

Program Assessment Report
Food, Nutrition, and Health
Human Environmental Sciences
University of Arkansas
2023-2024

Program: Food, Nutrition, and Health

Contact Information:

Name: Mechelle Bailey

Phone: 479-575-6726

Email: mlb13@uark.edu

A. Program Mission

The mission statement was updated as part of the strategic plan in AY 22-23. The mission of the FNAH undergraduate program is to prepare graduates for successful entry into post-baccalaureate health profession programs/schools or for careers in food service management, nutrition communication, or health and wellness.

B. Program Goals

The Food, Nutrition, and Health (FNAH) program is designed for students who have a strong interest in nutrition, but do not plan to become registered dietitians. The goal is to equip students with a strong foundation of evidence-based nutrition knowledge of how to locate, interpret, and use evidence-based information to deliver effective and professional oral and written communication in the nutrition related profession of their choice.

C. Expected Learning Outcomes

We expect all graduates to have the following skills and competencies:

Student Learning Outcome 1. Demonstrate the location, interpretation and usage of professional literature to deliver ethical, evidenced based nutrition information.

Student Learning Outcome 2. Demonstrate effective, professional oral and written communication regarding nutrition for a target population.

Student Learning Outcome 3. Demonstrate the principles of healthy meal planning incorporating consideration of special needs, culture and ethnic parameters through the development and implementation of a meal that reflects flavor profiles, food trends, sustainable food practices, and identifies nutrients, phytochemicals and functional foods while incorporating special needs, culture and ethnic parameters as assigned.

D. Program Assessment

Assessment Measure 1.

Direct Measure: NUTR 4001 (Nutrition Seminar) is a capstone course for FNAH students which requires the development and implementation of a professional presentation.

Assessment: Collection of data is the responsibility of the course instructor

Rubrics utilized: See attached rubric for NUTR 4001 (see attachments).

Acceptable and Ideal Targets

1. Acceptable: 85% or more of all FNAH students will earn 80% or higher on the final presentations.
2. Ideal: 100% of all FNAH students will score a 90% or higher on the

final presentations.

We also collected data for university GELO 6.1 for the second time, utilizing the written summary report of the seminar presentation for this course. All students earned a “3” or a “4” (combination of written summary and the oral presentation).

Assessment Measure 2.

Direct Measure: NUTR 4103 (Research Methods in Nutrition) is a capstone course for FNAH students which requires the development and implementation of a professional presentation and ability to lead a meaningful group discussion on a selected topic.

Assessment: Collection of data is the responsibility of the course instructor.

Rubrics utilized: Course specific rubric (see attachments)

Acceptable and Ideal Targets

1. Acceptable: 85% or more of all FNAH students will earn a 90 out of 100 possible points using the rubric for the presentation in NUTR 4103
2. Ideal: 100% of all FNAH students will earn a 90 out of 100 possible points using the rubric for the presentation in NUTR 4103.

Assessment Measure 3.

Indirect Measure: NUTR 4403 (Recipe Modification) is a senior level course that focuses on modifying recipes to meet targeted nutrients of concern. This course’s final project focused on modifying recipes to accommodate specific food allergens, specifically the development of patient/client focused educational materials and an appropriately modified recipe.

Assessment: Collection of data is the responsibility of the course instructor

Acceptable and Ideal Targets

1. Acceptable: 90% or more of all FNAH students will earn at least an 85% on the project
2. Ideal: 100% of all FNAH students will earn at least an 85% on the project.

E. Analysis of Results

Assessment Measure 1.

Year	Number of Students	% Meeting Target	Comments
2023-2024	15	86%	Separate section of 4001 taught for FNAH students for the second time. All but one FNAH student was in this specific section. The other was in the HNAD section due to scheduling conflicts.

All students scored a 90% or better on the written summary of their presentation/journal article.

Assessment Measure 2.

Year	Number of Students	% Meeting Target	Comments
2023-2024	15	80%	NUTR 4103 is taught as a combination of HNAD,

			FNAH students and is also dual listed with NUTR 5103
--	--	--	---

In the 23-24 academic year, 15 students were enrolled in the course and 12 of them scored a 90% or better on the presentation, therefore 80% of the students met the target. Of note, one of the 15 students changed majors from HNAD to FNAH part way through the semester.

Assessment Measure 3.

Year	Number of Students	% Meeting Target	Comments
2023-2024	15	66%	Pre- Post-test

This year, the assessment measure was switched to assess change in knowledge directly tied to a course objectives in the NUTR 4303 course (Recipe Modification). Students were tasked to create a recipe addressing specific allergen(s) and to create a handout for use with patients/clients. In the 2023-2024 academic year, 15 students were enrolled in the course and 10 of the 15 scored an 85% or better. Note that all 5 of the students who did not score an 85% did score an 84% on this project.

F. Changes to Degree Program

The 2023-2024 academic year marked the sixth year for the Food, Nutrition and Health degree. The Food, Nutrition, and Health program had its first program review in November of 2021. All three of the student learning outcomes were evaluated within this academic year. Two of the three measures met the acceptable targets. Plans to modify focus areas are underway, along with development for additional courses designed specifically to the FNAH students (one being launched in the fall of 2024), and aiming towards establishing rigor in content and curriculum.

G. Changes to Student Learning Outcomes

Additional clear and assessable learning outcomes should be incorporated during the restructuring of the focus areas to reflect the students' educational goals, and assessed when applicable.

H. Changes to Assessment Process

Rethinking course design to mirror student learning outcomes and course goals should be applied to Food, Nutrition, and Health specific courses. Rubrics should be created for capstone experiences and designed to assess the learning outcomes. The faculty are responsible for collecting data and should be fully supported in using the measure in their courses. A deeper look into the processes utilized to collect data and a system of reminding faculty to double check on data (to allow for identification of students who missed targeted assignments for example) should be explored.

NUTR 4001 Rubric Seminar Presentation

Name: _____

PowerPoint Presentation: Understanding and Mastery of Article's Subject (110 Points)

Judging Criteria	Max Points	Exceptional (Full Points)	Competent (12-19 Points)	Not Yet Competent (6-11 Points)	Unacceptable (0-5 Points)	Score	Comments
Introduction to the problem and justification for research (10 pts). Hypothesis and Objective clearly stated (10 pts).	20	Student demonstrates full knowledge (more than required)	Student is at ease with information but demonstrates only required knowledge (does not go above & beyond)	Student is uncomfortable with information and has difficulty clearly stating research problem, hypothesis or objective	Student does not grasp information and cannot state research problem, hypothesis or objective in clear terms		
Study described in detail <ul style="list-style-type: none"> ✓ Study design ✓ Population ✓ Intervention ✓ Diet ✓ Important details 	20	Exceptional demonstration of all components	All components presented and adequate detail provided	All components are presented with only minimal details supplied	Missing components OR lack of minimal details provided		
All key graphs, images, and tables adequately described.	20	Visuals are actively used to explain & reinforce presentation	Visuals are related to presentation but not well utilized to support presentation	Visuals minimally used to support presentation	Visuals not used or inappropriately related to presentation		5-point deduction for each key graph/image/table missing
Clear overall conclusion <ul style="list-style-type: none"> ✓ Consistent with results (10 pts) ✓ Relevance to the field (10 pts) 	20	Conclusion stated by student is exceptionally stated & consistent with study's results AND relevance to nutrition is exceptionally stated	Conclusion stated by student is adequately consistent with study's results AND/OR relevance to nutrition is adequately stated	Conclusion stated is inadequate or is not fully consistent with results AND/OR relevance to nutrition is inadequately stated	No clear conclusion stated or is inconsistent with results presented AND/OR no relevance to the field of nutrition is included		
Response to questions <ul style="list-style-type: none"> ✓ Strong knowledge of topic ✓ Able to discuss research in detail ✓ Able to discuss difficult concepts clearly 	30	Student can answer all questions with clear explanations and elaborations	Students is at ease and can provide expected answers to all questions, but fails to elaborate or adequately explain	Student is only able to answer rudimentary questions	Student cannot answer questions about subject		
	110					Total:	

PowerPoint Presentation: Visual Presentation (50 Points)

Judging Criteria	Max Points	Exceptional	Competent	Not Yet Competent	Unacceptable	Score	Comments
Organization Student presents information in clear, logical & interesting sequence which audience can easily follow	20	Information presented in clear, logical & interesting sequence & is easily followed	Information presented in clear & logical sequence & can be followed	Information presented in an illogical or disinteresting sequence; difficult to follow	Lack of sequencing of information-- cannot understand or follow information presented		
Visuals (Graphics/Key Figures used in PowerPoint)	10	Clear, easy to read details, adequately labeled	Font small, OR text unclear, OR labels are misleading	Font OR text minuscule OR labeled incorrectly	No visuals included		
Text Used in PowerPoint	20	No misspellings or grammatical errors	No more than 2 misspellings or grammatical errors	3 -5 misspellings or grammatical errors	More than 5 misspellings or grammatical errors		
	50					Total:	

PowerPoint Presentation: Oral Communication Skills (20 Points)

Judging Criteria	Max Points	Exceptional (20 Points)	Competent (12 Points)	Not Yet Competent (10 Points)	Unacceptable (0-5 Points)	Score	Comments
Oral Presentation Skills – Speaking Tone & Articulation	10	Clear voice, precise pronunciation of all terms, good projection of voice	Minimal mumbling, OR some mispronunciations, OR projection of voice not consistent	Frequent mumbling, OR frequent mispronunciations OR projection of voice is often low & difficult to hear	Mumbling, OR consistent & frequent mispronunciations OR projection of voice is consistently low & difficult to hear		
Eye Contact	10	Maintains eye contact with audience	Maintains eye contact majority of the time but occasionally returns to notes	Occasionally makes eye contact with audience but reads majority of presentation	Presentation is read to audience with only minimal eye contact throughout		
	20					Total:	

PowerPoint Presentation: Technical Details (20 points)

Judging Criteria	Max Points	Recorded Time of Presentation	Exceptional	Competent	Unacceptable (0-5 Points)	Evaluator's Score	Comments
Presentation Length	15		12-15 minutes	10-11 minutes OR > 15 minutes	< 10 minutes or >18 minutes		
Printed PPT submitted Yes = 5 No = 0	5						
Total for section	20						

Presentation: _____/200

Date of Presentation: _____

Title of Presentation: _____

Article Submitted for Posting to Blackboard two weeks before: (2-point deduction per day)

Correct Submission Format (stapled/binder clip)- Written summary + copy of PowerPoint presentation

NUTR 4001 Written Summary Rubric

	Capstone 4	Satisfactory 3	Adequate 2	Benchmark 1
Context & Purpose of Writing (<i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)</i>) 25 points	Demonstrates a thorough understanding of context, audience, and purpose of the summary assignment and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the summary assignment.	Demonstrates awareness of context, audience, purpose, and of the summary assignment (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and of the summary assignment (e.g., expectation of instructor or self as audience).
Content Development 25 points	Uses appropriate, relevant, and compelling content to illustrate mastery of the journal article.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the journal article.	Uses appropriate and relevant content to develop and explore ideas through most of the written summary.	Uses appropriate and relevant content to develop simple ideas in some parts of the written summary.
Genre and Disciplinary Conventions 25 points	Demonstrates detailed attention to organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent attention to organization, content, presentation, and stylistic choices.	Follows expectations appropriate to nutrition discipline for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Control of Syntax and Mechanics 25 points	Uses graceful language that skillfully communicates meaning with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Date of Presentation: _____ Title of Presentation: _____

Written Summary: _____/100

Comments:

NUTR 4103 Evaluation Form: Poster Presentation
Spring 2024

Date: _____

Poster Title: _____

Presentation Topic: _____

A. Poster Content and Overall Interpretation of Primary Article

Judging Criteria	Possible Score	Evaluator's Score	Comments
Introduction: Relevance of the problem	20		
Hypothesis clearly stated (if given) Objective clearly stated.	20		
Study design clearly stated. Methodology clearly described.	20		
Statistical and data analysis included and described.	10		
Graphs and tables adequately described.	10		
Results clearly interpreted and described. ✓ Major Findings	20		
Overall conclusion clearly described. ✓ Consistent with results ✓ Concise	30		
Results were applied to a larger context or how they applied to the real world. ✓ Relevance to the introduced problem ✓ Relevance to the field	20		
	150	Total:	

B. Poster Presentation: Verbal Skills and Visual Presentation

Judging Criteria	Possible Score	Evaluator's Score	Comments
Contains Required Components ✓ Abstract ✓ Introduction ✓ Participant Characteristics ✓ Study Design ✓ Results ✓ Conclusion	5		

<ul style="list-style-type: none"> ✓ Acknowledgements ✓ Select References 			
Clarity and legibility of poster <ul style="list-style-type: none"> ✓ Appropriate visuals ✓ Organization 	20		
Oral presentation skills <ul style="list-style-type: none"> ✓ Flow of presentation ✓ Speaking tone and articulation ✓ Eye contact/ engagement with audience 	15		
Professionalism	10		
	50	Total:	

Poster Presentation Notes/Questions:

Poster Presentation Length (5-7 minutes): _____ (+30 or -30 seconds) = - 20 pts
 Does not include questions

Final Score: _____/200_____

