

2013-2014 Undergraduate Academic Assessment Plan

Food Science and Human
Nutrition: Food Science

College of Agricultural
and Life Sciences

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Food Science and Human Nutrition – Food Science 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.

Food Science Program Mission

The mission of the Food Science program at the University of Florida is to provide a progressive and effective program to educate students using a comprehensive food science curriculum to produce graduates who are competitive for food science related professions or graduate school.

The mission of the Food Science 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 missions of the college and the university.

Student Learning Outcomes (SLOs)

Content

1. Apply principles of biology, chemistry, physics and analysis to solve problems related to composition, reactions, quality, safety and packaging of foods.
2. Apply principles of microbiology and quality control, along with regulatory requirements, to assure the quality and safety of food products.
3. Apply principles of food processing and engineering to the selection of appropriate methods for commercial food production.

Critical Thinking

1. Analyze and interpret analytical data using knowledge and application of food science, technology and related tools.

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 – Food Science specialization

College of Agricultural and Life Sciences

Key: Introduced

Reinforced

Assessed

Courses SLOs	FOS 4222 & 4222L	FOS 4311 & 4311L	FOS 4321	FOS 4427	AOM 4062	FOS 4435	FOS 4722	FOS 4731	AEC 3030C	AEC 3033C
Content Knowledge										
#1		I, R	R			R, A=Food Product Development Project	R			
#2	I, R					R, A=Food Product Development Project	R	R		
#3				I	I	R, A=Food Product Development Project	R			
Critical Thinking										
#1		I	R			R, A=Food Product Development Project	R			
Communication										
#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 food science practice and requirements for approval of the program by the Institute of Food Technologists. Results are disseminated to the Food Science faculty in May of each year.

Assessment Cycle Chart

Assessment Cycle for:

FSHN – Food Science specialization

College of Agricultural and Life Sciences

Analysis and Interpretation:

April-May of each year

Improvement Actions:

Completed by May 31 of each year

Dissemination:

Completed by May 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

SLO Assessment Matrix

2013-14 Student Learning Outcome	Assessment Method	Measurement Procedure
Apply principles of biology, chemistry, physics and analysis to solve problems related to composition, reactions, quality, safety and packaging of foods.	Food Product Development Project	All of the components of the projects are graded using a rubric approved by the Food Science faculty.
Apply principles of microbiology and quality control, along with regulatory requirements, to assure the quality and safety of food products.	Food Product Development Project	All of the components of the projects are graded using a rubric approved by the Food Science faculty.
Apply principles of food processing and engineering to the selection of appropriate methods for commercial food production.	Food Product Development Project	All of the components of the projects are graded using a rubric approved by the Food Science faculty.
Analyze and interpret analytical data using knowledge and application of food science, technology and related tools.	Food Product Development Project	All of the components of the projects are graded using a rubric approved by the Food Science faculty.
Create, interpret and analyze written text, oral messages, and multimedia presentations used in Agricultural and Life Sciences.	Papers and speeches graded by rubric	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.

The three content and the critical-thinking SLOs are evaluated based on a comprehensive food product development project completed in the senior level FOS 4435, Food Product Development course. All of the components of the projects are graded using a rubric approved by the Food Science 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 Food Science faculty meets annually in May to review results and discuss the curriculum. 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 graduate school and employment and student satisfaction with quality 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:	