Program Outcomes Assessment

BA/BS in Food Service Management

Created on: 07/26/2010 02:42:00 PM CDT
Last Modified: 12/02/2015 09:24:14 AM CDT
# Table of Contents

**General Information**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>Outcomes Library</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum Map</td>
<td>3</td>
</tr>
<tr>
<td>Communication of Outcomes</td>
<td>3</td>
</tr>
</tbody>
</table>

**Archive**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archive</td>
<td>4</td>
</tr>
</tbody>
</table>

**2012-2013 Assessment Cycle**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>8</td>
</tr>
<tr>
<td>Action Plan</td>
<td>14</td>
</tr>
<tr>
<td>Status Report</td>
<td>15</td>
</tr>
</tbody>
</table>

**2013-2014 Assessment Cycle**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>17</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>20</td>
</tr>
<tr>
<td>Action Plan</td>
<td>26</td>
</tr>
<tr>
<td>Status Report</td>
<td>27</td>
</tr>
</tbody>
</table>

**2014-2015 Assessment Cycle**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>29</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>32</td>
</tr>
<tr>
<td>Action Plan</td>
<td>37</td>
</tr>
<tr>
<td>Status Report</td>
<td>38</td>
</tr>
</tbody>
</table>

**2015-2016 Assessment Cycle**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>39</td>
</tr>
<tr>
<td>Assessment Findings</td>
<td>42</td>
</tr>
<tr>
<td>Action Plan</td>
<td>47</td>
</tr>
<tr>
<td>Status Report</td>
<td>47</td>
</tr>
</tbody>
</table>

**2016-2017 Assessment Cycle**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
</table>


Assessment Plan ............................................................................................................................................. 48
Assessment Findings ..................................................................................................................................... 48

2017-2018 Assessment Cycle ....................................................................................................................... 49
Assessment Plan ............................................................................................................................................. 49
Assessment Findings ..................................................................................................................................... 49

2018-2019 Assessment Cycle ....................................................................................................................... 50
Assessment Plan ............................................................................................................................................. 50
Assessment Findings ..................................................................................................................................... 50

2019-2020 Assessment Cycle ....................................................................................................................... 51
Assessment Plan ............................................................................................................................................. 51
Assessment Findings ..................................................................................................................................... 51

Appendix .......................................................................................................................................................... 52
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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food science research project</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2. Collect data for their research project</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to correctly collect data for their research project.</td>
<td></td>
</tr>
<tr>
<td>3. Interpret data from their research project</td>
<td>Foundational Studies: IIIa. Quantitative Literacy</td>
</tr>
<tr>
<td>Students are able to correctly interpret data from their research project.</td>
<td></td>
</tr>
<tr>
<td>4. Communicate the results of their research project</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>Students are able to communicate the results of their research project.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan an employee in-service on sanitation/safety</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to plan an employee in-service on sanitation/safety.</td>
<td></td>
</tr>
<tr>
<td>2. Perform an in-service on sanitation/safety</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to perform an in-service on sanitation/safety.</td>
<td></td>
</tr>
<tr>
<td>3. Conduct a sanitation/safety inspection</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to conduct a sanitation/safety inspection.</td>
<td></td>
</tr>
</tbody>
</table>
3. Perform basic human resource management activities
Perform basic human resource management activities.
Crosslink – AHS 430

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

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

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

Curriculum Map

Active Curriculum Maps

BA/BS in Food Service Management (See appendix)
Alignment Set: BA/BS Food Service Management Outcome Set
Created: 10/12/2011 12:46:42 pm CDT
Last Modified: 03/19/2014 7:59:27 am CDT

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.)

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_PPAssignment_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**

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Food science major project proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Student Artifact</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Food science major project final report; the procedures section.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Student Artifact</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Food science major project final report; the remaining sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Student Artifact</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Food science major project presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better
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
3. Students are able to write an employee schedule

**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):**

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

---

3. Perform operational management functions

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

1. Students are able to perform procurement activities

**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):**

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

---

2. Students are able to write a policy and procedure

**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):**

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

---

3. Perform recipe conversion calculations

Students are able to perform recipe conversion calculations.

**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):**

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

**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

**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
3. Interpret data from their research project

Students are able to correctly interpret data from 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 remaining sections

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:

4. Communicate the results of their research project

Students are able to communicate the results of 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 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

Measure: Food science major project final report; the remaining sections
Direct - Student Artifact
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 conduct a sanitation/safety inspection.

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

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  **Findings for Conducting a sanitation/safety inspection**
  - **Summary of Findings:**
  - **Results:**
  - **Recommendations:**
  - **Reflections/Notes:**
**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 preparing 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**

---
3. Perform recipe conversion calculations

**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

**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
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.
**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** | **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** | **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** | **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** | **Measure:** Food science major project presentation  
Direct - Other |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong></td>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better</td>
</tr>
</tbody>
</table>
**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

  **Details/Description:**
  - **Target:** Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee performance evaluation.
  - **Implementation Plan (timeline):** Annually
  **Responsible Individual(s):**
### 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

▶ **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.

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.

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
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**

   **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" performing an in-service on sanitation/safety
   **Results:** Target Achievement: Exceeded
   **Recommendations:**
   **Reflections/Notes:**
**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

**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

**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
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

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
Program Outcomes Assessment
BA/BS in Food Service Management

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**

<table>
<thead>
<tr>
<th><strong>1. Food science research project</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Measure:</strong> Food science major project proposal</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
</tr>
</tbody>
</table>

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
**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

**Measure:** Daily cash transactions and related paperwork
**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

**Measure:** Food science major project proposal
**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

**Measure:** Food science major project final report; the procedures section.
**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

---
### 3. Interpret data from their research project

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

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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

<table>
<thead>
<tr>
<th>Details/Description:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**  

---

their research project.
## 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 | **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 | **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 | **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

<p>| 1. Students are able to perform a mock employee interview | <strong>Measure:</strong> Preparing and giving an employee interview |
| | Direct - Other |</p>
<table>
<thead>
<tr>
<th>Details/Description:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Findings for Preparing and giving an employee interview

No Findings Added

---

<table>
<thead>
<tr>
<th><strong>2. Students are able to prepare a mock employee performance evaluation</strong></th>
<th><strong>Measure:</strong> Preparing an employee performance evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
<td><strong>Details/Description:</strong></td>
</tr>
</tbody>
</table>

| 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

---

<table>
<thead>
<tr>
<th><strong>3. Students are able to write an employee schedule</strong></th>
<th><strong>Measure:</strong> Writing an employee schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Student Artifact</strong></td>
<td><strong>Details/Description:</strong></td>
</tr>
</tbody>
</table>

| 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:**

---

<table>
<thead>
<tr>
<th><strong>4. Perform operational management functions</strong></th>
<th><strong>Details/Description:</strong></th>
</tr>
</thead>
</table>

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

---

<table>
<thead>
<tr>
<th><strong>1. Students are able to perform procurement activities</strong></th>
<th><strong>Measure:</strong> Performing a procurement assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
<td><strong>Details/Description:</strong></td>
</tr>
</tbody>
</table>


**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:**

---

---

---

---

---

---

---

---
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

**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):**
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

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 preparing an employee performance evaluation.
**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

- **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
3. 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

**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

**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
<table>
<thead>
<tr>
<th>2. Perform an in-service on sanitation/safety</th>
<th><strong>Measure:</strong> IV. 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to perform an in-service on sanitation/safety.</td>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td>Target: Ninety percent of the students will &quot;meet&quot; or &quot;exceed&quot; the expectation as defined by the preceptor.</td>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td><strong>Findings</strong> for IV. 2.</td>
</tr>
<tr>
<td></td>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Conduct a sanitation/safety inspection</th>
<th><strong>Measure:</strong> IV. 5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to conduct a sanitation/safety inspection.</td>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td>Target: Ninety percent of the students will &quot;meet&quot; or &quot;exceed&quot; the expectation as defined by the preceptor.</td>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td><strong>Findings</strong> for IV. 5.</td>
</tr>
<tr>
<td></td>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

| 3. Perform basic human resource management activities | | |
| Perform basic human resource management activities. Crosslink – AHS 430 | | |

<table>
<thead>
<tr>
<th>1. Students are able to perform a mock employee interview</th>
<th><strong>Measure:</strong> Preparing and giving an employee interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td>Target: Ninety percent of the students will earn 80% of the possible points or better when preparing and giving an employee interview.</td>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td><strong>Findings</strong> for Preparing and giving an employee interview</td>
</tr>
<tr>
<td></td>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Students are able to prepare a mock employee performance evaluation</th>
<th><strong>Measure:</strong> Preparing an employee performance evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Other</td>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td>Target: Ninety percent of the students will earn 80% of the possible points or better when preparing an employee performance evaluation.</td>
<td><strong>Implementation Plan (timeline):</strong> Annually</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td><strong>Findings</strong> for Preparing an employee performance evaluation</td>
</tr>
<tr>
<td></td>
<td>No Findings Added</td>
</tr>
</tbody>
</table>
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 | **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 | **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
A. BA/BS in Food Service Management (Curriculum Map)
C. Food_Science_Proposal_Score_Sheets_2010.pdf (Adobe Acrobat Document)
E. Special_Project_#1_2011.pdf (Adobe Acrobat Document)
F. SPECIAL_PROJECT_#2_2011.pdf (Adobe Acrobat Document)
H. FCS333_purchasing_project_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)
<table>
<thead>
<tr>
<th><strong>Food Services Management Program Learning Outcomes Assessment</strong></th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Needs further development</strong></th>
<th><strong>Score/Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively with diverse individuals and groups in various settings and situations related to the food service management profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a customer satisfaction survey (FCS 333)</td>
<td>Has taken a leadership role in the planning, implementation, and report preparation of acceptable dining hall survey of students</td>
<td>Has participated in planning, implementation, and report preparation of acceptable dining hall survey of students</td>
<td>Has not participated at an acceptable level for the dining hall survey of students</td>
<td></td>
</tr>
<tr>
<td>Oral presentation and written paper (FCS 428)</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Training/communication assignment (FCS 430)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Conduct a service briefing with the serving line employees (434)</td>
<td>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.</td>
<td>Wrote 12 acceptable lesson plans that meet the given criteria, prepared one handout for a session, and conducted one in-service in an exceptional manner.</td>
<td>Wrote 12 unacceptable lesson plans (or &lt;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.</td>
<td></td>
</tr>
<tr>
<td>Employee in-service outlines and handout on sanitation/safety (FCS 434)</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Nutrition assessment research project (FCS 221)</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Dietary analysis and</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs further development</td>
<td>Score/Level</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>nutrition assessment project (FCS 221)</td>
<td>points.</td>
<td>points.</td>
<td>points.</td>
<td></td>
</tr>
<tr>
<td>Case study #2 on centralized/decentralized (decision making) (FCS 332)</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Equipment project (FCS 333)</td>
<td>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.</td>
<td>Did not address all areas on given piece of equipment with acceptable categories and number of references, listed in acceptable bibliographical format. Received &lt;80% of possible points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing project (FCS 333)</td>
<td>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.</td>
<td>Did not address all areas on given food item with acceptable categories and number of references, listed in acceptable bibliographical format. Received &lt;80% of possible points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent research project (FCS 428)</td>
<td>Received 100% of possible points.</td>
<td>Received 80-99% of possible points.</td>
<td>Received &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Current issues report (FCS 430)</td>
<td>Exceptional analysis and evaluation of an acceptable article. Clear and concise integration of information. Received 100% of possible points.</td>
<td>Mostly acceptable analysis and evaluation of an acceptable article. Mostly clear and concise integration of information. Received 80-99% of possible points.</td>
<td>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 &lt;80% of possible points.</td>
<td></td>
</tr>
<tr>
<td>Equipment cleaning/use assignment (FCS 333)</td>
<td>Learned to use all 10 pieces of equipment and cleaned 5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and passing national serv safe examination (FCS 333)</td>
<td>Attended the classes and passed the Serv Safe exam with a 95-100% score.</td>
<td>Attended the classes and passed the Serv Safe exam.</td>
<td>Attended but failed the Serv Safe exam.</td>
<td></td>
</tr>
<tr>
<td>Sanitation/safety inspection (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>No criterion label specified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu project (FCS 226)</td>
<td>Menu is of exceptional quality and in proper format.</td>
<td>Menu items/combinations are acceptable and in proper format.</td>
<td>Inappropriate menu items/combinations are used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs further development</td>
<td>Score/Level</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Write menu using</td>
<td>Menu is of exceptional quality and in proper format.</td>
<td>Menu items/combinations are acceptable and in proper format.</td>
<td>Inappropriate menu items/combinations are used and/or proper format not followed.</td>
<td></td>
</tr>
<tr>
<td>Computrition software</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(FCS 332)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand Computrition</td>
<td>Correctly changed Computrition menu to meet healthier nutrition parameters as assigned.</td>
<td>Did not change the Computrition menu enough to meet healthier nutrition parameters as assigned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>menu project Part I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(nutritional analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>changes) (FCS 430)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write 10 day cycle</td>
<td>Wrote 10 days of exceptional menus using all given categories and the proper format. Calculated costs correctly, and wrote exceptional holiday menus.</td>
<td>Wrote 10 days of acceptable menus using all given categories and the proper format. Calculated costs correctly, and wrote acceptable holiday menus.</td>
<td>Wrote &lt;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.</td>
<td></td>
</tr>
<tr>
<td>menu (FCS 434)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case study #1 on</td>
<td>Listed all cooking methods possible, described each method, and addressed the advantages and disadvantages of each in relation to fish.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training packet for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooking methods (FCS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>332)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing assignment</td>
<td>Performed the preparation, execution and critiquing in the manner of an already seasoned manager.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>(FCS 430)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplinary action</td>
<td>Performed the preparation, execution and critiquing in the manner of an already seasoned manager.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>assignment (FCS 430)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment (FCS 430)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs further development</td>
<td>Score/Level</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Training/communication assignment (FCS 430)</td>
<td>reflect the characteristic being evaluated.</td>
<td>Included assigned number of steps, or more, that were inclusive for the activity being trained.</td>
<td>Did not include the assigned number of steps and/or were not inclusive for the activity being trained.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Assist with payroll/time card activities (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Cost out items to purchase based on written specifications and determine portion costs (FCS 332)</td>
<td>All calculations done correctly.</td>
<td>Calculations and rationale done correctly.</td>
<td>Calculations and/or rationale not done correctly.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Make or buy decision (FCS 430)</td>
<td>Menu items acceptable, written in the proper format, and meeting the given budget range.</td>
<td>Calculations done correctly.</td>
<td>Menu items not acceptable, and/or not written in the proper format, and/or not within the given budget range.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Recipe costing (FCS 430)</td>
<td>Menus of exceptional quality and/or coming within a few cents of the given budget range.</td>
<td>Calculations done correctly.</td>
<td>Calculations not done correctly.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Special function (menu/cost levels) (FCS 430)</td>
<td>Wrote specifications with more foresight than most entry level students.</td>
<td>Wrote specifications with assigned, with inclusive correct information for each item.</td>
<td>Did not write all specifications assigned, and/or without inclusive correct information for each item.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Food cost percent (FCS 430)</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Write a budget (FCS 430)</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Perform daily cash transactions and related paperwork (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Write specifications (FCS 332)</td>
<td>Wrote specification for assigned piece of equipment with inclusive correct information.</td>
<td>Wrote specifications with assigned, with inclusive correct information for each item.</td>
<td>Did not write all specifications assigned, and/or without inclusive correct information for each item.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Equipment project (FCS 333)</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly.</td>
<td>Score/Level</td>
</tr>
<tr>
<td>Activity</td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs further development</td>
<td>Score/Level</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Purchasing project (FCS 333)</td>
<td>Wrote specification for assigned food item with inclusive correct information.</td>
<td>Written specification for assigned food item without inclusive correct information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving, inventory, &amp; storage activities (FCS 333 daily assignment write-ups)</td>
<td>All questions for the day have been answered, assigned activities completed, and both written up using the assigned format.</td>
<td>Not all questions for the day have been answered, and/or assigned activities completed, and/or both written up using the assigned format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write grocery order (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Take inventory (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Fill out a purchase order (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Receive grocery order (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Forecasting assignment (FCS 332)</td>
<td>Calculations done correctly.</td>
<td>Calculations not done correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write policies and procedures (FCS 430)</td>
<td>Wrote an exceptional policy and procedure for a beginner.</td>
<td>Wrote an acceptable policy statement, used 10-20 all inclusive steps, and followed the proper format.</td>
<td>Wrote an unacceptable policy statement, and/or used &lt;10 steps, which were not all inclusive, and/or did not follow the proper format.</td>
<td></td>
</tr>
<tr>
<td>Foodservice management file project (organizational skills) (FCS 430)</td>
<td>Received 80-1000% of the points possible for organization, labeling, adequacy of material, quality of material, and neatness.</td>
<td>Received &lt;80% of the points possible for organization, labeling, adequacy of material, quality of material, and neatness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portion control assignment (FCS 430)</td>
<td>Calculations done correctly.</td>
<td>Calculations done correctly. 90-99% of the time.</td>
<td>Calculations done correctly. &lt;90% of the time.</td>
<td></td>
</tr>
<tr>
<td>Recipe conversion and FISH calculations (FCS 430)</td>
<td>All calculations done correctly.</td>
<td>Calculations done correctly. 90-99% of the time.</td>
<td>Calculations done correctly. &lt;90% of the time.</td>
<td></td>
</tr>
<tr>
<td>Production sheets (Computrition) (FCS 430)</td>
<td>Production sheets are correctly compiled and printed out and contain all necessary parts.</td>
<td>Production sheets are not correctly compiled and printed out and/or do not contain all necessary parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecast week’s menu (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Write a production</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs further development</td>
<td>Score/Level</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Design a service line set-up (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Conduct a yield study for one menu item (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Conduct a time study for 1 menu item (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
<tr>
<td>Assist with daily record keeping (FCS 434)</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td>As defined by preceptor</td>
<td></td>
</tr>
</tbody>
</table>
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 “meet” or “exceed” the expectation as defined by the preceptor. 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
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.

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

Form

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Talked comfortably without undue reliance on notes or just reading PowerPoint slides</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8. Quality of Power Point (appropriate &amp; used effectively)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9. Presentation 20 min. in length</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Food Science Proposal Score Sheet

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

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>EE</th>
<th>ME</th>
<th>NFD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in employee scheduling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee in-services on sanitation/safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a sanitation/safety inspection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write grocery order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecast week’s menu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive grocery order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill out a purchase order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a production schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design a service line set-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a yield study for one menu item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a time study for one menu item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a service briefing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist with payroll/timecard activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist with daily record keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform daily cash transactions and related paperwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu costing calculations (1 day of cycle menu)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SP#1, 2.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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 interviewee's 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 develop 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>5</td>
</tr>
<tr>
<td>Execution</td>
<td>10</td>
</tr>
<tr>
<td>Critique</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

I am interviewing ______________;
I am critiquing ______________.

2/05
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.
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 or 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 and end.) (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)
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). 2 points

**Total points 20 points**

**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 -