

## **Outcomes Assessment for Academic Year 2011-2012 Introduction**

The results of the implementation of the current Outcomes Assessment Plan for the Department of Food Science & Nutrition for the Academic Year 2011-2012 were discussed at a regularly scheduled department faculty meeting on January 30, 2013. These results include strategies for “closing the loop” or finding ways to effectively and efficiently using the data accumulated.

Faculty felt that the data we obtained was good, but there was not enough of it. In fact, we voted to keep the current plan for at least 3 more years (until the end of the Academic Year 2012-2013) and then add new classes and assessments to it. So the plan with no modifications will be kept and monitored for the next three years. We will make modifications as needed as we proceed.

We will attempt to implement the Alumni and Employee Surveys in the academic year 2012-2013. You will find attached 2 reports: Final Result of Outcomes Assessment for Academic Year 2011-2012 the other is Preliminary Results (Fall 2012 Only) Outcomes Assessment for Academic Year 2012-2013 which gives preliminary data accumulated Fall Semester 2012. We will “close the loop” on this full set of data (Academic Year 2012-2013) in the fall of the 2013-2014 academic year.

## Results of Outcomes Assessment for Academic Year 2011-2012

Final Report – January 31, 2012

### II. & III. Goals, Student Learning Outcomes & Assessment

#### Direct Measures

##### Department-wide Outcomes

1. Students must demonstrate competency in the areas of oral & written communication
  - a. Students are able to demonstrate effective and professional oral and written communication and documentation.
  - b. Students are able to use current information technologies when communicating with individuals, groups and the public.

##### **Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 1a, 1b:** FSM 134: Development and execution of a written business plan for a project that will run the entire semester, development and delivery of group presentation to a classroom of peers and faculty; presentation will be the culmination of a semester long project

##### **2011-2012 Results**

**7/8 (87.5%) (6/8 last year) of student groups evaluated for a written business plan for the FANTASTIC Project earned a score of 4 or higher (1-5 point scale). The average score was 4.2 (4.1 last year).**

**8/8 (100.0%) of student groups evaluated for an oral presentation of results from FANTASTIC Project earned a score of 4 or higher (1-5 point scale). The average score was 4.3 (4.5 last year)**

##### **Closing the Loop**

**From the instructor of record**

**Students in the FSM 134 class were given more in-depth instruction on how to write a business plan properly. It seemed to work as the average score of the class went from 4.1 to 4.2 and 7 out of 8 groups earned a score of 4 or higher on the rubric. This year we will leave the standard as it is, give even more instruction, and see how next year's results compare to the first 2 years. The oral scores were high (average = 86.0%) but lower than last year (90.0%). As was mentioned last year, the scores might have been a bit too lenient. This information will be considered when evaluating this project this year to see if it effects how the project is evaluated. The last 2 year's data will be compared to next year's to see if this is the case. It could be that the student's just performed extremely well on this portion of the project.**

2. Students must be able to make decisions in professional settings.
  - a. Students are able to collect and analyze data for assessment
  - b. Students are able to evaluate and use collected data in decision-making

##### **Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 2a, 2b:** FSM 134 Development, analysis, and interpretation of a survey to be administered at the Gibson Farm Market with the intent of using data to determine appropriate products to sell at the market.

**2011-2012 Result**

**33/33 (100.0%) of students evaluated for initial survey submission earned a score of 4 or higher (1-5 point scale). The average score was 4.4 (4.7 last year).**

**33/33 (100.0%) of students evaluated for group survey submission earned a score of 4 or higher. The average score was 4.9 (5.0 last year).**

**30/33 (90.9%) of students evaluated for the survey results submission earned a score of 4 or higher. The average score was 4.6 (5.0 last year).**

**The average score for all survey results combined was 4.6 (4.9 last year).**

**Closing the Loop**

**From the instructor of record**

**Students in the FSM 134 class will be given more in-depth instruction on how to write a survey properly. The survey scores were exceptional which might indicate that the scores are a bit too lenient. This year's data will be compared to next year's to see if this is the case. It could be that the student's just performed extremely well on this portion of the project.**

**Option Outcomes –Certificate of Advanced Study-Dietetic Internship**

3. Students will be able to produce professional presentations
  - a. Students will be able to design, implement, and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience

**Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 3a:** Dietetic Internship: Development and delivery of group presentation to a community group; presentation will include educational tools such as handouts and other media.

**2011-2012 Result**

**No scores available, see below. The average score was 4.3 last year.**

**Closing the Loop**

**The instructor of record for this program left the position in May 2012 and did not leave her feedback prior to her departure. The new instructor is reviewing the results and will examine them to see if this is the most effective way to evaluate the program outcomes. A preliminary review by the new instructor indicates it is an effective way to evaluate program outcomes all are meeting the expectations and will be used for the following years assessment; however it may also be helpful to incorporate pass or fail rates of the national registration examination for dietitians once the dietetic student completes the dietetic internship program. The data is provided by the Commission on Dietetic Registration to dietetic programs twice a year (Aug and February). In addition, the program will undergo a self-study and accreditation process in the upcoming year and there may be areas identified that may be a better means for outcome evaluation.**

#### Option Outcomes – Graduate Program

4. Not done, Program suspended

#### Option Outcomes –General Education

5. Students will be able to develop lifelong learning practices
  - a. Students will be able to explain, model, or practice activities, skills, and behavior that promote lifelong learning and development

##### **Assessment**

**Actual Measure:** 75% of students will meet outcome with 3/4 on the Nutrition Evaluation Essay Scoring Rubric

##### **2011-2012 Result**

**217/316 students (69.0%) of students earned a 3 or better on Nutritional Evaluation Essay Scoring Rubric (75.0% last year).**

##### **Closing the Loop**

**The coordinator of record for this program left the position in May 2012 and did not leave her feedback prior to her departure. The new coordinator is reviewing the results and will examine them to see if this is the most effective way to evaluate the program outcomes. A preliminary review by the new coordinator indicates about 2/3 of the students are achieving the goal - since these classes are taught by several full and part-time faculty, this appears to be adequate and will be used for the following year's assessment too.**

#### Option Outcomes – Undergraduate Dietetic Option

6. Students will be able to integrate scientific information and research into practice
  - a. Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
  - b. Expected Learning Outcome: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

##### **Assessment**

**Actual Measure: Outcome 6a, 6b:** 80% of students will receive a B or better on selected written or oral documentation and communication

NUTR 160 Development of Nutrition Education Fact Sheet specifically designed for selected populations.

NUTR 156 Four summaries of ADA Position Papers including use of ADA's EAL in summation.

NUTR 149 Development and delivery of a nutrition education lesson including a lesson plan, goals/objectives, and educational handout developed for a specific target audience demonstrating effective and professional written and oral communication skills when writing and presenting for the public.

##### **2011-2012 Result**

**NUTR 160 (100.0%) of students received a B or better on the Nutrition Education Fact Sheet (52.0% last year).**

**NUTR 156 – (72.0%) of students received 80.0% or better. (71.25% last year). Group scores for each of the four ADA Position Papers were as following:**

Position Paper #1 – 100% turned in paper and this was not graded, the purpose was to provide feedback to become more successful.

Position Paper #2 – 48%

Position Paper #3 – 81%

Position Paper #4 – 96%

NUTR 149 – (95.0%) of students received 80.0% or better on the Nutrition (100% last year).

### Closing the Loop

1. Met the goal – will continue to provide students with the opportunity to turn in an initial draft of the assignment for comments and feedback and a chance to make corrections.

Additionally, samples of previous fact sheets will be posted on BB and passed around to students to give them an idea of what a fact sheet is.

2. I will continue to allow students to do a practice position paper and then all others will be graded. Again, the issues were with plagiarism - therefore, I will make it mandatory that all students take the University plagiarism workshop to ensure they do it correctly. Secondly, I will lecture on writing a summary of a paper that includes writing an abstract as well as making sure that they are referencing correctly. Directions on BB are revised based on student comments and previous confusion to help with their process. I will continue to be available to answer all questions and concerns. Finally, I will provide the students with examples of previous position paper summaries.

3. NUTR 160 –Fact Sheets – I will allow the students to turn in their first draft for feedback on their assignment. Secondly, I will allow more class time to work on the project. Thirdly, I will provide examples of previous fact sheets that received adequate points so they are able to understand what I am looking for. Lastly, I will allow for class time to complete the grocery store and interview process of the fact sheet. And lastly, the students are allowed to self select their own groups, which has been found to be more successful.

### Option Outcomes – Undergraduate Food Science Option

7. Students will be able to apply Food Science principles.
  - a. Students will be able to apply statistical principles to Food Science applications.
  - b. Students will understand the basic principles of sensory analysis.

#### Assessment

**Actual Measure: Outcome 7a,7b** 75% of students will pass the statistics portion of the Sensory Evaluations (FSC 100) Class with 80.0% or better. 75% of the students will pass the Sensory Evaluations (FSC 100) Class with 70.0% or better.

#### 2011-2012 Result

32/45 students (71.1%) evaluated earned a grade of 80% or higher on the statistical portion of the Sensory Evaluation Class (the evaluation is based on 2 midterm evaluations = 1 final evaluation) (71.4% last year).

15/15 students (100.0%) evaluated earned a grade of 70% or higher in Sensory Evaluation Class (81.0% last year).

### Closing the Loop

From the instructor of record

Students in the FSC 100 class did not meet expectations in statistic portion of the class again. This helps to confirm the opinion of the instructor of record for this class that the application of statistics has been extremely difficult for students in this class. Topics were introduced in class and students were asked to apply them through a combination of homework assignments and usage in the classroom and laboratory. These techniques were emphasized even more than before and a continuous reminder was issued of the importance of understanding and applying these statistics techniques to “real life” situations was promoted. Overall, students performed better than they did the previous year as far as percentage earned. This is encouraging, but not enough to off-set the lack of advancement on the statistics portion of the class. Perhaps it is time to apply new strategies such as a pre-test/post-test scenarios, additional homework or more practical applications.

### Option Outcomes – Undergraduate Culinary Option

8. Students will create a portfolio to have a purposeful, integrated collection of student’s work showing effort, progress or achievement in the area of culinary, baking and Culinary®.

#### **Assessment**

**Actual Measure: Outcome 8a:** 80 % of students will earn a grade of B or higher on portfolio assignment using a four scale rubric and 9 evaluation criteria.

Students will create portfolio to have a purposeful, integrated collection of the students work showing effort, progress or achievement in the area of culinary, baking and Culinary®.

### 2011-2012 Result

**31/36 students (86.1%) of students evaluated earned a grade of 80% or higher (71.4% last year).**

### Closing the Loop

(2011-2012) From the instructor of record

Data reflecting the outcome of the portfolio assignment was lower than expected. Better student performance is expected by implementing a mandatory first draft of the portfolio. Student feedback from student evaluations is used to make changes. Previous semester faculty taught only the lecture portion of CULG 50, therefore the desired control was not given. More data is needed, advantage – faculty teaches course every semester. Portfolio is a reflection of mastery of skills and other additional skills normally not taught in Food and Culinary Science 1 e.g. computer skills, writing skills, communication skills and leadership styles. Instructor has been proactive by changing the assignment related to the students major. Portfolio now identified as journal and recipe procedures, to which student can better relate as the term “Portfolio” is widely misunderstood.

## Indirect measures

1. An Exit Interview will be administered to Food Science & Nutrition Undergraduates, Graduates & Certificate Programs Graduates. The survey includes general information about the student and work experiences while in the program. The students are then asked to complete a series of responses using a 5 point scale to evaluate their university experience as to how it prepared them for work. Items are included that monitor knowledge, practicality of the experience, diversity, organization, collaboration, critical thinking, etc.

### 2011-2012 Result

The survey average score for 2010-2011 was 3.61. The survey average score for 2011-2012 was 3.79.

The following table is a compilation of the 12 questions asked of students in the Exit Survey. They were numerically evaluated using the following scale: 1= very inadequate preparation; 2= less than adequate preparation; 3=adequate preparation; 4= more than adequate preparation; 5= excellent preparation

11 students took the exit survey, 6 Culinology® and 5 Food Science students. All 11 were expecting to get their degrees from Fresno State within 0-2 semesters, with 0.9 semesters left to complete on average. 2 students worked full time, 7 part time, and 2 did not work while pursuing their degrees.

The following table is a compilation of the 12 questions asked of students in the Exit Survey. The average score is reported using the following scale: 1= very inadequate preparation; 2= less than adequate preparation; 3=adequate preparation; 4= more than adequate preparation; 5= excellent preparation and compared to last year's data.

	2011	2012
1. I am prepared to use techniques to build rapport with customers or employers.	3.4	3.9
2. I was taught how to organize my professional tasks.	3.8	3.2
3. I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	3.5	3.9
4. I have an appropriate knowledge base in my field.	3.8	3.5
5. I am familiar with the current research areas of my field.	3.8	3.6
6. My courses have provided me real life scenarios	3.9	3.7
7. I know how to conduct myself in accordance with professional ethics and standards.	3.8	4.1
8. I have skills to successfully collaborate with others in the workplace.	3.7	4.1

9. I reflect upon and assess my own performance.	3.6	3.5
10. I feel that I received a helpful and appropriate amount of supervision/advisement.	3.6	4.2
11. I can think critically about theory and research in my field and put it into practice.	3.5	3.7
12. My preparation has modeled the value of life-long learning.	3.6	4.1

**The last two questions were open ended questions which had many varied responses.**

**Please indicate the major strengths of your area of study:**

- I have built great personal and working relationships with my peers and professors.
- I feel confident in the hands-on skills necessary to work in a food science lab.
- I now feel comfortable working with others in a group situation.
- I feel that there was a good balance between food science, food systems management and culinology classes.
- High demand. The food industries are everywhere. Knowledge, leadership and management skills are required. Continuous learning process in the job.
- The food science instruction was the major strength in my area of study.
- Personable teachers, diverse students, challenging yet interesting subject matter, tight-knit community.
- Real-life applications of knowledge and practices.
- The subject matter that we learn in the program is extremely applicable to the issues and concerns facing the world and the Central Valley.
- Broad understanding of many different disciplines.
- Classmates feel more like a family.
- Professors correlate real life experiences with what is being taught in class.
- Professors are enthusiastic about what they teach which helps maintain the interest of the students.
- Working in teams, applying what I've learned to real world situations, hands-on work experience.
- Processing, calculations, quality assurance.
- Knife skills, safe food handling, food innovation, science behind food.

**Suggestions for the future of your area of study:**

- Promote the programs to more students, offer more classes in one semester, take classes in order as much as possible.
- For the future, I would have the science classes be more interlinked with the culinary classes.
- I really thought the program was very informative and nurturing. I currently have no suggestions.
- Offer additional subjects of Food Science courses, improvements in labs (outdated), offer more classes.
- MORE COOKING with a more structured syllabus, more opportunities to go out in the field to visit food processing facilities and meet other food professionals that focus on research and development, more modern laboratory facilities.
- Would like to learn more about confection production, would like to have been able to take the product development class.
- More work experience, more of a culinary background, more product development opportunities.
- More specific training in the kitchen, different cuisines, more technical training.

**Closing the Loop**

Data from the survey suggests that in all areas measured the department is delivering programs in a more than adequate manner. Scores from all 12 questions were between 3.2 and 4.2 on a 5 point scale. However, results suggest there is room for improvement. We will look to improve all areas and focus on the lowest scoring area: organizing personal tasks. The open ended questions on the survey were interesting and provide insight into what students think we do well. Students mentioned working relationships, applied science, real-life applications. Suggestions for the program included better facilities and more class offerings. More data and a larger sample need to be obtained before we can utilize this type of data adequately. The survey average score for 2010-2011 was 3.61. The survey average score for 2011-2012 was 3.79. This represents a 5.0% increase over last year. However, the number of students surveyed is still small and will affect both the validity and reliability of the scores. Most of our majors are dietetics and they are not represented in these results. We plan to administer this Exit Survey in senior level classes next spring.

2. An Alumni Survey will be sent to alumni to ascertain if they are employed in their career option, how long they have been employed, brief job description, how effective our programs were in their current employment, and other pertinent information useful to the Department.

**2011-2012 Result**

**Not assessed this year**

3. An Employer Survey will be sent to employees of Food Science and Nutrition Department graduates to determine how well we are meeting their expectations for students.

**2011-2012 Result**

**Not assessed this year**

**Preliminary Results (Fall 2012 Only)**  
**Outcomes Assessment for Academic Year 2012-2013**

**II. & III. Goals, Student Learning Outcomes & Assessment**

**Direct Measures**

**Department-wide Outcomes**

- 3. Students must demonstrate competency in the areas of oral & written communication
  - c. Students are able to demonstrate effective and professional oral and written communication and documentation.
  - d. Students are able to use current information technologies when communicating with individuals, groups and the public.

**Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 1a, 1b:** FSM 134: Development and execution of a written business plan for a project that will run the entire semester, development and delivery of group presentation to a classroom of peers and faculty; presentation will be the culmination of a semester long project

**2012-2013 Results**

**Spring 2013**

**Closing the Loop**

**From the instructor of record**

**Spring 2013**

- 4. Students must be able to make decisions in professional settings.
  - c. Students are able to collect and analyze data for assessment
  - d. Students are able to evaluate and use collected data in decision-making

**Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 2a, 2b:** FSM 134 Development, analysis, and interpretation of a survey to be administered at the Gibson Farm Market with the intent of using data to determine appropriate products to sell at the market.

**2012-2013 Result**

**Spring 2013**

**Closing the Loop**

**Spring 2013**

**Option Outcomes –Certificate of Advanced Study-Dietetic Internship**

- 5. Students will be able to produce professional presentations

- a. Students will be able to design, implement, and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience

**Assessment**

**Actual Measure:** 80% of students will receive a score of 4 or better (1-5 scale) on classroom assignments using appropriate rubrics.

**Outcome 3a:** Dietetic Internship: Development and delivery of group presentation to a community group; presentation will include educational tools such as handouts and other media.

<b>2012-2013 Result</b>
<b>Spring 2013</b>

<b>Closing the Loop</b>
<b>Spring 2013</b>

**Option Outcomes – Graduate Program**

- 6. Not done, Program suspended

**Option Outcomes –General Education**

- 6. Students will be able to develop lifelong learning practices
  - a. Students will be able to explain, model, or practice activities, skills, and behavior that promote lifelong learning and development

**Assessment**

**Actual Measure:** 75% of students will meet outcome with 3/4 on the Nutrition Evaluation Essay Scoring Rubric

<b>2012-2013 Result</b>
<b>Spring 2013</b>

<b>Closing the Loop</b>
<b>Spring 2013</b>

**Option Outcomes – Undergraduate Dietetic Option**

- 7. Students will be able to integrate scientific information and research into practice
  - a. Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
  - b. Expected Learning Outcome: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

**Assessment**

**Actual Measure: Outcome 6a, 6b:** 80% of students will receive a B or better on selected written or oral documentation and communication

NUTR 160 Development of Nutrition Education Fact Sheet specifically designed for selected populations.

NUTR 156 Four summaries of ADA Position Papers including use of ADA’s EAL in summation.

NUTR 149 Development and delivery of a nutrition education lesson including a lesson plan, goals/objectives, and educational handout developed for a specific target audience demonstrating effective and professional written and oral communication skills when writing and presenting for the public.

**2012-2013 Result**

**Spring 2013**

**Closing the Loop**

**From the instructor of record:**

**Spring 2013**

**Option Outcomes – Undergraduate Food Science Option**

9. Students will be able to apply Food Science principles.
  - a. Students will be able to apply statistical principles to Food Science applications.
  - b. Students will understand the basic principles of sensory analysis.

**Assessment**

**Actual Measure: Outcome 7a,7b** 75% of students will pass the statistics portion of the Sensory Evaluations (FSC 100) Class with 80.0% or better. 75% of the students will pass the Sensory Evaluations (FSC 100) Class with 70.0% or better.

**2012-2013 Result**

**30/62 students (48.4%) evaluated earned a grade of 80% or higher on the statistical portion of the Sensory Evaluation Class (the evaluation is based on 2 midterm evaluations and the final) 14/22 students (63.6%) evaluated earned a grade of 70% or higher in Sensory Evaluation Class.**

**Closing the Loop**

**From the instructor of record**

**Students in the FSC 100 class did not meet expectations in statistic portion of the class. It was the opinion of the instructor of record for this class that the application of statistics has been extremely difficult for students in this class. This has been confirmed with the preliminary data from the outcomes study. Topics are introduced in class and students are asked to apply them through a combination of homework assignments and usage in the classroom and laboratory. These techniques will be emphasized even more than before and a continuous reminder will be issued of the importance of understanding and applying these statistics techniques to “real life” situations will be promoted.**

**Option Outcomes – Undergraduate Culinary Option**

10. Students will create a portfolio to have a purposeful, integrated collection of student’s work showing effort, progress or achievement in the area of culinary, baking and Culinary®.

**Assessment**

**Actual Measure: Outcome 8a:** 80 % of students will earn a grade of B or higher on portfolio assignment using a four scale rubric and 9 evaluation criteria.

Students will create portfolio to have a purposeful, integrated collection of the students work showing effort, progress or achievement in the area of culinary, baking and Culinary®.

<b>2012-2013 Result</b>
<b>Spring 2013</b>

<b>Closing the Loop</b>
<b>From the instructor of record</b>
<b>Spring 2013</b>

**Indirect measures**

- An Exit Interview will be administered to Food Science & Nutrition Undergraduates, Graduates & Certificate Programs Graduates. The survey includes general information about the student and work experiences while in the program. The students are then asked to complete a series of responses using a 5 point scale to evaluate their university experience as to how it prepared them for work. Items are included that monitor knowledge, practicality of the experience, diversity, organization, collaboration, critical thinking, etc.

<b>2012-2013 Result</b>
<b>Spring 2013</b>

**The following table is a compilation of the 12 questions asked of students in the Exit Survey. They were numerically evaluated using the following scale: 1= very inadequate preparation; 2= less than adequate preparation; 3=adequate preparation; 4= more than adequate preparation; 5= excellent preparation.**

	<b>Average Score</b>
1. I am prepared to use techniques to build rapport with customers or employers.	<b>Spring 2013</b>
2. I was taught how to organize my professional tasks.	<b>Spring 2013</b>
3. I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	<b>Spring 2013</b>
4. I have an appropriate knowledge base in my field.	<b>Spring 2013</b>
5. I am familiar with the current research areas of my field.	<b>Spring 2013</b>
6. My courses have provided me real life scenarios	<b>Spring 2013</b>
7. I know how to conduct myself in accordance with professional ethics and standards.	<b>Spring 2013</b>
8. I have skills to successfully collaborate with others in the workplace.	<b>Spring 2013</b>
9. I reflect upon and assess my own performance.	<b>Spring 2013</b>
10. I feel that I received a helpful and appropriate amount of supervision/advisement.	<b>Spring 2013</b>
11. I can think critically about theory and research in my field and put it into practice.	<b>Spring 2013</b>

12. My preparation has modeled the value of life-long learning.	Spring 2013
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**In the space provided below, please indicate the major strengths of your area of study**  
Spring 2013

**Suggestions for the future of your area of study**  
Spring 2013

**Closing the Loop**  
Spring 2013

5. An Alumni Survey will be sent to alumni to ascertain if they are employed in their career option, how long they have been employed, brief job description, how effective our programs were in their current employment, and other pertinent information useful to the Department.

**2012-2013 Result**  
Spring 2013

**Closing the Loop**  
Spring 2013

6. An Employer Survey will be sent to employees of Food Science and Nutrition Department graduates to determine how well we are meeting their expectations for students.

**2012-2013 Result**  
Spring 2013

**Closing the Loop**  
Spring 2013