Professional Studies Department Assessment Results
Food Service Management (FSM) Discipline

HOW ARE WE USING THE RESULTS OF ASSESSMENTS TO MAKE CHANGES?

It is important for accreditation to answer the following questions:

1. **What courses/certificates/programs have you assessed this past year?**
   - **Fall 2011 ~ in progress**
     - Food Service Management ~ Food Production 101 #101
     - Food Service Management ~ Catering Principles #110
     - Food Service Management ~ Sanitation & Safety #50
     - Food Service Management ~ Internship #108
     - Food Service Management ~ Dining Room Presentation #104
     - Food Service Management ~ Introduction to Hospitality #100
     - Food Service Management ~ Baking #109
     (Currently these are not uploaded into the system)

2. **Summarize the analysis of your assessment results for courses in your area.**
   - **Food Production #101:** The knife cut practical’s given have shown improvement in technique and speed for students as they are timed during every practical. The core competences that students have to perform teach them the skills needed to advance to Food Production #102, where advanced skills and techniques are taught. Students may need additional time to complete the task in the time allotted. The matrix will need to be adjusted to reflect successful completion.

   - **Catering #110:** Students use the Catering Manual and Final Presentation as a means to assess the student’s complete understanding on how to create a catering company from start to finish. The final presentation assesses the students understanding on how to present for guests and clients in a catering bid environment. The portfolios assessed as a whole were excellent; however more clarification on requested data needs to be emphasized.

   - **Sanitation & Safety #50:** Data gathered from the matrix (quizzes, midterms, final exam) implies that students are getting immediate feedback on what their grade is as the semester progresses. More class time needs to be dedicated towards types of foodborne diseases and terminology. Class pass rate for spring 2011 was 78% on the National Restaurant Association Educational Foundation exam.
Internship #108: the Internship assessment and materials subject matter discussed in class is a great tool for them to get a job in the industry. A few students 10%, were offered a position and because they showed up in proper uniform along with providing a extensive portfolio (matrix driven), they got the job they were applying for. This is the student success we are looking for in this course.

Dining Room Presentation #104: since we have recently moved into our new Culinary Arts Institute (May 7, 2011), the student learning outcomes have to be modified to accommodate the additional executive dining room and banquet hall space. The line of authority in French service is somewhat more detailed than that in American service. Whereas students are involved (on hands) within each station which has specified defined duties and tasks. The French verbiage needs to be reiterated throughout the semester. The characteristics of the successful professional student have improved in both professional appearance and personal hygiene.

Introduction to Hospitality #100: the Introduction to Hospitality course prepares students to succeed in entry level management positions and provides the solid foundation needed to rise through the ranks and enjoy a long and successful career. The oral reports (graded by matrix driven data) covered everything from clear explanations, in conjunction with power point presentations, photographs, and real-world examples. Concurrent controls are in place to ensure that SLO outcomes are being pursued.

Baking #109: the majority of students did well in the use of formulas based on baker’s percentages, and in using a baker’s balance scale. Although explaining the importance of weighing baking ingredients the students are allowed to use digital scales. For quizzes, the midterm, and final, students are graded on a matrix scale for finished product baked goods to include: pie dough’s and short pastry, baked and unbaked fruit tarts, purr pastry dough, blitz puff dough, éclair paste, strudel dough, phyllo dough, along with meringues and japonaise meringues.

3. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and minutes of meetings or transcript of online discussion) The department has been meeting twice a month to discuss SLOs, as well as having a special workshop specifically dedicated to SLOs. We also have had breakout sessions for Flex day activities (8/25/11) as well as updates through our SLO coordinator Pat Flood, and co-chair Deborah Paulsen.
4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)? In spring 2011 we had an advisory meeting where SLOs were discussed through an open forum with positive input from the committee. For this fall 2011 semester, we did not have an advisory meeting; however, we are planning to share the current outcomes when we meet next spring 2012.

5. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make (provide dates, description of changes, and person responsible). Spring 2012. In reviewing our SLO content(s) with regard to the outcomes and assessments, we will be modifying and restructuring the SLOs to accommodate and reflect on our new move into the Culinary Arts Institute. The equipment for food production classes is completely different, the dining rooms/banquet halls are larger, and our industry has changed over the past decade. All of this needs to be taken into consideration when evaluating students to maximize student successes, completion, and graduation.

6. What is your assessment plan for the program and courses for the upcoming program review period? Provide dates, SLO(s) to be measured, means of assessment, and person to be responsible. Louis Zandalasini will add a notation on the student evaluation forms regarding SLOs and the outcomes from their perspective classes/instructors. This data will be compiled and used in an overall assessment for our department.

Courses to be assessed in spring 2012 include:

Food Service Management #103 Menu Planning               Zandalasini
Food Service Management #105 Purchasing                   Sanchez
Food Service Management #116 Beverage Management        McKay
Food Service Management #102 Food Production              Garcia
Food Service Management #125 Food Production              Villegas
Food Service Management #225 Food Production              Garcia
Food Service Management #325 Food Production              Garcia
Food Service Management #130 Cake Decorating              Holtz
Food Service Management #106 Food & Beverage Cost        McKay

As well as performing an ongoing assessment of courses stated in this document.
In addition, the following Interior Design courses will be assessed: 101, 102, 103, 104, 106, 107, 108, 109, 111, 114, & 115. Anderson, Withers, Kundu.

Written responses to these questions are due by December 2, 2011. These answers will be important evidence for accreditation.