Write menu using Computrition software (FCS 332)	Menu is of exceptional quality and in proper format.	Menu items/combinations are acceptable and in proper format.	Inappropriate menu items/combinations are used and/or proper format not followed.	
Expand Computrition menu project Part I (nutritional analysis changes) (FCS 430)		Correctly changed Computrition menu to meet healthier nutrition parameters as assigned.	Did not change the Computrition menu enough to meet healthier nutrition parameters as assigned.	
Write 10 day cycle menu (FCS 434)	Wrote 10 days of exceptional menus using all given categories and the proper format. Calculated costs correctly, and wrote exceptional holiday menus.	Wrote 10 days of acceptable menus using all given categories and the proper format. Calculated costs correctly, and wrote acceptable holiday menus.	Wrote <10 days of acceptable or unacceptable menus and/or not using all given categories and the proper format. Calculated costs incorrectly, and/or wrote unacceptable holiday menus.	
Case study #1 on training packet for cooking methods (FCS 332)		Listed all cooking methods possible, described each method, and addressed the advantages and disadvantages of each in relation to fish.	Did not list all possible cooking methods, and/or did not describe each method, and/or did not address advantages and disadvantages of each in relation to fish.	
Interviewing assignment (FCS 430)	Performed the preparation, execution and critiquing in the manner of an already seasoned manager.	Prepared acceptably using the application and resume; executed professionally following the principles of good interview techniques and keeping within allotted time range; and critiqued others in a professional manner.	Did not prepare in an acceptable manner using the application and resume; and/or did not execute professionally following the principles of good interview techniques and keeping within allotted time range; and/or did not critique others in a professional manner.	
Disciplinary action assignment (FCS 430)	Performed the preparation, execution and critiquing in the manner of an already seasoned manager.	Prepared acceptably by using the pertinent policy and procedure and relating it to the unacceptable behavior of the employee. Followed the principles of good disciplining/coaching techniques; and critiqued others in a professional manner.	Did not prepare acceptably by relating the policy and procedure to the employees' behavior. And/or did not follow the principles of good disciplining/coaching techniques. And/or did not critique others in a professional manner.	
Performance review assignment (FCS 430)		Performed calculations correctly and used professional wording to	Performed calculations incorrectly and/or did not use professional	

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
		reflect the characteristic being evaluated.	wording to reflect the characteristic being evaluated.	
Training/communication assignment (FCS 430)		Included assigned number of steps, or more, that were inclusive for the activity being trained.	Did not include the assigned number of steps and/or were not inclusive for the activity being	
Assist with payroll/time card activities (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Cost out items to purchase based on written specifications and determine portion costs (FCS 332)		All calculations done correctly.	Not all calculations done correctly.	
Make or buy decision (FCS 430)		Calculations and rationale done correctly.	Calculations and/or rationale not done correctly.	
Recipe costing (FCS 430)		Calculations done correctly.	Calculations not done correctly.	
Special function (menu/cost levels) (FCS 430)	Menus of exceptional quality and/or coming within a few cents of the given budget range.	Menu items acceptable, written in the proper format, and meeting the given budget range.	Menu items not acceptable, and/or not written in the proper format, and/or not within the given budget range.	
Food cost percent (FCS 430)		Calculations done correctly.	Calculations done correctly.	
Write a budget (FCS 430)		Calculations done correctly.	Calculations done correctly.	
Perform daily cash transactions and related paperwork (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Calculate EP/AP (FCS 332)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Calculate EP/AP (FCS 332)		Calculations done correctly.	Calculations done correctly.	
Write specifications (FCS 332)	Wrote specifications with more foresight than most entry level students.	Wrote specifications with assigned, with inclusive correct information for each item.	Did not write all specifications assigned, and/or without inclusive correct information for each item.	
Equipment project (FCS 333)		Wrote specification for assigned piece of equipment with inclusive correct information.	Wrote specification for assigned piece of equipment without inclusive correct information.	

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
Purchasing project (FCS 333)		Wrote specification for assigned food item with inclusive correct information.	Wrote specification for assigned food item without inclusive correct information.	
Receiving, inventory, & storage activities (FCS 333 daily assignment write-ups)		All questions for the day have been answered, assigned activities completed, and both written up using the assigned format.	Not all questions for the day have been answered, and/or assigned activities completed, and/or both written up using the assigned format.	
Write grocery order (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Take inventory (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Fill out a purchase order (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Receive grocery order (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Forecasting assignment (FCS 332)		Calculations done correctly.	Calculations not done correctly.	
Write policies and procedures (FCS 430)	Wrote an exceptional policy and procedure for a beginner.	Wrote an acceptable policy statement, used 10-20 all inclusive steps, and followed the proper format.	Wrote an unacceptable policy statement, and/or used <10 steps, which were not all inclusive, and/or did not follow the proper format.	
Foodservice management file project (organizational skills) (FCS 430)		Received 80-1000% of the points possible for organization, labeling, adequacy of material, quality of material, and neatness.	Received <80% of the points possible for organization, labeling, adequacy of material, quality of material, and neatness.	
Portion control assignment (FCS 430)		Calculations done correctly.	Calculations not done correctly.	
Recipe conversion and FISH calculations (FCS 430)	All calculations done correctly.	Calculations done correctly.90-99% of the time.	Calculations done correctly.<90% of the time.	
Production sheets (Comptrition) (FCS 430)		Production sheets are correctly compiled and printed out and contain all necessary parts.	Production sheets are not correctly compiled and printed out and/or do not contain all necessary parts.	
Forecast week's menu (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Write a production	As defined by preceptor	As defined by preceptor	As defined by preceptor	

	Exceeds expectations	Meets expectations	Needs further development	Score/Level
schedule (FCS 434)				
Design a service line set-up (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Conduct a yield study for one menu item (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Conduct a time study for 1 menu item (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	
Assist with daily record keeping (FCS 434)	As defined by preceptor	As defined by preceptor	As defined by preceptor	

Student Outcomes Assessment – Food Service Management

1. **Objective** - Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - FCS 428

Outcomes

1. Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.
Measure - Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.
2. Students are able to correctly collect data for their research project.
Measure - Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.
3. Students are able to correctly interpret data from their research project.
Measure - Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
4. Students are able to communicate the results of their research project.
Measure - Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.

2. **Objective** - Apply food sanitation and safety principles and regulations.
Crosslink – FCS 434

Outcomes

1. Students are able to plan an employee in-service on sanitation/safety.
Measure - Ninety percent of the students will earn 80% of the possible points or better. SP #1
2. Students are able to perform an in-service on sanitation/safety.
Measure - Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor. IV. 2.
3. Students are able to conduct a sanitation/safety inspection.
Measure - Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor. IV. 5.

3. **Objective** – Perform basic human resource management activities.
Crosslink – FCS 430

Outcomes

1. Students are able to perform a mock employee interview.
Measure - Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.

2. Students are able to prepare a mock employee performance evaluation.
Measure - Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.
3. Students are able to write an employee schedule.
Measure - Ninety percent of the students will earn 80% of the possible points or better when writing an employee schedule.
4. **Objective** – Perform operational management functions.
Crosslink – FCS 333, 430, 434
Outcomes
 1. Students are able to perform procurement activities.
Measure - Ninety percent of the students will earn 80% of the possible points or better when performing a procurement assignment. FCS 333
 2. Students are able to write a policy and procedure.
Measure - Ninety percent of the students will earn 80% of the possible points or better when writing a policy and procedure. FCS 430
 3. Students are able to perform recipe conversion calculations.
Measure - Ninety percent of the students will earn 80% of the possible points or better when performing recipe conversion calculations. FCS 430
 4. Students are able to write a ten day cycle menu.
Measure - Ninety percent of the students will earn 80% of the possible points or better when writing a ten day cycle menu. SP #2 FCS 434
 5. Students are able to perform daily cash transactions and related paperwork.
Measure - Ninety percent of the students will “meet” or “exceed” the expectation as defined by the preceptor. VII. 4. FCS 434

SPECIAL PROJECT #2 - Menu Writing and Costing

1. Write a ten (10) day menu for your establishment (one meal - lunch or dinner) including all categories of food items. If your establishment does not use a cycle menu, or has a set menu, please write a menu for an establishment type of your choosing. Give a short description of the "new" establishment.

Be sure to include seasonal foods (if appropriate) that might be available. Beverages can be repeated each day but, there is to be no repetition of other items. Menus should be written in proper menu form. Consider the budget for your establishment and plan your menu according to the budget.

The menu for each day must include (unless your establishment has a different pattern you could use):

2 Appetizers

1 Soup

2 Salads

4 Main Entrees

2 Sandwiches

4 Vegetables and Potatoes (Starches)

1 Bread

2 Desserts

2 Beverages

2. Based on the recipes you used, take one day of your menu and calculate total raw food cost for each item (half to be "from scratch"), cost per serving of the individual item, and the total raw food cost for the entire day's menu. You will need recipes and/or Computrition to do this. You can also use your Food for Fifty text book for recipes, and B&B (or other grocery store) to get accurate prices. If not using Computrition, show all calculations.
3. Plan a special meal for these holidays using "traditional" foods (if not mainstream America, list the country for which you are writing): Thanksgiving, New Year's Day, Mother's Day, and Easter Sunday

Include: appetizer, salad, main entrée, potato, vegetable, bread/roll, dessert, and beverage(s).

I use a very basic rubric to grade this:

1. 25 points
 2. 15 points
 3. 10 points
- 50 points

SPECIAL PROJECT #1 - Sanitation and Safety

1. Plan a six week course on sanitation and safety. The course will be held two (2) times a week, one hour each time. Therefore, you will need 12 lessons.

Consider major topics you would address. (Consult your Serv Safe book and unit manager for ideas.)

Design an outline for each class period. Include any measurable learning activities you want the employees to perform (e.g., text, discussions, demonstrations, etc.).

Design a handout for at least one of the class sessions.

2. Conduct a class with the employees on at least one of the topics (see IV. 2.). **Note** that you may need to shorten one of your lessons to accommodate your establishment's time constraints (e.g., 15 min., 30 min., etc.).

I use a very basic rubric for grading this:

- Design an outline - 2 3/4 points each = 33 points
 - Measurable learning activities (1/day)= 12 points
 - Design a handout - 5 points
- Total 50 points

FCS 428/528
Dr. Duerr, Sp 10

Food Science Project Oral Report Evaluation

Both students must participate in the presentation. Both students will receive the same grade for the presentation unless there is obvious reason to do otherwise.

<u>Content</u>	<u>Points Possible</u>	<u>Points Earned</u>
1. Gave background of problem	3	_____
2. Explained procedure	3	_____
3. Presented data in appropriate tabular/graphic form	6	_____
4. Included all information required	3	_____
5. Interpreted data/answered questions correctly	3	_____
6. Summarized results/implications	3	_____

Form

7. Talked comfortably without undue reliance on notes or just reading PowerPoint slides	3	_____
8. Quality of Power Point (appropriate & used effectively)	3	_____
9. Presentation 20 min. in length	3	_____

Comments:

FCS 428/528
Dr. Duerr, Sp 10

Food Science Proposal Score Sheet

	<u>Points Possible</u>	<u>Points Earned</u>
Title/hypothesis:	4 pts.	
Review of literature: ~2 pages; minimum of 6 references Third person/correct citations	8 pts	
Procedures:		
Formula:	8 pts	
Original		
Metric		
Reduced quantities		
Variables	4 pts	
Preparation procedure with specifics	4 pts	
Evaluation techniques with score card	4 pts	
Daily plan:	4 pts	
5 lab periods		
Handling and storage as needed		
List of special equipment (not already in lab units)	<u>4 pts</u>	
Total:	40 pts	
Comments:		

Food Service Systems Practicum - FCS 434
Final Evaluation

Please fill out the following final evaluation for the student. It is based on the activities/assignments from the packet used during the practicum. Select the wording that best describes how well they performed the activity/assignment for an entry-level manager at your facility. If there are other activities you had them perform at your facility, feel free to write them in the blank spaces provided.

EE = Exceeds Expectations ME = Meets Expectations NFD = Needs Further Development

Activity/Assignment	EE	ME	NFD
Participate in employee scheduling III. 8.			
Employee in-services on sanitation/safety IV. 2.			
Conduct a sanitation/safety inspection IV. 5.			
Write grocery order V. 2.			
Take inventory V. 3.			
Forecast week's menu V. 5.			
Receive grocery order V. 7.			
Fill out a purchase order V. 8.			
Write a production schedule VI. 1.			
Design a service line set-up VI. 3.			
Conduct a yield study for one menu item VI. 4.			
Conduct a time study for one menu item VI. 5.			
Conduct a service briefing VII. 1.			
Assist with payroll/timecard activities VII. 3.			
Assist with daily record keeping VII. 4.			
Perform daily cash transactions and related paperwork VII. 4.			
Menu costing calculations (1 day of cycle menu) SP#1, 2.			

FCS 430/530

Dr. Duerr

Policy & Procedure Assignment

DIRECTIONS:

1. Write a policy statement and between 10-20 accompanying procedure steps (all inclusive) on absenteeism and tardiness.
2. After listening to the lecture on writing policies and procedures, use the format provided in class. There is an example given in your book on p. 386 to use as a guideline for writing the policy & procedure. You can also use past clinical sites or work sites as a basis for the P&P.
3. The P&P will be used later in the semester for the disciplinary action assignment.
4. Worth 10 points

3 points Policy Statement
3 points Procedure (absenteeism)
3 points Procedure (tardiness)
1 point used 10-20 Steps
10 points Total

FCS 430/530 Foodservice Systems Management

Dr. Duerr

Interview Assignment Directions:

Using your job description written earlier this semester, written questions you have developed (based on your interviewee's resume and application), and your interviewees application and resume, do a mock interview. Use the movie and handouts as a guideline. Each interview will be done in class in groups of three (interviewer, interviewee, and critiquer). When critiquing be sure to mention what was done well by the interviewer and what skills the interviewer needs to development further. Interviews are to be at least 10 minutes, but no longer than 15 minutes. Turn in your job description, written questions, written critique, and your interviewee's resume and application.

Grades will be based on the following:

Preparation	5 points
Execution	10 points
Critique	<u>5 points</u>
Total	20 points

I am interviewing _____;

I am critiquing _____.

FCS 428/528
Duerr, Sp 10

Planning and Writing Proposal for Major Project
(Work in Pairs - 40 Points)

Planning

Review proposals and projects done by previous classes, food science lab manuals, Cooks Illustrated articles, and other food science articles and periodicals.

Identify possible problems you might like to investigate and have the project idea approved by Dr. Duerr. The idea should include the food system and the variables you might use. Also consider how the products might be tested. **PROJECTS BASED ON VERY SIMPLE FOOD SYSTEM (THOSE WITH LIMITED NUMBER OF INGREDIENTS AND/OR REQUIRING NO COOKING WILL NOT BE APPROVED.** Ideas are due in writing on Jan. 27. (This is not graded.)

Writing

Typed and using correct mechanics: Submit one proposal/pair of students. Both students will receive the same grade for the proposal unless you give me compelling reason to do otherwise. Be sure both students are involved and one does not do all the work.

Select a **title** for your project – descriptive rather than “cute.” (4 pts)
Write a **hypothesis, purpose and/or objective** of the experiment.

Review the literature. (about 2 pages) Use a **minimum** of **SIX** references relating to your project. Your text book and the source of your recipe may count as two of these. In general we have not had good success with internet recipes. Cookbooks are generally more reliable. Include nutritional justification for any nutrition modifications. Also include some background of experimental work done with the food system with which you are working and of the ingredients (variables) you are modifying. This may come from books or websites, especially for newer ingredients such as sweeteners, fat replacers, etc. (8 pts)

Write your paper in appropriate technical form. Use third person rather than first or second. (i.e. “The purpose of the study is to,” not, “We want to find out whether....”)

Referencing may be done using either the form used in your text (author’s name and date in parenthesis in the body of the paper and unnumbered alphabetical listing of references at the end) or JADA style (reference numbers in parenthesis in the body of the paper and numbered references in order of introduction in the paper at the end.)

Procedures:

Select the formula (recipe) to be used. Include the original recipe as well as your conversions to experimental quantities and metric units. Usually for experimental purposes, we use very small quantities (e.g., 6 muffins, 12 cookies, or 1 small loaf of bread or cake). (8 pts)

List the independent variables to be used. You must use at least a control and three variations, or for simpler formulas 2 controls and at least 2 variations. (4 pts)

In writing the procedure, include specific information about equipment to be used, times, temperatures, rotations, etc. If you do not know the specifics (like number of mixing strokes), leave a blank to fill in the first test day of the experiment. (4 pts)

List evaluation techniques to be used (must include at least 3; preferably 2 objective and 1-2 sensory tests). Sensory tests should be more than just an overall hedonic scale, unless it is the second sensory test. Include descriptions of procedures to be used for each test. For the sensory test, explain how judges will be trained, as well as presentation and coding of samples. Include in the appendix a copy of the score card judges will use. (4 pts)

Write a daily plan for each day of your experiment. Plan to use 5 lab periods. You must include a minimum of three replications for each variation. (4 pts)

For many experiments, a good sample plan is:

Day 1 Test basic recipe. If the recipe is one you have not used before, you might want to try it at home first using household measures just to see how you like the product. You may need another day for modification of your recipe if the test day does not yield a good product. This would likely need to be done outside regular class time.

Day 2 Weigh dry ingredients for entire experiment. If your project does not require a significant amount of weighing, you may be able to start your experiment here and do 4 replications.

Day 3 Make and test first replication for all variations.

Day 4 Repeat day 3.

Day 5 Repeat day 3.

Adjust this plan as appropriate for your own project.

Describe handling and storage of products if all are not to be evaluated on the day they are prepared. This may be because the product needs to be held over for some reason, such as, to freeze an item or have a gel set up, or it may simply be because the lab period is too short to both make and evaluate the product in one day.

Prepare an equipment list identifying things you will need that are not a normal part of your kitchen equipment, as ice cream freezer, waffle iron, George Forman grill. Be sure

to list anything needed in multiples -- small cake pans, custard cups, etc. It is important to be sure we have enough equipment for all experiments. (4 pts)

Before the experiment begins, you will need to submit a grocery list for things you need purchased. This will be updated each week of the experiment and is due by class each Monday to allow sufficient time for the instructor to shop for needed items. **You are responsible for requesting the things that you need and on time.**

FCS 428/528
Dr. Duerr, Sp 10

Report of Major Project
(80 Points)

All papers should be typed double spaced and are due on April 30.

1. Abstract: Write a 250 word abstract including short statements of purpose, procedure, results, and significance/implications. All should be written in 3rd person and **past tense. (10 pts)**

2. Review the literature. (~2 pages) Use a minimum of six references relating to your project. Your text book and the source of your recipe may count as two of these. Include nutritional justification for any nutrition modifications. Also include some background of experimental work done with the food system with which you are working and of the ingredients (variables) you are modifying. Write your paper in appropriate technical form. Use third person rather than first or second. (i.e. "The purpose of the study is to ," not, "I want to find out whether. . . .") Referencing may be done using either the form used in your text (author's name and date in parenthesis in the body of the paper and unnumbered alphabetical listing of references at the end) or JADA style (reference numbers in parenthesis in the body of the paper and numbered references in order of introduction in the paper at the end and.) **(10 pts)**

3. Procedures: Complete design of the project as presented in your proposal with modifications as actually used. You do NOT need to include the daily plan in the final report. You DO need:

- **The formula** (recipe) used (size actually prepared and written in metric units; NOT all the conversions from the original.) Write the procedure with specific information about equipment used, times, temperatures, rotations, etc. **(5 pts)**
- List **the independent variables** used. You must use at least a control and three variations, or for simpler formulas 2 controls and at least 2 variations. **(5 pts)**
- List **evaluation techniques** used List evaluation techniques to be used (must include at least 3; preferably 2 objective and 1-2 sensory tests). Sensory tests should be more than just an overall hedonic scale, unless it is the second sensory test. Include descriptions of procedures to be used for each test. For the sensory test, explain how judges will be trained, as well as presentation and coding of samples. Describe **handling and storage** of products if all were not evaluated on the day they were prepared. **(5 pts)**
- Include in the appendix a copy of the **score card** judges used. If paint chips were used, also include those in the appendix. **(5 pts)**

4. Results: Present results in both **tabular, or graphic, (10 pts) and written form (10 pts)**. You should report averages of replications rather than raw data. Ranges may be given if this seems important. All tables should have titles and numbers, if more than one was used. Include photocopies if these were used.

If a nutrition modification was made, **nutrient analysis** should be used to compare your modifications to the control. Be sure to include your reference for this (Webdietitian DWI, Nutritionist IV, Computrition, Bowes and Church, nutrition labels, etc.) Nutrient values should usually be given for one serving rather than for the whole recipe. **(5 pts if used)**

5. Discussion and Summary: Relate your findings to what you might have expected based on your readings. Summarize the significance of the study. **(10-15 pts)**

6. Reference list: **(5 pts)**

FCS 333 - Management of Quantity Food Production Practicum
 Fall 2010, Dr. L. Duerr

Purchasing Project

Each student will be assigned a specific food item to investigate. Using the practicum sites, the internet, textbooks, brochures, and any other available sources, the student will address the following areas concerning their product. **KR1.1, KR4.2, CP1.2, CP1.4, CP3.6**

DUE DATE: Thursday 11-18-10; Tuesday 11-23-10

_____	1. What kinds (varieties) are available?	3 points
_____	2. Explain the grading system used.	3 points
_____	3. What sizes are available?	2 points
_____	4. How is quality measured? What would affect quality?	2 points
_____	5. Give an example of correct usage of the food item (i.e., recipes they would be used in).	2 points
_____	6. What factors would affect market availability?	2 points
_____	7. Write a specification (only one brand, grade, size, etc.) for your food product.	2 points
_____	8. Use text and at least two or more references, plus an interview with a food service employee.	2 points
_____	9. Listed references in bibliographic form (ADA style).	<u>2 points</u>
	Total points	<u>20 points</u>

The following food items will be assigned.

- | | |
|---------------|----------------|
| 1. oranges - | 11. carrots - |
| 2. potatoes - | 12. apples - |
| 3. chicken - | 13. veal - |
| 4. eggs - | 14. pasta - |
| 5. milk - | 15. plums - |
| 6. rice - | 16. yogurt - |
| 7. lettuce - | 17. bread - |
| 8. tomatoes - | 18. broccoli - |
| 9. cheese - | 19. pears - |
| 10. butter - | 20. grapes - |