

Food Service Management BA/BS

Explain the processes involved in delivering quality food service

Goal Description:

The Department of Family and Consumer Sciences (FACS) will graduate food service management majors who can apply concepts learned in their curriculum by developing a quantity foodservice operation. Each student works individually to design a cycle menu, develop a purchasing plan, design a kitchen, develop a HACCP Plan, and develop a list of necessary equipment.

Providing Department: Food Service Management BA/BS

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Menu and Purchasing

Learning Objective Description:

Each student will work individually to develop a day menu for an institutional foodservice operation e.g., a senior care facility, a school, a childcare facility, a hospital, or a correctional facility.

Attached Files

 [Food Project Part 1.docx](#)

 [Quantity Food Project Pt 1.docx](#)

RELATED ITEM LEVEL 2

Cycle Menu, Purchasing Plan, and Equipment and HACCP Plan

Indicator Description:

Part I

Menu

1. The menu should be a cycle menu for an identified operation. The menu offerings may differ depending on a student's selected operation, however, use the following as guidelines:
 - Each student will plan a menu with two to three meals (breakfast, lunch and dinner) depending on their operation.
 - Everything must be healthy (e.g., focus on whole, minimally processed, nutrient-dense foods that are typically higher in micronutrient value, are less likely to contain high levels of added sugars, saturated or trans fats, and sodium).
 - Depending on the type of operation, the student will consider the following guidelines when designing their menu:
 - A senior care facility (regular, with modifications for no concentrated sweets, 2300 mg sodium, and low fat (25% fat of Kcal, 7% of Kcal saturated fat), mechanical soft diet — refer to [Texas Administrative Code for Nursing Facilities](#) and ([sample menu 1/ sample menu 2](#))
 - A school (regular based on [School Nutrition Standards](#)). [School Breakfast meal patterns](#) and [School Lunch Meal Patterns](#)
 - A correctional foodservice facility (regular—see this [sample menu](#))
 - For each menu item, each student will do the following:
 - List how it is cooked/served if applicable (grilled, baked, steamed, ready-to-serve, etc.)
 - List the portion size (cup, ounce, etc.)
 - List total calories. You can use the U.S. Department of Agriculture (USDA) Nutrient Database ([FoodData Central](#)), [Cronometer](#), or [allrecipes.com](#) to estimate total calories.

- Identify any known allergens (e.g., contains milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, or soy)

Purchasing plan

Each student will complete the following:

- Provide information about their selected purchasing methods e.g., bid buying, independent purchasing, centralized purchasing, etc.
- Provide a list of at least 3 potential suppliers for food items.
- Provide product specifications for at least 5 food ingredients.
- Design a purchase order template to use with their suppliers and attach it to their assignment.

Each student will need to estimate the quantity of one food ingredient to buy based on the approximate number of individuals to serve.

Part II: Equipment Plan

A list of required equipment

- For this part, each student will need to list all equipment needed to prepare, cook, store, and serve the menu items you have developed for their operation.

Written specifications for one large piece of equipment

Each student will perform the following:

- Select one of the large pieces of equipment e.g., a refrigerator, a dishwasher, etc., and write specifications including the following information:

The common, easily recognized name of the piece of equipment. For example, reach-in refrigerator, one-door.

A general statement of what the buyer wants. For example, one-door reach-in refrigerator to be used by the hot-line cooks to store products prior to cooking.

Specific classification information. This includes type, size, style or model, grade, type of mounting required, and so on.

Proof of quality assurance. Inspection reports or results of performance tests on the equipment.

Delivery and installation. Who will do it, and when; how much are you willing to pay for it?

Any specific requirements about construction. This might include materials used to construct the equipment; utility details (gas or electric); certification by an agency, such as Underwriters' Laboratories or the American Gas Association; warranty and/or maintenance requirements.

Kitchen Layout

- For this part, each student will need to design a layout of the receiving, storage, preparation, production, and dishwashing areas' equipment in your proposed foodservice operation.
 - The layout should include the location of each piece of major equipment in all areas.
 - The layout should also indicate by arrows the expected flow of food and workers during food production and service.

Part III: HACCP Plan

HACCP is a management system in which food safety is addressed through the analysis and control of biological, chemical, and physical hazards from raw material production, procurement, and handling, to manufacturing, distribution and consumption of the finished product.

1. Each student will select one menu item that may pose a high food safety risk from the menu he/she designed for the purchasing project.

1. The student will develop a Hazard Analysis Critical Control Point (HACCP) plan for that menu item.

- The HACCP plan should outline with enough details the following principles of HACCP:

Conduct a hazard analysis.

Identify critical control points (CCPs). CCPs generally include cooking, cooling, reheating, cold holding, and hot holding, but other steps may be included if needed for a specific food.

Establish critical limits for each critical control point.

Establish monitoring procedures.

Establish corrective actions that be taken when there is a loss of control at a CCP due to such factors as employee error, equipment malfunction, or power failure

Establish recordkeeping procedures.

Establish verification procedures to ensure proper monitoring of each CCP such as calibration of cooking and holding equipment and thermometers, and maintenance and review of records such as temperature logs.

- The HACCP plan should also include brief written procedures (150 words) for employee HACCP training.

Criterion Description:

100% of food service management majors will complete all three parts of the project satisfactorily.

Rubrics will be used to grade their project.

Findings Description:

A total of 23 students took the course in Fall 2021 and Spring 2022. All students (100%) have successfully achieved the learning objectives satisfactorily.

RELATED ITEM LEVEL 3

Explain the processes involved in delivering quality food service

Action Description:

The quantity food project will be revised each semester to account for the various foodservice settings where students can be employed.

Positive Employer/Supervisor Evaluation

Goal Description:

The Department of Human Sciences will graduate Food Service Management majors who perform well in employment positions within the field.

Providing Department: Food Service Management BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration Of Applied Professional Competence

Learning Objective Description:

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of food service management positions.

RELATED ITEM LEVEL 2

Employer/Supervisor Evaluation Data

Indicator Description:

The supervisor evaluation form for food service management interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-yes with reservations-no" indicator whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all food service management students are evaluated in this way. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer sciences/food service management colleges and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the Internship Handbook, which serves as the textbook for the internship courses (FACS 4369). The other programs that use this same form are interior design, general family and consumer sciences (without a teaching certificate), and fashion merchandising.

Attached Files

 [FACS Internship Form E](#)

Criterion Description:

1. At least 80% of business supervisors of foodservice management interns will give the intern a rating of 3.5 or higher on a 5.0 scale
2. 80% of business supervisors will indicate they would hire the intern given the availability of a suitable entry-level position in the company.

Findings Description:

Both Criteria were Met for this Assessment:

1. 100% of business supervisors rated the FSM interns with 3.5 or higher. N=5, Score Average: **4.6** on a 5.0 scale.
2. 100% of business supervisors indicated they would hire the FSM interns if a position were available.

Attached Files

 [2021-2022 Internship Assessment Data FSM.pdf](#)

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation Data

Action Description:

No action will be taken at this time. Our FSM interns increased from one intern in the 2020-2021 cycle to five interns in the 2021-2022 cycle. We will continue to assess the student's performance and preparation for success and job placement in our internship program prior to student's graduating.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

New Plan:

A new assessment plan will be developed in the upcoming year to launch for 2022-2023 to address the needs of this program and provides useful data to inform the program director. The new plan will be led by Dr. Basem Boutros, faculty in the FSM program, and Dr. Laura Burleson, Assessment Coordinator.

The “12-step” indicator will be deleted in the 2021-2022 cycle as this is no longer relevant with the removal of FACS 2368. Dr. Boutros will be creating an updated assessment plan to move us through the 2021-2022 cycle until a more in-depth revision can be done.

Update of Progress to the Previous Cycle's PCI:

A discussion with Mr. Ron Reed, Chair of the Department of Human Sciences was initiated regarding a review of the FSM program. A course in Beverage Management was proposed. Dr. Basem Boutros will work on developing the course plan and assessment.

New Plan for Continuous Improvement Item

Closing Summary:

The Department of Human Sciences will continue to work with the COHS marketing team to find opportunities to showcase the program and increase its visibility to potential students.

A thorough review of the FSM curriculum will be conducted in 2022-2023 and led by Dr. Basem Boutros. The initial review indicated that the program would benefit from offering new courses like Beverage Management and Hospitality Law. The course title change was proposed for FACS 2441: Meal Management in Hospitality to be "Catering and Banquet Management."