

**Program Assessment Report  
Food, Nutrition and Health  
University of Arkansas  
Academic Year 2018-2019**

**1. Department Name & Contact Information:**

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**2. Department Mission:** To inspire people and organizations to reach their full potential through delivery of innovative research, education, and service focused on individuals, families and their environments

**3. Program Goals:** The Food, Nutrition, and Health degree is designed for students who have a strong interest in nutrition, but do not want 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.

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

**A. Assessment Measure 1.**

**Direct Measure:** NUTR 4403 (Recipe Modification) includes a capstone experience which requires the completion of a comprehensive project (development of disease-specific standardized recipes, development of a media kit (including a sample UA NewsWire article, social media posts and a “slide” for projection on the HOEC/Bumpers closed circuit TV screen) and an oral presentation including a PowerPoint presentation).

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

**Rubrics utilized:** AACU Written and Oral Communications VALUE Rubrics (see attachments)

**B. Acceptable and Ideal Targets**

1. Acceptable: 85% or more of all FNAH students will earn 180 out of 200 possible points using the rubrics for the final project in NUTR 4403.

2. Ideal: 100% of all FNAH students will earn 180 out of 200 possible points using the rubrics for the final project in NUTR 4403.

**C. Summary of Findings**

This measure was first assessed in the spring semester of 2019 (course is taught in odd years only). Eight (8) students enrolled in the FNAH degree completed the course. Six (6) of the students scored an 85% or better on the final project. Therefore 75% of the students met the target.

**D. Recommendations**

With the initial launch of this course, adjustments were noted as being necessary for a few key areas related to this project in terms of clarification of instructions, re-defining scoring of group projects and peer-evaluations, and others.

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

**A. Assessment Measure 2.**

**Direct Measure:** NUTR 4001 (Nutrition Seminar) is a capstone course for both FNAH and HNAD (Human Nutrition and Dietetics) students which requires the development and implementation of a professional presentation and ability to lead a meaningful group discussion on a selected nutrition topic.

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

**Rubrics utilized:** See attached rubric for NUTR 4001

**B. Acceptable and Ideal Targets**

1. Acceptable: 85% or more of all FNAH students will earn 90 out of 100 possible points using the rubric for the presentation in NUTR 4001.

2. Ideal: 100% of all FNAH students will earn 90 out of 100 possible points using the rubrics for the final project in NUTR 4001.

**C. Summary of Findings**

This measure was first assessed in the spring semester of 2019 when the course was taught for the first time. Seven (7) students enrolled in the FNAH degree completed the course. Three (3) of the students scored an 85% or better on the presentation. Therefore 50% of the students met the target.

**D. Recommendations**

With the initial launch of this course, adjustments were noted as being necessary for a few key areas related to this presentation in terms of clarification of instructions, providing an opportunity for a short trial presentation prior to the official scored presentation and others.

**4. 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.

**Direct Measure:** NUTR 3103 (Culinary Nutrition) includes a capstone experience which requires the completion of a comprehensive project (a laboratory final and a corresponding education session demonstrating components of the project)

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

**Rubrics utilized:** See attached rubric for NUTR 3103

**B. Acceptable and Ideal Targets**

1. Acceptable: 85% or more of all FNAH students will earn 180 out of 200 possible points using the rubrics for the final project in NUTR 3103.

2. Ideal: 100% of all FNAH students will earn 180 out of 200 possible points using the rubrics for the final project in NUTR 4403.

### C. Summary of Findings

This measure was first assessed in the fall semester of 2018 when the course was taught for the first time. Four (4) students enrolled in the FNAH degree completed the course. Four (4) of the students scored an 85% or better on the presentation. Therefore 100% of the students met the target.

## 6. Overall Recommendations

The 2018-2019 academic year marked the first year for the Food, Nutrition and Health degree. All three of the student learning outcomes were evaluated within this academic year. Of the three, two measures did not meet the acceptable targets. As with any new courses, there is a period learning for both instructors and students. Issues were noted and respective instructors for courses are taking corrective measures.

## 7. Action Plan

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

### A. Assessment Measure 1.

**Direct Measure:** NUTR 4403 (Recipe Modification) includes a capstone experience which requires the completion of a comprehensive project (development of disease-specific standardized recipes, development of a media kit (including a sample UA NewsWire article, social media posts and a “slide” for projection on the HOEC/Bumpers closed circuit TV screen) and an oral presentation including a PowerPoint presentation).

**Specific Action Steps:** The AACU rubrics are cumbersome to use for the grading of this project. A specific rubric designed for evaluation of this capstone project will be developed and used in the next teaching rotation of this course (offered spring semester of odd years).

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

### A. Assessment Measure 2.

**Direct Measure:** NUTR 4001 (Nutrition Seminar) is a capstone course for both FNAH and HNAD (Human Nutrition and Dietetics) students which requires the development and implementation of a professional presentation and ability to lead a meaningful group discussion on a selected nutrition topic.

**Specific Action Steps:** In this one hour course, one day will be set aside early in the semester to give each student a 5 minute time slot to make a short presentation. This opportunity to practice utilizing 2-3 PowerPoint slides and making a short presentation in front of the class should help decrease some of the issues observed during the first course (lack of professionalism/unsure of how to “behave” in front of an audience, ability to clearly present and maintain eye contact). The instructor for NUTR 4001 will be responsible for making this change to the course outline/scheduling

**8. Supporting Attachments.** See attachments

NUTR 3103/3101L Grading Rubric

Criteria	2	4	6	8	10
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Follows Directions	Several required elements are missing	2-3 of the required elements are missing	All but one of the required elements are included	All required elements are included	Includes all required elements as well as additional information
Research of product and Nutritional information	Information was taken from unreliable sources, citations not given	Information taken from reliable sources, citations not included	Information taken from reliable sources, some sources are missing citations	Effectively gathers information from reliable sources, all sources cited	Effectively uses a variety of information gathering techniques and information sources, all sources cited
Quality of Writing	7 or more spelling or grammatical errors	5-6 spelling or grammatical errors	3-4 spelling or grammatical errors	1-2 spelling or grammatical errors	No spelling or grammatical errors
Graphics to support	Student used no visuals	Visuals didn't support text	Visuals related to text	Visuals related to text and supported understanding	Exceptional use of visuals that explained and supported text
Creativity	Assignment lacks interesting, creative, or humorous details	Assignments has few interesting or creative details	Assignment meets the requirements, but is somewhat lacking in humorous and creative details	Some relationships and details about the particular project are communicated in a creative way	The assignment shows relationship and details about the particular project in an original and creative way

Comments:

Grade \_\_\_\_\_/50

NUTR 4001 Rubric

	Sophisticated (15 points)	Competent (12 points)	Not Yet Competent (10 points)	Unacceptable (5 points)
Organization	Student presents information in logical, interesting sequence which audience can easily follow	Student presents information in logical sequence which audience can follow	Student presents information in an illogical/disinteresting sequence; audience has difficulty following	No sequence to presentation. Audience cannot follow or understand information
Subject Knowledge	Student demonstrates full knowledge (more	Student is at ease with expected answers to all	Student is uncomfortable with information and is	Student does not have grasp of information;

	than required) by answering all questions with explanations and elaboration	questions, but fails to elaborate.	able to answer only rudimentary questions	student cannot answer questions about his/her subject
Graphics Used in Power Point	Graphic explain and reinforce screen text and presentation	Graphics relate to text and presentation	Graphics minimally used and/or rarely support text and presentation	Graphics not used or are not appropriate to text and presentation
Text Used in Power Point	Presentation has no misspellings or grammatical errors	Presentation has no more than 2 misspellings &/or grammatical errors	Presentation has 3 misspellings and/or grammatical errors	Presentation has 4 or more spelling or grammatical errors
Eye Contact	Student maintains eye contact with audience, seldom returning to notes	Student maintains eye contact most of the time but frequently returns to notes	Student occasionally makes eye contact with audience members but still reads most of presentation	Student reads all of report with no eye contact
Oral Delivery	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	Student uses a clear voice and pronounces most words correctly. Most audience members can hear presentation	Student uses a voice that is low and difficult to hear. Student incorrectly pronounces terms frequently	Student mumbles and incorrectly pronounces terms continually. Audience members cannot hear.
Presentation Length	14-16 minutes (5 points)	12-14 minutes (3 points)	10-12 minutes (1 point)	<10 minutes (0 points)
Paper Copies (5 points possible)	Sufficient copies distributed @ beginning of class			Not provided at beginning of class (0 points)