

**Family and Consumer Science
Nutrition, Health and Food Service Management
2016-2017**

Learning Outcome:

PLO 1. Demonstrate content knowledge of food as well as concepts and theories of food and food systems; and the development, modification and evaluation of recipes, menus and food products.

Outcome Measure:

FCS435: Food Cycle Menu. Students will create a 7-day cycle menu that includes 3 meals per day. Select a target population of a large quantity production, such as acute-care (disease specific or regular), long-term care, school system, college cafeteria or senior living center.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of the four-point AAC&U Information Literacy Rubric

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

In 2015/2016, FCS revised program learning outcomes and assessment plans.

Food Service Management Program Learning Outcome 1: Percentages of student scores using the FCS Food Cycle Menu Rubric

Rubric Criteria	Course	Semester	N	Capstone (mastery)	Milestone (proficiency)	Milestone (developing)	Benchmark (beginning)
				4	3	2	1
Knowledge of food and nutrition	FCS 435	Spring 2017	15	47%	53%	0%	0%
Nutritional Needs	FCS 435	Spring 2017	15	93%	7%	0%	0%
Menus and Food Production	FCS 435	Spring 2017	15	27%	60%	13%	0%

Conclusions Drawn from Data:

Criteria was met for Spring 2017. Students met knowledge of food and nutrition with 100% receiving a score of 3 or higher. Students met nutritional needs with 100% receiving a score of 3 or higher. Students met menus and food production with 87% receiving a score of 3 or higher.

Changes to be Made Based on Data:

Continue providing in-class lectures and additional resources with hands-on learning to enhance the student's understanding of planning, developing and evaluating recipes and menus for target populations. The assignment details need to be more specific about following the Dietary Guidelines for Americans, incorporating different cooking techniques and including more descriptive words for preparing foods.

Rubric: AAC&U Informational Literacy Rubric

Rubric Used

FOOD CYCLE MENU RUBRIC

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Knowledge of food and nutrition (1.000, 33%)	Follows the U.S. Dietary guidelines: Incorporates wide variety of nutrientdense foods; limits high-calorie foods; selects mostly lean proteins; limited sources of saturated fat; focuses mostly on whole foods.	Follows most of the U.S. Dietary guidelines: Incorporates a variety of nutrient-dense foods; limits high-calorie foods; selects some lean proteins; limits sources of saturated fat; focuses mostly on whole foods.	Some application of the US dietary guidelines. Shows fair understanding about including mostly nutrient-dense foods and minimal amounts of highly processed choices.	Covers limited components of the U.S. Dietary Guidelines. Missing nutrientdense foods and selects mostly highlyprocessed foods.
Nutritional Needs (1.000, 33%)	All elements of the menu are skillfully developed to meet the nutritional needs of selected population.	Critical elements of the menu are appropriately developed, however some pieces are missing to meet the nutritional needs for selected population.	Critical elements of the menu are missing to adequately meet the nutritional needs for the selected population.	Menu design demonstrates a misunderstanding of the nutritional needs for selected population.
Menus and Food Production (1.000, 33%)	Uses at least 4 approaches for preparing a variety of meals that provides ideal sensory appeal including all of the following: color/shape, texture/consistency, flavor, temperature, and preparation style for desired population.	Uses at least 3 approaches for preparing a variety of meals that provides ideal sensory appeal including: color/shape, texture/consistency, flavor, temperature, and preparation style for desired population.	Only uses one or two approaches for preparing a variety of meals that provides ideal sensory appeal including: color/shape, texture/consistency, flavor, temperature, and preparation style for desired population.	Only uses a single approach, or is inconsistent in preparing a variety of meals that provides ideal sensory appeal including: color/shape, texture/consistency, flavor, temperature, and preparation style for desired population.

**Family and Consumer Science
Food Service Management
Food Handlers' Permit
Spring 2017**

Learning Outcome:

PLO 2. Demonstrate basic skills in food preparation, sanitation and safety in working with a variety of food products.

Outcome Measure:

San Diego County Food Handlers' Exam

Criteria for Success (if applicable):

Pass/Fail 100% will pass

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

This was the first time assessing the assignment.

Conclusions Drawn from Data:

Criteria was met for spring 2017. The combination of lectures and hands on field experience successfully met students' perceived understanding of proper food handling. 100% of students passed the food handler's permit.

Changes to be Made Based on Data:

Continue providing in-class lectures and additional resources with hands-on learning to enhance the student's understanding of safe food handling practices.

Rubric: None. San Diego County Food Handler's Exam.