

Food Service Management BA/BS
Assessment Plan Summary

Food Service Management BA/BS

Positive Employer/Supervisor Evaluation

Goal Description:

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

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:

At least 80% of business supervisors of food service management interns will give the intern a rating of 3.5 or higher on a 5.0 scale, and 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:

Only three Food Service Management degree students enrolled in FACS 4369 internship during the reporting cycle. Of the three, only one has completed the required number of hours. That student received a rating of 5 by her supervisor.

RELATED ITEM LEVEL 3

Evaluation Data

Action Description:

Although we have a small number of students enrolled in this major, the students continue to do well. The one student who completed the internship this year scored the highest rating by the employer. This instrument and assessment measure is used across programs in our Department. Discussion will be take place with program coordinators to ensure the rating scales and measures are accurate reflections of student performance.

Reading and Understanding Quantitative Research in Periodical Literature

Goal Description:

The Department of Family and Consumer Sciences (FACS) will graduate food service management majors who have demonstrated the ability to glean essential research information from the extant peer-reviewed quantitative periodical literature such as the International Journal of Hospitality Management and the Cornell Hospitality Quarterly Journal.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Ability to Glean Essential Quantitative Research Findings

Learning Objective Description:

Students will demonstrate the ability to select a quantitative research article and provide key information and findings from the article using the 12 step process.

Attached Files

 [Reading and understanding peer reviewed research articles](#)

 [12 steps](#)

RELATED ITEM LEVEL 2

12 Step Template for Quantitative Research

Indicator Description:

The 12 Step Template provides 12 distinct pieces of information food service management students need as students and as future consumers of the extant research literature. Regardless of FACS focus (e.g., nutrition, textile science, marriage and family relationships, child development and parenting), students are exposed to the current scientific findings applicable to the field and are expected to be able to read appropriate periodical literature and to succinctly gather essential information from the article reviewed. The instrument, "12 Steps to Understanding a Quantitative Research Report" (pp.111-112) is from Locke, Silverman, and Spirduso's (2010) Reading and Understanding Research (3rd ed.). The authors explain and provide an example of a completed 12 step template. The attached instrument or 12 Step Template is employed in addition to a handout derived from the American Psychological Association and The Writing Center at the University of Wisconsin - Madison, titled, "Acknowledging, paraphrasing, and Quoting Sources." Students in FACS 3369, Family Relationships courses complete multiple 12 Steps. Assignments are submitted via TurnItIn on Blackboard.

Criterion Description:

100% of general food service management majors will complete at least two 12 Step Templates with a similarity report of less than 40% (they are allowed to list the steps each time for clarity) but little to no similarity within the text they provide for each step.

Findings Description:

Students completed at least one 12 step due to class variations over time. Each had allowable similarities or were asked to redo the assignment. For FSM majors (N=3), scores ranged from 30 to 45, with an average score of 40. (Note: 0 and 50 were the minimum and maximum possible scores). With such a small number of students, other comparative statistics are not meaningful.

RELATED ITEM LEVEL 3

Quantitative Research

Action Description:

Although this assignment provides critical skills necessary for student success, the low number of Food Service Management majors in the Department make meaningful assessment skewed. The instructor of the FACS 3369 course has indicated a willingness to allow students to redo the assignment with an option for full credit.

Update to Previous Cycle's Plan for Continuous Improvement (2016-17)

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

This program has low enrollment. There are not enough students to develop meaningful assessment measures. This program has been selected by the Marketing Department for efforts to increase enrollment. We will update data collection and analysis as our program numbers increase.

Update of Progress to the Previous Cycle's PCI:

Students are learning to glean pertinent information from the research literature. However, some choose to not do the assignment at all. The courses are Writing Enhanced and as such the assignment could be made the allowable redo so all students would complete this. In addition, rather than use similarity as a measure, total score could be used. A new criterion for student learning would be at 70% or a score of 35 on the assignment with no issues of similarity at all.

Plan for Continuous Improvement for 2017-18

Closing Summary:

This program has low enrollment. There are not enough students to develop meaningful assessment measures. This program has been selected by the Marketing Department for efforts to increase enrollment. We will update data collection and analysis as our program numbers increase.