

# **Undergraduate Academic Assessment Plan**

Food Science and Human  
Nutrition: Dietetics

College of Agricultural  
and Life Sciences

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# Food Science and Human Nutrition – Dietetics specialization College of Agricultural and Life Sciences Undergraduate Academic Assessment Plan

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## **Mission Statement**

### Food Science and Human Nutrition Department Mission

The mission of the Food Science and Human Nutrition Department is to provide progressive and effective programs in teaching, research, and extension which meet the needs of the citizens of Florida, and benefit the nation. This mission is accomplished by faculty and staff through resident and distance instruction, research and extension.

### Dietetics Program Mission

The mission of the Dietetics program at the University of Florida is to provide a progressive and effective program to educate students using a science-based food and nutrition curriculum to produce graduates who are competitive for supervised practice experiences or health or science related professions or graduate school.

The mission of the Dietetics program reflects the mission of the university, the college and the department as it is focused on the importance of a high quality education, one of the three land-grant missions referenced in all three statements. The mission also addresses preparing graduates for careers or further education, components of the mission of the college and the university.

## **Student Learning Outcomes (SLOs)**

### *Content*

1. Use the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
2. Apply management and business theories and principles to the development, marketing and delivery of programs and services.

### *Critical Thinking*

1. Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data for use in decision-making.

### *Communication*

1. Create, interpret and analyze written text, oral messages, and multimedia presentations used in Agricultural and Life Sciences.

## Curriculum Map

Curriculum Map for:

FSHN – Dietetics specialization

College of Agricultural and Life Sciences

Key: **I**ntroduced

**R**einforced

**A**ssessed

Courses SLOs	DIE 3310	HUN 4445	DIE 4245	DIE 4246	DIE 4125	DIE 4125L	DIE 4436	AEC 3030C	AEC 3033C	Additional Assessments
<b>Content Knowledge</b>										
#1		I	R, A=Nutrition Assessment project	R			R			
#2	I				R, A=Marketing project	R				
<b>Critical Thinking</b>										
#1	I	R	R	R	R	A=Systems Analysis of Event	R			
<b>Communication</b>										
#1							R	I, R A=Speeches graded by rubric	I, R A=Papers graded by rubric	

## Assessment Cycle

All SLOs will be assessed annually. Courses are updated by individual faculty each semester as needed based on SLO assessment results, to reflect new trends in dietetics practice and requirements for accreditation by the Accreditation Council for Education in Nutrition and Dietetics. Results are disseminated to the Dietetics faculty in May and shared with the external Dietetics Advisory Board in June of each year.

## Assessment Cycle Chart

Assessment Cycle for:

FSHN – Dietetics specialization

College of Agricultural and Life Sciences

Analysis and Interpretation:

April-May of each year

Improvement Actions:

Completed by June 30 of each year

Dissemination:

Completed by June 30 of each year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
<b>Critical Thinking</b>							
#1		X	X	X	X	X	X
<b>Communication</b>							
#1		X	X	X	X	X	X

## Methods and Procedures

The two content and the critical-thinking SLOs are evaluated based on comprehensive projects completed in senior level Dietetics courses. All of the components of the projects are graded using rubrics approved by the Dietetics faculty. Grades in oral communication and technical writing courses are used to assess achievement of the communication SLO. In the technical writing courses all of the points awarded are for written work that is graded by rubric. In the oral communications courses all but 5% of the points awarded are based on oral presentations that are graded by rubric. A report of grades in these courses is provided to the Undergraduate Coordinator each semester by the college Dean's Office. These are summarized in a table. The Dietetics faculty meets every two-three weeks throughout the year and curriculum is frequently discussed. All of the data relevant to SLO assessment are reviewed at meetings in May and June. A sample rubric used for assessment of a literature review completed in AEC 3033C for the communication SLO is provided as an attachment.

Indirect assessment of student learning is conducted by monitoring placement into dietetic internships, graduate school and employment and student satisfaction with quality of instruction, preparedness for their future positions, and development of critical-thinking, problem solving and scientific inquiry skills.

## Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Anne Kendall	Food Science and Human Nutrition Undergraduate Coordinator	<a href="mailto:kendall@ufl.edu">kendall@ufl.edu</a>	352-273-3472
Pamela McMahon	Director, Didactic Program in Dietetics, Food Science and Human Nutrition	<a href="mailto:psm@ufl.edu">psm@ufl.edu</a>	352-273-3471
Gail Kauwell	Director, Masters-Dietetic Internship, Food Science and Human Nutrition	<a href="mailto:kauwell@ufl.edu">kauwell@ufl.edu</a>	352-392-1991 x 227

# **AEC 3033C Introduction & Literature Review**

## **75 Points**

### **Assignment Objectives**

1. To create a document that introduces your topic and explains the need for your research through the support of secondary sources.
2. To apply proper APA style to your writing.
3. To build a foundation for your analytical report.

### **Required Elements**

- 1) Length of 1 ½ pages or more
- 2) Double spaced
- 3) 12 pt font
- 4) 1 inch margins
- 5) At least 5 sources (in-text citations & reference page) – DON'T OVERUSE DIRECT QUOTES
  - a. At least 2 specialized/government sources (i.e. academic journals, government documents)
  - b. At least 2 trade/business sources (i.e. field specific or trade publications, books)
  - c. At least 1 popular media source (i.e. newspapers, radio, blogs, magazines, TV, etc...)
  - d. Make sure you include a reference page

### **Description**

- Your introduction & literature review should provide the reader with information that explains and provides background information regarding your topic. Your introduction should build a case for your research topic and indicate why it is important. In other words, if the reader was to ask "So what?" about your research, your introduction and literature review should answer the so what question. Your introduction and literature review should demonstrate that you have begun thinking about and answering questions in your question web. Eventually this will be the first page of your final analytical report. The first page needs to attract the reader's attention and draw them into the topic. The information in your introduction and literature review should be supported by sources and be formatted in APA style.

## Introduction and Literature Review (75 points)

Item	Unacceptable	Acceptable	Superior	Pts Available	Pts Earned
<b>"So What" question and need for research</b>	An introduction and literature review that needs extensive revisions to appropriately answer the "so what" question and describe the need for research <b>(0-7points)</b>	An introduction and literature review that satisfies most of these requirements, but could do more to answer the "so what" question, describe the need for research, or provide more supporting literature <b>(8-15 points)</b>	An introduction and literature review that meets professional requirements, answers the "so what" questions and describes the need for the research, is supported by literature <b>(16-20 points)</b>	<b>20</b>	
<b>Content and Detail</b>	An introduction and literature review that needs extensive revisions to demonstrate adequate content and detail <b>(0-7 points)</b>	An introduction and literature review that satisfies most of these requirements, but could benefit from additional content and detail <b>(7.5-10 points)</b>	An introduction and literature review that meets professional requirements, provides adequate content and detail, is supported by literature <b>(11-15 points)</b>	<b>15</b>	
<b>Grammar/Mechanics/Formatting/Page Length</b>	An introduction and literature review that has more than 6 grammar/mechanical mistakes, or the type or amount of mechanical, rhetorical, or formatting errors that would distract readers, length of document is 1/2 page or less <b>(0-8 points)</b>	An introduction and literature review that has between 3 and 6 grammar/mechanical mistakes, does not contain appropriate formatting, and is short of being 1 page long <b>(9-15 points)</b>	An introduction and literature review that has less than 3 grammar/mechanical mistakes, is formatted appropriately, and has an appropriate page length <b>(16-20 points)</b>	<b>20</b>	



<b>Sources</b>	Three or less of the required sources included, does not meet all requirements for each source level, all source not cited in-text or included on reference page <b>(0-5 points)</b>	Four of the required five sources included, or five sources included but does not meet the some requirements for each source level <b>(6-8 points)</b>	At least 5 sources included (at least 2 specialized/government sources, 2 trade/business sources, and 1 popular media source) both in in-text citations and on the reference page, no excessive use of direct quotes <b>(9-10 points)</b>	<b>10</b>	
<b>APA Style</b>	Correct APA style in-text citations and reference sheet with more than 6 errors <b>(0-4points)</b>	Correct APA style in-text citations and reference sheet with 6 or less errors <b>(5-7 points)</b>	Correct APA style in-text citations and reference sheet with 3 or less errors <b>(8-10 points)</b>	<b>10</b>	
Total Points				<b>75</b>	
<b>Assignments submitted late (-10% each day)</b>					
<b>File not named correctly (-10%)</b>					
<b>Total Points Earned</b>					
Comments:					