

**Sociology, Social Work, and Family Sciences
Food Service Management
2018-2019**

Learning Outcome:

PLO 1. Demonstrate content knowledge of food and nutrition as well as concepts and theories of nutrition across a broad range including: lifecycle stages, cellular nutrition, disease prevention and medical therapy; food and food systems; development, modification, and evaluation of recipes, menus and food products.

Outcome Measure:

FCS 435: Food Service Management and Production 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 Food Cycle Assessment 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. Spring 2017 was the first time assessing the new learning outcomes. 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.

Food Service Management PLO 1: Percentage of students scoring 3 or higher using the Food Cycle Assessment Rubric

COURSE: FCS 435			4	3	2	1
	Rubric Criteria	Semester N	(Distinguished) %	(Proficient) %	(Intermediate) %	(Novice) %
Knowledge of Food & Nutrition	Spring 2019	8	63	38	0	0
Development of Recipes and Meals	Spring 2019	8	88	0	13	0
Menus and Food Production	Spring 2019	8	75	13	13	0

Conclusions Drawn from Data:

Students met knowledge of food and nutrition with 100% receiving a score of 3 or higher. Students met nutritional needs with 88% receiving a score of 3 or higher. However, 13% fell below the threshold on development of recipes and meals due to limited variation in preparation. Students met menus and food production with 88% receiving a score of 3 or higher.

Changes to be Made Based on Data:

Continue providing in-class lectures, hands on activities, and additional resources 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 incorporating different cooking techniques and including more descriptive words for preparing foods.

Rubric Used

FCS435_Food Cycle Assessment Rubric_05-17-19

	Distinguished (4.000 pts)	Proficient (3.000 pts)	Intermediate (2.000 pts)	Novice (1.000 pt)
Knowledge of food and nutrition	Follows U.S. Dietary guidelines well: Incorporates wide variety of healthful foods to provide optimal nutritious options for target population. High-calorie foods in moderation; nutrient dense foods in larger amounts.	Good application of U.S. Dietary guidelines and inclusion of variety of nutrient-dense foods with minimally processed choices for acceptable nutritional value for the target population.	Some application of principles of variety, moderation and balance with some success in following US dietary guidelines. Shows fair understanding about including mostly nutrient-dense foods and minimally processed choices.	Little regard for recommended level of nutrients according to U.S. Dietary Guidelines. Little application of variety, moderation and balance.
Development of recipes and meals	Some repetition of broad number of ingredients but remains interesting; uses a variety of texture and color to enhance sensory appeal.	Repetition of moderate number of foods in menus, with enough variation in preparation to create acceptable level of sensory interest to target population.	Highly repetitive use of limited number of foods in menus, with some variation in preparation and resultant variety that creates some interest to target population.	Highly reliant on extremely limited number of foods in cycle with little variation in preparation.
Menus and Food Production	Identifies multiple approaches for preparing a variety of food patterns for desired population.	Identifies multiple approaches for preparing a variety of food patterns for desired population, only some of which apply.	Identifies only a single approach for preparing food that does apply for desired population.	Identifies one or more approaches for preparing food that does not apply within desired population.

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Learning Outcome:

PLO 4. Evaluate the effects of societal, cultural, ethical and financial dynamics upon diet trends, dietary choices, and food preparation methods among individuals, families and societies.

Outcome Measure:

FCS 303: Cultural Foods Report

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of the four-point Cultural Foods Assessment 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. Spring 2018 was the first time assessing the new learning outcome. Traditional foods and regional specialties were thoroughly presented in each report as shown by 100% mastery on the rubric. Demonstrating “knowledge of culture” presented, and 100% of the reports provided at least proficiency in explaining the history and background. “Cultural awareness” was not part of this assignment.

PLO 4: Percentages of student scores using the FCS Cultural Report Assessment Rubric

COURSE: FCS 303						
			4 (Mastery) %	3 (Proficiency) %	2 (Developing) %	1 (Beginning) %
Rubric Criteria	Semester	N				
Knowledge of Culture	Spring 2018	14	57	43	0	0
	Spring 2019	4	100	0	0	0
Cultural Awareness	Spring 2018	14	na	na	na	na
	Spring 2019	4	50	50	0	0
Food Patterns	Spring 2018	14	100	0	0	0
	Spring 2019	4	100	0	0	0

Conclusions Drawn from Data:

A new rubric was adopted to include cultural awareness. Knowledge of culture was demonstrated with 100% of the students receiving a score of 3 or higher. Cultural awareness was met with 100% of the students scoring a 3 or higher. Food patterns demonstrated cultural understanding with 100% of the students scoring 3 or higher.

Changes to be Made Based on Data:

Adopting a new rubric allowed for proper assessment on cultural awareness. Students met all criteria with scores of 3 or higher. Continue providing opportunities in the class through lectures and cooking to develop the effects of societal, cultural, ethical and financial dynamics upon diet trends, dietary choices, and food preparation methods among individuals, families and societies.

Rubric Used

FCS 303: Cultural Foods Assessment Rubric (PLO4)

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
KNOWLEDGE OF CULTURE	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its values, food patterns, communication styles, economy, or beliefs and dietary practices.
CULTURAL AWARENESS	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
FOOD PATTERNS	Student discusses in detail/ analyzes geographical origins of the food patterns, holiday meals and typically meal patterns in great depth and clarity.	Student discusses in detail/ analyzes geographical origins of the food patterns, holiday meals and typically meal patterns.	Student states geographical origins of the food patterns, holiday meals and typically meal patterns.	Students stats either geographical origins of the food patterns, holiday meals and typically meal patterns.

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Learning Outcome:

PLO 5. Develop and articulate their own professional philosophy and personal code of ethics within the Food Service Management profession.

Outcome Measure:

FCS497: Professional Statements and ePortfolio: students will write their professional philosophy, code of ethics and a complete, professional portfolio.

Criteria for Success (if applicable):

80% of students will score a three or higher on each criteria of the four-point FCS PLO 5 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:

This is the second year it has been assessed.

FCS PLO 5: Percentages of student scores using the PLO 5 rubric

COURSE: FCS 497	Semester	N	4	3	2	1
			(Mastery) %	(Proficiency) %	(Developing) %	(Beginning) %
Rubric Criteria						
Analysis of vocation & strengths	Fall 2017	13	62	38	0	0
	Spring 2018	25	48	40	12	0
	Fall 2018	12	58	17	25	0
	Spring 2019	20	40	50	5	0
Application of ethics and values	Fall 2017	13	46	46	8	0
	Spring 2018	25	60	36	4	0
	Fall 2018	12	42	50	8	0
	Spring 2019	20	40	50	10	0
Synthesis of Faith	Fall 2017	13	38	54	8	0

	Spring 2018	25	32	64	4	0
	Fall 2018	12	50	50	0	0
	Spring 2019	20	40	55	5	0

Conclusions Drawn from Data:

Both fall 2017 and spring 2018 courses met the criteria in Analysis of Vocation & Strengths, Application of Ethics and Values, and Synthesis of Faith. Students through writing their professional philosophy and personal code of ethics were successful in meeting this learning outcome. It is noted that fall 2017 had 62% at mastery level in Analysis of Vocation & Strengths, whereas spring 2018 had 48% at mastery level. The class size was significantly different, fall 2017 had 13 students and spring 2018 had 25 students. Even though it was a larger class, spring 2018 had 60% mastery of Application of Ethics and Values compared to 46% for fall 2017.

Changes to be Made Based on Data:

To continue to scaffold development with their professional statements. This includes professional philosophy and personal code of ethics.

	Mastery (4)	Proficiency (3)	Developing (3)	Beginning (1)
Analysis of match between vocation choices and personal strengths	Demonstrates clarity and depth of understanding of career goal and a realistic view about how personal strengths align with that choice	Demonstrates good understanding of career goal and insight into how personal strengths align with that choice	Demonstrates some insight into their career goal and a sense about the intersection between those goals and personal strengths	Demonstrates basic understanding about potential career options and a general knowledge of personal strengths
Application of ethics and Christian values in chosen career	Clearly articulates an insightful personal code of ethics that includes thoughtfully considered integration of Christian values in the chosen career	Articulates a good personal code of ethics that includes an understanding of how Christian values informs their decisions in the chosen career	Explores a personal code of ethics that includes some understanding of how Christian values could impact decision-making in the chosen career	Starts to explore what a personal code of ethics might include and considers how Christian values could impact a potential future career
Synthesis of faith within a professional context	Analyzes ethical decision making within a chosen career and designs a set of relevant criteria for decision-making founded on faith-based values and beliefs.	Analyzes ethical decision making within a chosen career and begins to design a set of criteria for decision-making founded on faith-based values and beliefs.	Identifies potential steps in ethical decision making within a chosen career and begins to develop criteria for decision-making founded on faith-based values and beliefs.	Begins to identify potential steps in ethical decision making within a chosen career and begins to considers how ethics and faith could impact decision-making