



Annual Assessment Report 2022-2023

BS Food Science & Technology

Nutrition & Food Science

College of Agriculture

CONTACT

Name of Program Assessment Lead Yao Olive Li

Name of Person Completing Report Yao Olive Li

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- Our disciplinary accrediting agency has required learning outcomes, so we use them.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Course Syllabi

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 2

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Recognize and explain the structure and properties of food components, and their chemical changes during processing, storage, and utilization.
- SLO #2: Apply principles, methods and techniques of qualitative.
- SLO #3: Recognize pathogenic, spoilage, and beneficial microorganisms in food systems.

Student Learning Outcome (SLO): Recognize and explain the structure and properties of food components, and their chemical changes during processing, storage, and utilization.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> • Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> • Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> • Used rubric or scoring guide • Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
37	class average score of 70% or above	Yes	Based on IFT accreditation requirements, we employed combined learning assessment tools for assessment, including quizzes, lab report, short answer questions in final exam, etc. The full report for Year 2 submitted to IFT is attached with more details.

Student Learning Outcome (SLO): Apply principles, methods and techniques of qualitative.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
37	class average score of 70% or above	Yes	FST 4280/L was used to assessment this SLO#3, which is a part of elemental learning outcomes under Food Chemistry and Analysis with IFT Accreditation. At least two assessment tools were employed for assessment, including lab report, lab exam questions, and lab participation based on the instructor's observation. The details can be found in the attached Year 2 Assessment Report submitted to IFT.

Student Learning Outcome (SLO): Recognize pathogenic, spoilage, and beneficial microorganisms in food systems.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11 FST majors students out of 21 enrolled in the class FST 3640	class average score of 70% or above	Yes	assessment of one elemental learning outcomes. In FST 3640 during Year 2 assessment, questions in quizzes, final exam, and lab report were employed for assessment. Details can be found in the attached report submitted to IFT.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- Program/department assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.

Based on IFT accreditation requirements, the FST faculty is dedicated to collect sufficient assessment data so to submit the annual report to IFT. We just submitted a Year 2 report, in which two Standards were assessed, and at least three elemental learning outcomes under each Standard were evaluated by at least three measurement tools. The Year 2 assessment report submitted to IFT is attached with more details.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard on Tableau](#), course evaluations, etc.

From the CPP student success dashboard, the FST program has identified several bottle-neck courses, especially, with some URM gaps. Based on the assessment data over the years, the FST faculty was able to implement useful strategies in teaching pedagogy and student learning activities to reduced URM gaps in these bottle-neck courses.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan – No. Uploaded IFT Year 2 assessment report

Curriculum Matrix – No