

Undergraduate Academic Assessment Plan

Food Science and Human
Nutrition: Nutritional
Sciences

College of Agricultural
and Life Sciences

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

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.

Nutritional Sciences Program Mission

The mission of the Nutritional Science program at the University of Florida is to provide a progressive and effective program to educate students using a science-based nutrition curriculum to produce graduates who are competitive for health- or science-related careers or professional or graduate school.

The mission of the Nutritional Sciences 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 knowledge of nutrient functions and food sources and physiological systems to determine nutrient and dietary needs of individuals in various life cycle stages and/or with nutrition-related diseases.
2. Use knowledge of biochemical processes and nutrient functions to interpret effects of changes in nutrient availability.
3. Integrate knowledge of biological principles to interpret emerging knowledge of cellular and physiological systems.

Critical Thinking

1. Analyze data and interpret results in the nutritional sciences.

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 – Nutritional Sciences specialization

College of Agricultural and Life Sciences

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	HUN 2201	HUN 3403	BCH 3025	HUN 4445	HUN 4446	HUN 4221	AEC 3030C	AEC 3033C
Content Knowledge								
#1	I	R	R	R	R	A = Three Exams		
#2	I	R	R	R	R	A = Three Exams		
#3	I		R	R	R	A = Three Exams		
Critical Thinking								
#1	I	R	R	R	R	A = Three Exams		
Communication								
#1							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 and to reflect emerging science and changes in nutrition policies and practice. Results are disseminated to the Nutritional Sciences faculty at an annual meeting in January.

Assessment Cycle Chart

Assessment Cycle for:

FSHN – Nutritional Sciences specialization

College of Agricultural and Life Sciences

Analysis and Interpretation:

April-May of each year

Improvement Actions:

Completed by January 31 of each year

Dissemination:

Completed by January 31 of each year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
#3		X	X	X	X	X	X
Critical Thinking							
#1		X	X	X	X	X	X
Communication							
#1		X	X	X	X	X	X

Methods and Procedures

Three examinations are administered in HUN 4221, Nutrition and Metabolism, the final culminating course in the Nutritional Sciences specialization. The examinations were reviewed by the Nutritional Sciences faculty to confirm that they constitute an adequate assessment of the SLOs. Each question on each examination is aligned with the content or critical-thinking SLOs and then the item analysis for each question is examined to assess how students perform. Summary statistics are calculated for performance on the questions aligned with each SLO. 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. An annual meeting is held in January with the Nutritional Sciences faculty to review results and determine whether curriculum changes are needed. A sample rubric used for assessment of a literature review completed for the communication SLO is provided as an attachment.

Indirect assessment of student learning is conducted by monitoring placement into professional and 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	kendall@ufl.edu	352-273-3472
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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
"So What" question and need for research	An introduction and literature review that needs extensive revisions to appropriately answer the "so what" question and describe the need for research (0-7points)	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 (8-15 points)	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 (16-20 points)	20	
Content and Detail	An introduction and literature review that needs extensive revisions to demonstrate adequate content and detail (0-7 points)	An introduction and literature review that satisfies most of these requirements, but could benefit from additional content and detail (7.5-10 points)	An introduction and literature review that meets professional requirements, provides adequate content and detail, is supported by literature (11-15 points)	15	
Grammar/Mechanics/Formatting/Page Length	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 (0-8 points)	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 (9-15 points)	An introduction and literature review that has less than 3 grammar/mechanical mistakes, is formatted appropriately, and has an appropriate page length (16-20 points)	20	

Sources	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 (0-5 points)	Four of the required five sources included, or five sources included but does not meet the some requirements for each source level (6-8 points)	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 (9-10 points)	10	
APA Style	Correct APA style in-text citations and reference sheet with more than 6 errors (0-4points)	Correct APA style in-text citations and reference sheet with 6 or less errors (5-7 points)	Correct APA style in-text citations and reference sheet with 3 or less errors (8-10 points)	10	
Total Points				75	
Assignments submitted late (-10% each day)					
File not named correctly (-10%)					
Total Points Earned					
Comments:					