CAS Self-Assessment Guide

DINING SERVICES PROGRAMS

2017

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DINING SERVICES PROGRAMS
CAS Contextual Statement

Institutions of higher education have provided a dining services program, initially as a component of student housing, since the first residential colleges were founded. Over the years the quality and variety of services provided varied greatly depending upon the specific institution. In 1958, with the creation of the National Association of College and University Food Services (NACUFS), the professionalism of those employed in dining services was enhanced, and the potential for the overall improvement of dining services was increased.

The basic principles that underlie any dining services program are to provide students, faculty, staff, and guests with high quality food service and products in a pleasant environment at a reasonable cost. Those principles are shared by professionals throughout the college and university arena, although the specific focus may vary from campus to campus. Although the original scope of the dining services program encompassed simply the providing of nourishment, currently that is only one of the basic elements of a quality program. Meals are important times and places for students, faculty, and staff to exchange ideas, discuss current issues, and share experiences; the design of facilities and menus needs to accommodate these functions. Although reasonable cost to the consumer is an expectation, providing a source of revenue to the institution is usually a desired outcome. Balancing those two imperatives is critical to the success of any program.

Additionally, modern dining services programs must address the dietary needs and wants of an increasingly diverse population. It is no longer sufficient to provide only good nutrition. Programs must address the rising sophistication of students in higher education and the dining experiences they bring with them to campus. Life-style choices must also be addressed in addition to dietary needs. Vegetarian/vegan and/or religious-based diets are but two of an ever-growing list of eating choices made by today's student that must be accommodated successfully.

As dining services programs have dealt positively with the transition from supplying basic needs to providing for expanded expectations, they are now addressing an increasing list of current issues. Among these is the practice of outsourcing of the dining services program. It is incumbent upon the administration of each institution to make the decision to self-operate or privatize based upon what is in the best interest of that particular institution and its students, faculty, and staff. Sustainability is an issue that has recently emerged on many campuses. These institutions are providing products and services that support local businesses and industries in a manner that encourages the continued existence of those resources while balancing the budget. Increasingly, students with food allergies are being served by dining services programs. The Americans with Disabilities Act of 1990, as amended, requires dining programs to make necessary reasonable modifications in policies, practices, and procedures to permit students with food allergies to fully and equally enjoy the privileges, advantages, and accommodations of its food service and meal plan system. One of the challenges in this area is to provide a specialized diet without students feeling as if they are being singled out as different. Finally, as mentioned above, students bring an increasingly sophisticated and diverse set of dining experiences to campus. Developing a "retail orientation" to better address these expectations is one of the more prevalent changes being implemented across campuses. There is a continuing need to provide a wide variety of services. At times, students may benefit from all-you-care-to-eat service; at other times, they prefer take-out services. Often, late-night service is a need. In other words, today's students want what they want, where they want it, and when they want it. It is the role of dining services to maintain high quality programs while seeking ways to meet these changing needs and expectations. The standards and guidelines that follow offer guidance for the development and assessment of high quality dining services programs.

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process
CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

Part 1.	Mission	Part 7.	Diversity, Equity, and Access
Part 2.	Program	Part 8.	Internal and External Relations
Part 3.	Organization and Leadership	Part 9.	Financial Resources
Part 4.	Human Resources	Part 10.	Technology
Part 5.	Ethics	Part 11.	Facilities and Equipment
Part 6.	Law, Policy, and Governance	Part 12.	Assessment

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence	7. Close the Loop

Define what constitutes evidence; then gather, collect, manage, and review evidence	Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

    A.   Plan the self-study process
    B.   Assemble and educate self-study team(s)
    C.   Identify, collect, and review documentary evidence
    D.   Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process
Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team
The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 43 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence
Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:
- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional

information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
   b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop
Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

DINING SERVICES PROGRAMS
CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals
- The mission of Dining Services Programs (DSP) is to provide a clean and comfortable dining environment that offers quality dining options, prioritizes customer service, encourages individual and community development, and meets the nutritional, educational, and social needs of students and the campus community.
- DSP, whether self-operated, contracted, or a combination of both, and the institution collaborate to provide a comprehensive dining services program.

Rationale:

1.2 Mission Implementation and Review
- DSP develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement
- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does the DSP mission complement the mission of the institution?

3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Information and Services
- Dining Services Programs (DSP) provides education, programming, and services that help students and other customers make healthy eating choices.
- DSP provides students with information about dining locations and options, including meal plans, costs, and nutritional information.
- DSP designs meal plan options that align with the department's mission and goals, meet the needs of the campus community, and generate sufficient revenue to support the operation.
- DSP offers reasonably priced, quality, diverse, and nutritious food offerings.

Rationale:

2.2 Program Contribution to Student Learning and Development
- DSP contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- DSP contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- DSP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- DSP facilitates students' understanding of their rights and responsibilities related to institutional and dining policies and procedures, including the consequences for violation.
- DSP encourages community responsibility and promotes respect for self, others, and property.

Rationale:

2.3 Assessment of Learning and Development
- DSP engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- DSP uses evidence to create strategies for improvement of programs.

Rationale:

☐ 2.4 Program Design
- DSP bases its work on intentional student learning and development outcomes.
- DSP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- DSP provides programs and services in ways that demonstrate the appreciation of new ideas, cultural differences, and other forms of diversity, such as
  - provision of food that reflects the diverse cultural backgrounds of those who utilize dining services
  - appropriate accommodations for dietary and medical needs and requirements
  - recognition of cultural and religious holidays and practices
  - education for DSP personnel about interacting with diverse populations
- DSP is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

☐ 2.5 Commitment to Quality Service
- DSP plans and conducts all activities around a fundamental commitment to providing quality service.
- DSP has internal service control systems in place throughout the department to protect the customer and the department without sacrificing its underlying commitment to customer service.
- DSP uses safe and effective procedures for preparing, presenting, and holding foods while maintaining the safety, appearance, and nutritional quality of the products.

Rationale:

☐ 2.6 Collaboration
- DSP collaborates with others across the institution in ways that benefit students.
- DSP supports opportunities for students to interact with faculty and staff members.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of DSP?
2. What difference does DSP make for students who engage with it?
3. What is the demonstrated impact of DSP on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:
1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos

6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 3.1 Organization Documents
- Dining Services Programs (DSP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.
- DSP has current, written internal policies and procedures covering each aspect of the operation.

Rationale:

☐ 3.2 Organizational Structure
- When the DSP management is divided among different offices within the institution and/or contracted to an outside vendor, institutional leaders, stakeholders, and contractors establish and maintain productive working relationships.
- When contracted or outsourced, DSP works with the institution to identify the individual(s) responsible for administering the contract, supervising the service, and the conditions for the contract's continuance or renewal.
- The organization of workflow within dining services permits the efficient and safe movement of food and beverage products from receiving through storage, issue, preparation, production, holding, distribution, service, and storage of leftovers.

Rationale:

☐ 3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
- DSP leaders promote professionalism, integrity, and ethical behavior in dealing with colleagues, students, administration, faculty, vendors, and the public.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

☐ 3.4 Strategic Planning
- DSP leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- DSP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.

- DSP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- DSP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- DSP leaders include diverse perspectives to inform decision-making.

Rationale:

☐ 3.5 Management
- DSP management ensures the orderly and effective administration and operation of all aspects of the program.
- DSP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- DSP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- DSP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- DSP leaders assess and take action to mitigate potential risks.

Rationale:

☐ 3.6 Supervision
- DSP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- DSP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- DSP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- DSP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

☐ 3.7 Program Advancement
- DSP leaders advocate for and actively promote the mission and goals of the programs and services.
- DSP leaders inform stakeholders about issues affecting practice.
- DSP leaders facilitate processes to reach consensus where wide support is needed.
- DSP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:
1. Explain the extent to which DSP leader(s) are viewed as and held responsible for advancing the departmental mission.

2. Explain the opportunities and limitations present for DSP leader(s) as they seek to fulfill the program mission.
3. How do DSP leaders advance the organization?
4. How do DSP leaders encourage collaboration across the institution?
5. How are DSP leaders accountable for their performance?
6. How have DSP leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:
1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support
- Dining Services Programs (DSP) is staffed adequately to accomplish mission and goals.
- DSP has access to technical and support personnel adequate to accomplish the mission.

Rationale:

4.2 Recruitment, Supervision, and Professional Development
- DSP establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- DSP provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- DSP considers work/life options available to personnel to promote recruitment and retention.

Rationale:

4.3 Employment Practices

- DSP maintains up-to-date, accurate, and complete personnel, payroll, and certification records for each staff member of the department.
- DSP follows an orderly system for salary and wage administration that complies with applicable laws and institutional policies and procedures.
- DSP complies with applicable laws and regulations and institutional and department policies regarding posting of information for personnel about their rights and responsibilities.
- Administrators of DSP maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.
- DSP has a system for administering discipline on an objective and fair basis with a clear focus on human resource development.
- DSP provides procedures for filing, processing, and hearing employee grievances.
- Where collective bargaining agreements exist, DSP management administer them in good faith and strive to maintain a positive working relationship between management and union members.

Rationale:

4.4 Personnel Training
- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- DSP personnel are aware of and support the goals, objectives, and philosophy of DSP.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

☐ 4.5 Professional Personnel
- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

Rationale:

☐ 4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

☐ 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the DSP mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe the DSP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 5.1 Ethical Standards
- Dining Services Programs (DSP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- DSP publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

☐ 5.2 Statement of Ethical Standards
- Statements of ethical standards specify that DSP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

☐ 5.3 Ethical Obligations
- DSP personnel employ ethical decision making in the performance of their duties.
- DSP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- DSP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- DSP personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:
1. What is the DSP strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of DSP?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:
1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities
- Dining Services Programs (DSP) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- DSP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- DSP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- DSP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 Policies and Procedures
- DSP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- DSP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- DSP has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

6.3 Harassment and Hostile Environments
- DSP personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

6.4 Copyright Compliance
- DSP purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

☐ 6.5 Health and Safety Compliance
- DSP complies with all relevant governmental and local food safety codes. Compliance focuses on managing the food safety risk at critical control points in a manner consistent with the applicable food safety system.
- DSP complies with governmental laws and policies, with particular attention to health and safety requirements.
- DSP complies with governmental laws and policies regarding food allergies and incorporates them into their programs, thus affording protection to students, faculty, staff, and guests of the institution.

Rationale:

☐ 6.6 Governance
- DSP informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:
1. What are the crucial legal, policy and, governance issues faced by DSP, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:
1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 7.1 Inclusive Work Environments
- Dining Services Programs (DSP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- DSP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

☐ 7.2 Structural Aspects of Equity, Access, and Inclusion
- DSP ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- DSP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- DSP recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

☐ 7.3 Ensuring Diversity, Equity, and Access
- DSP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- DSP establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- DSP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- DSP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- DSP ensures cultural competence training for student and professional personnel, with particular attention to the diverse needs and characteristics of the college student and DSP personnel populations.

Rationale:

Overview Questions:
1. How does DSP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does DSP address imbalance in participation among selected populations of students?
3. How does DSP address imbalance in staffing patterns among selected populations of program personnel?
4. How does DSP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does DSP encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners

4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations
- Dining Services Programs (DSP) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- DSP reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- DSP reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.3 Procedures and Guidelines
- DSP has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.
- When services are managed by outside contractors, processes exist to ensure that administration of the services remains the responsibility of the institution.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must DSP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does DSP maintain effective relationships with program constituents?
3. How does DSP assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding
- Dining Services Programs (DSP) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- DSP works with the institution to clearly articulate whether it is to be subsidized, self-sustaining, or revenue generating.
- DSP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- DSP prepares annual operating budgets to project annual income and expenses for each component of the operation and breaks down the budget to accurately forecast financial performance by accounting periods.
- DSP uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.
- Outsourced programs and services are accountable to the institution. When outsourcing DSP, it is clearly articulated how the relationship is mutually beneficial and financially acceptable to the institution.

Rationale:

9.3 Policies, Procedures, and Protocols
- DSP administers funds in accordance with established institutional accounting procedures.
- DSP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for DSP, and why is this the most appropriate approach?
2. How does DSP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does DSP go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:
1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 10.1 Current and Adequate Technology
- Dining Services Programs (DSP) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

☐ 10.2 Use of Technology
- DSP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- DSP uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

☐ 10.3 Data Protection and Upgrades
- DSP backs up data on a regular basis.
- DSP articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- DSP implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

☐ 10.4 Student Technology Access
- DSP has policies on student use of technology that are clear, easy to understand, and available to all students.
- DSP provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does DSP ensure that relevant technology is available for all who are served by the program?
4. How does DSP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does DSP utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:
1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities
- Dining Services Programs (DSP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the DSP mission and goals.
- DSP facilities are accessible, clean, attractive, properly designed, well-maintained, comfortable, conducive to a positive dining experience, safe, and secure.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.
- DSP complies with all applicable governmental statutes, regulations, and codes when undertaking capital improvements, including new construction, renovations, and equipment installation.
- DSP facilities include adequate areas for seating as well as for service, preparation, storage, receiving of food, and disposal of waste.

Rationale:

11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

11.3 Equipment Acquisition and Facilities Use

- DSP incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, DSP takes into account expenses related to regular maintenance and life-cycle costs.
- DSP complies with institutional regulations and procedures as they relate to the use and maintenance of facilities and equipment.

Rationale:

☐ 11.4 Custodial Services
- DSP maintains a high level of facilities sanitation through effective housekeeping.
- DSP has clearly defined procedures for managing solid and liquid waste that comply with government regulations and that are coordinated with other solid and liquid waste efforts of the institution or community.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does DSP integrate sustainable practices?
3. How does DSP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is DSP intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:
1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 12.1 Assessment Plan and Practice
- Dining Services Programs (DSP) develops an ongoing cycle of assessment plans, processes, and activities.
- DSP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- DSP identifies and assesses the learning and development outcome domains and dimensions relevant to the program.
- DSP evaluates customer satisfaction.

- DSP conducts market research, such as comparing prices, offerings, menus, hours, and service levels.
- DSP documents progress toward achievement of goals and outcomes.
- DSP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- DSP employs ethical practices in the assessment process.
- DSP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results
- DSP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- DSP reports aggregated results to respondent groups and stakeholders.
- DSP assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for DSP?
2. What are priorities of the assessment program, and how are those developed?
3. How does DSP integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure the achievement of DSP mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does DSP use assessment results to inform program improvement?
7. How does DSP share assessment results with relevant constituencies?
8. How does DSP support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
DSP developed/revised in 2006 & 2016

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

INSTRUCTIONS:
Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

DINING SERVICES PROGRAMS
CAS Standards and Guidelines

Part 1. MISSION

The mission of Dining Services Programs (DSP) must be to provide a clean and comfortable dining environment that offers quality dining options, prioritizes customer service, encourages individual and community development, and meets the nutritional, educational, and social needs of students and the campus community.

DSP, whether self-operated, contracted, or a combination of both, and the institution must collaborate to provide a comprehensive dining services program.

When using a dining contractor, the institution and contractor should collaborate to develop an institution-specific mission for DSP.

DSP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Dining Services Programs (DSP) must contribute to
- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

DSP should contribute to the educational, social, and economic development of the campus and local community.

DSP must provide education, programming, and services that help students and other customers make healthy eating choices.

DSP should provide access to a registered dietician or nutritionist to assist students in meeting their dietary and medical needs.

DSP must facilitate students' understanding of their rights and responsibilities related to institutional and dining policies and procedures, including the consequences for violation.

DSP should provide students with an orientation to the dining community, facilities, services, and staff expectations.

DSP must encourage community responsibility and promote respect for self, others, and property.

DSP must provide programs and services in ways that demonstrate the appreciation of new ideas, cultural differences, and other forms of diversity, such as
- provision of food that reflects the diverse cultural backgrounds of those who utilize dining services
- appropriate accommodations for dietary and medical needs and requirements
- recognition of cultural and religious holidays and practices
- education for DSP personnel about interacting with diverse populations

To contribute to student learning and development, DSP must
- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

DSP must be
- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

DSP should have an effective program for the recruitment, training, education, development, evaluation, and promotion of student employees to effectively aid in their development.

DSP must collaborate with colleagues and departments across the institution to promote student learning and development, retention, and success.

DSP should involve students in policy development and programming.

DSP should work with members of the institution's student governing organization to develop regular channels of communication with students, such as a food advisory boards or student culinary councils. DSP should consult these students when developing communications with the student body.

DSP must support opportunities for students to interact with faculty and staff members.

DSP must plan and conduct all activities around a fundamental commitment to providing quality service.

DSP must have internal service control systems in place throughout the department to protect the customer and the department without sacrificing its underlying commitment to customer service.

DSP should ensure that catering services provides quality products and customer-centered services.

DSP must design meal plan options that align with the department's mission and goals, meet the needs of the campus community, and generate sufficient revenue to support the operation.

DSP must provide students with information about dining locations and options, including meal plans, costs, and nutritional information.

DSP should clearly outline policies and procedures for students seeking meal plan accommodations or exemption from mandatory meal plan requirements.

DSP must offer reasonably priced, quality, diverse, and nutritious food offerings.

DSP should offer dining options according to a schedule that considers the academic, social, cultural, professional, and extracurricular activities of the campus. DSP may consider alternative options for students who have limited access to dining facilities, including quick service facilities, grab-and-go, and order ahead options.

DSP should use a menu-planning process that results in a variety of appealing and healthy food and beverage choices to meet the dining and nutritional needs of customers within the food cost budget goals.

DSP must use safe and effective procedures for preparing, presenting, and holding foods while maintaining the safety, appearance, and nutritional quality of the products.

DSP should have well-organized food production systems in place.

DSP should collaborate with the institution and relevant community organizations to develop sustainable practices around product purchasing, food sourcing, and food waste disposal in accordance with institutional policies and local, state, and federal laws.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Dining Services Programs (DSP) must be purposefully structured for effectiveness. DSP must have clearly stated and current
- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

DSP leaders must promote professionalism, integrity, and ethical behavior in dealing with colleagues, students, administration, faculty, vendors, and the public.

Leaders with organizational authority for DSP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning
- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans

- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

DSP should have a formal, written long-range strategic plan that provides a vision of the future, reflects the department's long-range decision-making process, and supports its short-term operational planning.

DSP and each of its units should prepare short-term operating or action plans that are consistent with the approved long-term plans.

DSP should develop capital improvement plans, guided by the department's long-term strategic plan, by working in cooperation with the institution to meet the projected needs for dining service facilities and programs that will support the future student enrollment of the institution.

Management and Supervision
- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

DSP management must ensure the orderly and effective administration and operation of all aspects of the program.

DSP management should practice positive approaches to staff management to increase productivity, minimize turnover, and contribute to a high level of morale.

When the DSP management is divided among different offices within the institution and/or contracted to an outside vendor, institutional leaders, stakeholders, and contractors must establish and maintain productive working relationships.

When contracted or outsourced, DSP must work with the institution to identify the individual(s) **responsible for administering the contract, supervising the service, and the conditions for the contract's** continuance or renewal.

Program Advancement
- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

DSP must have current, written internal policies and procedures covering each aspect of the operation.

DSP should organize the purchasing functions to ensure the orderly and timely procurement of food products, supplies, services, and equipment at defined quantity, cost, and quality levels to support the mission of the department.

The organization of workflow within dining services must permit the efficient and safe movement of food and beverage products from receiving through storage, issue, preparation, production, holding, distribution, service, and storage of leftovers.

Part 4. HUMAN RESOURCES

Dining Services Programs (DPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

DSP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, DSP must
- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

DSP should promote long-term career opportunities for all full-time staff members.

Administrators of DSP must
- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

DSP must maintain up-to-date, accurate, and complete personnel, payroll, and certification records for each staff member of the department.

DSP must follow an orderly system for salary and wage administration that complies with applicable laws and institutional policies and procedures.

DSP must comply with applicable laws and regulations and institutional and department policies regarding posting of information for personnel about their rights and responsibilities.

DSP must provide procedures for filing, processing, and hearing employee grievances.

DSP personnel must be aware of and support the goals, objectives, and philosophy of DSP.

Where collective bargaining agreements exist, DSP management must administer them in good faith and strive to maintain a positive working relationship between management and union members.

DSP must have a system for administering discipline on an objective and fair basis with a clear focus on human resource development.

DSP should have orderly separation procedures that follow institutional policies for processing resignations and involuntary termination of employment.

DSP should have clear lines of authority and responsibility, assignment of span of control, and delineation of individual job responsibilities to achieve the mission of the department while maximizing efficient and effective use of human resources.

Personnel responsible for delivery of DSP must have written performance goals, objectives, and outcomes **for each year's performance cycle to be used to plan, review, and evaluate work and performance. The** performance plan must be updated regularly to reflect changes during the performance cycle.

DSP should use a system for scheduling a review of job performance of all personnel, including student employees, on a scheduled basis as an integral part of a proactive human resource development process.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

DSP should provide special recognition for top-performing employees, including student employees, as an incentive to all personnel to maximize their potential.

DSP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

DSP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

DSP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of DSP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

DSP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

DSP should provide emergency response training opportunities including CPR training, Heimlich maneuver, and basic first aid for personnel to better equip them to respond to emergencies.

PROFESSIONAL PERSONNEL

DSP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must
- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Student employees should be considered part of the DSP personnel.

Part 5. ETHICS

Dining Services Programs (DSP) must
- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must
- specify that DSP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and resp**onsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

DSP personnel must
- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Dining Services Programs (DSP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

DSP must comply with all relevant governmental and local food safety codes. Compliance must focus on managing the food safety risk at critical control points in a manner consistent with the applicable food safety system.

DSP must comply with governmental laws and policies, with particular attention to health and safety requirements.

DSP must comply with governmental laws and policies regarding food allergies and incorporate them into their programs, thus affording protection to students, faculty, staff, and guests of the institution.

DSP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

DSP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

DSP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

DSP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

DSP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

DSP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

DSP should participate in campus emergency planning efforts to ensure that appropriate contingency plans are in place to feed students.

DSP must develop emergency plans congruent with institutional emergency plans and preparedness, including but not limited to
- communicable disease plan (e.g., Influenza and Avian Influenza Virus)
- active shooter on campus training
- situational awareness training (e.g., weather-related emergencies)

- foodborne illness
- environmental disaster
- power outage

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

DSP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

DSP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Dining Services Programs (DSP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

DSP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

DSP must
- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources

- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

DSP must ensure cultural competence training for student and professional personnel, with particular attention to the diverse needs and characteristics of the college student and DSP personnel populations.

DSP should provide products and services that reflect the ethnic and cultural diversity of the communities they serve.

DSP should provide for student dietary, medical, and religious needs and requirements, which may include vegetarian and vegan diets, common food allergies, and kosher and halal diets.

DSP should collaborate with the institution to develop policies and practices that address hunger and food insecurity.

DSP should plan promotions that recognize religious or ethnic events, and consider student body diversity, institutional support, and community diversity.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Dining Services Programs (DSP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to
- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

DSP should develop a clear marketing and communication program utilizing relevant social media platforms to ensure that information is processed and published in a timely and accurate manner.

DSP should strive to maintain good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. DSP should host opportunities for these groups to interact and build relationships.

DSP should sponsor campus and community nonprofit activities to promote goodwill and enhance the nonprofit mission of the community organization.

DSP leaders may encourage personnel, including students, to volunteer for approved community nonprofit and campus causes and activities in the name of the department to promote its community image and enhance the quality of life of the volunteers.

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Promotional and descriptive information must be accurate and free of deception and misrepresentation.

DSP must have procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

When services are managed by outside contractors, processes must be in place to ensure that administration of the services remains the responsibility of the institution.

Part 9. FINANCIAL RESOURCES

Dining Services Programs (DSP) must have funding to accomplish the mission and goals.

DSP must work with the institution to clearly articulate whether it is to be subsidized, self-sustaining, or revenue generating.

In establishing and prioritizing funding resources, DSP must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

DSP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

DSP must prepare annual operating budgets to project annual income and expenses for each component of the operation and break down the budget to accurately forecast financial performance by accounting periods.

DSP should strive to balance revenue and institutional expectations to provide necessary and desirable services.

DSP should have a capital improvement budget that supports its long-term strategic plan.

DSP must administer funds in accordance with established institutional accounting procedures.

DSP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

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Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Outsourced programs and services are accountable to the institution. When outsourcing DSP, it must be clearly articulated as to how the relationship is mutually beneficial and financially acceptable to the institution.

When outsourced, DSP should recognize that the food service provider has a reasonable expectation of profit and should work with the institution to achieve mutual benefit.

When institutions have significant commuter-based populations or other unique circumstances, DSP should recognize that subsidizing the operation may be required, depending upon the level of desired services.

Part 10. TECHNOLOGY

Dining Services Programs (DSP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

DSP should use an objective process for evaluating technology needs and staying current with appropriate new information technologies. Areas for consideration may include menu and inventory management, nutritional analysis, catering, event management, point-of-sale systems, concessions management, accounting systems, email, office production systems and services, and other specialty software such as time and attendance programs.

DSP should make appropriate selections of technology systems, including hardware and software to meet clearly-defined needs within budgetary limitations.

DSP must use technologies to
- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

DSP must
- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology

- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

DSP should use a system for maintaining electronic and other computerized equipment and software.

When providing student access to technology, DSP must
- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Dining Services Programs' (DSP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

DSP should design its facilities to support the mission of the department with optimum efficiency, while enhancing customer and staff satisfaction.

DSP should share dining facility spaces for campus programs and events, such as study halls and social events for campus-related activities. Arrangements may also be made for community events where appropriate.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

DSP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, DSP must take into account expenses related to regular maintenance and life cycle costs.

DSP must comply with all applicable governmental statutes, regulations, and codes when undertaking capital improvements, including new construction, renovations, and equipment installation.

DSP must comply with institutional regulations and procedures as they relate to the use and maintenance of facilities and equipment.

DSP should have ongoing programs of planned and preventive maintenance to extend the life of facilities and equipment, ensure optimum working conditions, and enhance safety and appearance.

DSP capital improvement projects should focus on designing for the future based on the best available information and projections concerning future enrollment, shifts in student housing patterns, changes in the diversity of the student body, trends in college and university dining services, and market research of the off-campus dining service trends in the surrounding community.

DSP should use the best available sources of information in planning for capital equipment purchases, installation, and implementation to support the mission of the department within applicable governmental statutes, regulations, and codes.

DSP facilities must be accessible, clean, attractive, properly designed, well-maintained, comfortable, conducive to a positive dining experience, safe, and secure.

DSP facilities must include adequate areas for seating as well as for service, preparation, storage, receiving of food, and disposal of waste.

DSP must maintain a high level of facilities sanitation through effective housekeeping.

DSP must have clearly defined procedures for managing solid and liquid waste that comply with government regulations and that are coordinated with other solid and liquid waste efforts of the institution or community.

Part 12. ASSESSMENT

Dining Services Programs (DSP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

DSP must identify and assess the learning and development outcome domains and dimensions relevant to the program.

DSP may participate in assessment efforts to gauge the learning and development of student employees.

DSP must
- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making

- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

DSP must evaluate customer satisfaction.

DSP must conduct market research, such as comparing prices, offerings, menus, hours, and service levels.

DSP should conduct market research to support planning how to market and manage the department to maximize customer satisfaction and achieve fiscal goals.

DSP should promote a positive relationship with all internal and external customers, especially students, and openly solicit customer feedback about how to improve the dining services program.

DSP must employ ethical practices in the assessment process.

DSP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;
DSP content developed/revised in 2006 & 2016