

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

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, and 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 detail 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:

The assessment data for the fall 2022 and spring 2023 semesters, which included four Food Service Management (FSMG) students, resulted in **40% (n=2)**; of the students that met the Target of 100% completing all three parts of the course project satisfactorily as shown below. While 100% of students successfully completed portion two: the equipment plan, the first and final parts were completed by

	Cycle Menu & Purchasing Plan	Equipment Plan	HACCP Plan
Satisfactory	2 (40%)	4 (100%)	2 (40%)
Needs Improvement	1 (40%)	0	1 (20%)
Unsatisfactory	1 (20%)	0	1 (20%)

- The average score for Cycle menu and purchasing plan was 68.7%.
- The average score for the Equipment plan was 84%.
- The average score for the HACCP plan was 61.2%.

RELATED ITEM LEVEL 3

Explain the processes involved in delivering quality food service

Action Description:

Of the three portions of this indicator, two of the three were not met with satisfactory completion. No change is recommended to the scale for this target; a score of 70% or greater on each of the three parts of this course project. However, we are adjusting the overall success of this from 100% of the students to 80% as a new baseline to build from and to work towards 100%. The course is being taught by a new instructor in the fall of 2023.

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

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). Two questions from the internship form are used as indicators of the overall supervisor ratings of the intern's performance. One question 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 or no" indicator of whether the employer would hire the intern in the company for an entry-level management position.

The 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. The attached instrument was designed to be generic for all programs in the Department of Human Sciences that require an internship and is published in the department's Internship Handbook, which serves as the textbook for the internship courses (FACS 4369).

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:

Data was collected from the spring 2023 internship course and summer 2023 internship course. The assessment target (in **bold** type) combines two academic terms, however, data for each term is reported below to further expand upon the performance of students between the two terms the internship course is offered.

Overall Target Assessment: (HUSC 4369 Internship)

- N=4 Food service management students were included in this spring/summer internship assessment. Business supervisor satisfaction was (**4.25** on a 5.0 scale).
- **100% n=#**, of the business supervisors, stated Yes, that they would hire the student intern if a position within the company were available, 0% or **n=0** stated No.

Spring 2023: (HUSC 4369)

- $n=1$ Food service management student was included in this spring 2023 assessment. Business supervisor satisfaction was (4.00 on a 5.0 scale).
- 100% of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.

Summer 2023: (HUSC 4369)

- $n=3$ Food service management students were included in this summer 2023 assessment. Business supervisor satisfaction was (4.33 on a 5.0 scale).
- 00% $n=3$, of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available, 0%, $n=0$ stated *No*.

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation Data

Action Description:

No action is needed at this time. 100% of our FSMG students successfully completed their required internship met the assessment goals for this indicator.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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."

Update of Progress to the Previous Cycle's PCI:

No progress was made on curriculum revisions or new courses in the previous year. Additional marketing and recruiting events were completed, including Skills USA and the COHS career conference.

New Plan for Continuous Improvement Item

Closing Summary:

The course where this assessment data is collected is low-enrolled with only 5 students in fall 2023. This is a 50% drop in enrollment from fall 2022. A decision has been made to move forward to offer this course only once a year, and will not be scheduled for spring 2024 to potentially help with future course enrollments.

At the writing of this assessment, Dr. Basem Boutros, faculty of record for the food service management program, has decided not to return to SHSU. This leaves the program without a dedicated FT faculty member to lead the curriculum and assessment. No new plan will be put into place for the upcoming year, our goal is to secure part-time faculty to support the course in the program and to maintain the program for the upcoming year. However, at the time of this assessment, the future of this degree program is uncertain.

Program health checks completed in 2023 indicated positive data on the career potential and job market for the food service industry. The chair of Human Sciences and dean of the College of Health Sciences has and will continue discussing the future of this program, if recourses including faculty hires, will be placed towards the program due to continued low enrollments.