**Food Science and Nutrition major assessment report 2015-2016**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each Bachelors and Master’s program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   SLO: 2.b Students are able to evaluate and use collected data in decision-making. |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report).   This assignment allows students an opportunity to learn about different cultures that reside in the Central Valley of California. There is a tremendous amount of diversity and diversity brings new and creative ideas, but can also lead to communication challenges.  Food is a universal word, however many cultures define food and view the role of food differently. Research has proven that as many of the ethnic groups become acculturated within the Western World, their dietary practices start to change. Their traditional practices start to intertwine with foods that are not “usual” and “customary” part of their diets. This has led to a plethora of disease conditions that were virtually unknown in their native countries.  As you prepare for this assignment, it is important that you find out as much as you can about your client group.   1. Interview three individuals that represent your client group. In the case of a child, you will need to involve the parents in the interviewing process. Be sure to include the following questions as part of your interview:    1. How do you define the role of food in your culture?    2. What would you consider a traditional diet?    3. How has your traditional diet changed if at all?    4. What are some of the foods that are native to your culture?    5. Do you still consume those traditional foods? If so, how often? - Is it easy to purchase your traditional foods?    6. Where do you go to find these native foods?    7. Do you find the conventional grocery stores carry a wide selection of your native foods?    8. What are some of your nutritional concerns?    9. Where do you go to find out about nutrition? 2. Visit a local grocery store and look for the specific traditional foods mentioned in your client group interview. Include in your final packet, a write-up regarding your findings. Include a response to the following questions:    1. Did you find it difficult to locate these foods, if at all?    2. Were they in one location or placed throughout the store?    3. Did you have to ask someone for help to find that specific food or any ingredient? If so, were they helpful?    4. Did you notice the pricing structure – was the food`s price higher than usual?      1. Prepare a front/back **Fact Sheet** that focuses on the most important, highest priority nutrition concerns for your client group based on the information researched. Your fact sheet is a tool that will provide key nutritional points to help provide guidance when making nutritional decisions specific to that client group. Many of your facts may be based on the idea that you are trying to prevent disease conditions commonly seen in your client group. For example: Hispanics are among the fastest growing group to develop T2DM; therefore what could you put on your nutrition fact sheet that would assist them with making better nutritional choices. Another example may include African Americans and their high risk of HTN and stroke. What nutritional message can you provide that would help them with understanding the effects of poor diet and HTN?   This assignment was worth a total of 80 points and students were expected to achieve a grade of C or better in order to be deemed proficient for the outcome. There were a total of 36 students in the course and all of their assignments were reviewed and graded using a Project Grade Sheet for the Fact Sheet and a copy of the grading sheet has been provided along with this report. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   Of the thirty-six students who submitted the assignment, 21 of them earned a B on the assignment and 15 of them earned a C on the assignment. All 36 met the expected benchmark of a C or better on the assignment.  **“***The department upon reviewing the grading sheet and the outcome did note that not all narrow grading criteria aligned with the outcome from our SOAP.”* |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   Since all 36 students were deemed proficient in the designated Student Learning Outcome, no major changes to the program will be made. However, the department does plan to review our SOAP and the assignments used to measure specific outcomes and to update our SOAP during 2016-2017 AY. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The department is going to review the outcomes and measures on the SOAP during the Fall 2016 semester and decide what assessment activity to carry out during the Spring 2017 semester later in the term. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   **1. Develop a proposal/seek funding for a human nutrition laboratory to support applied research.**  The department has identified an existing space for Nutrition Assessment Laboratory and Dr. Herzig plans to prepare a capacity building proposal to support the space renovation for relevant nutrition assessment course and service activities.  No progress in other action plans.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey, please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |