

**Program Assessment Report
Food, Nutrition and Health
University of Arkansas
Academic Year 2019-2020**

1. Department Name & Contact Information:

Food, Nutrition and Health (FNAH)
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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 4303 (Cultural Perspectives) includes a capstone experience which requires the completion of a comprehensive project (development of a menu from an assigned country including a written description of the country/culture and how it has influenced food in the United States).

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

Rubrics utilized: See attached rubric for NUTR 4303 (see attachments)

B. Acceptable and Ideal Targets

1. Acceptable: 85% or more of all FNAH students will earn 90 out of 100 possible points using the rubrics for the final project in NUTR 4303.

2. Ideal: 100% of all FNAH students will earn 90 out of 100 possible points using the rubrics for the final project in NUTR 4303.

C. Summary of Findings

This is the first semester this course has been taught. (Course is taught in even years only). Nineteen (19) students enrolled in the FNAH degree completed the course. Eighteen (18) of the students scored an 85% or better on the final project. Therefore 95% 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 the assignment. Additionally, this assignment had to be slightly modified due to restrictions because of COVID-19.

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. In the spring of 2020, ten (10) students enrolled in the FNAH degree completed the course. All of the students scored an 85% or better on the presentation. Therefore 100% of the students met the target.

D. Recommendations

Approximately half of these students presented their seminars in a face to face setting, while the remaining were forced to adapt to some type of video presentation due to COVID -19. Continue to adjust instructions/expectations for rigor of topics based upon students' individual backgrounds (those pre-pharmacy/pre-med /pre-dental students' seminars are different from those going into sales and marketing and can be difficult to grade equally).

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 comprehensive evaluation of phytochemicals, potential health benefits and identification of common food sources. This represents a change from the assessment tool that was used in the fall of 2018 (the completion of a comprehensive project including 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 80 out of 100 possible points.

2. Ideal: 100% of all FNAH students will earn 90 out of 100 possible points.

C. Summary of Findings

This measure was first assessed in the fall semester of 2018 when the course was taught for the first time. For the fall of 2019, thirteen (13) students enrolled in the FNAH degree completed the course. (In 2018, only four (4) students enrolled in the FNAH degree completed the course). All of the students scored an 80% or better on the presentation. Therefore 100% of the students met the acceptable target. All but one student met the ideal target of 90% or better.

6. Overall Recommendations

The 2018-2019 academic year marked the second year for the Food, Nutrition and Health degree. All three of the student learning outcomes were evaluated within this academic year. All measures met the acceptable targets. As with any new course (NUTR 4303), there is a period learning for both instructors and students. Issues were noted and respective instructor for the course is 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 4303 (Cultural Perspectives) includes a capstone experience which requires the completion of a comprehensive project.

Specific Action Steps: The rubric used may need to be adjusted and used in the next teaching rotation of this course (offered spring semester of even 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
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
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Comments:

Grade _____/50

	Sophisticated (15 points)	Competent (12 points)	Not Yet Competent (10 points)	Unacceptable (5 points)
Organization	Student presents information in	Student presents information in	Student presents information in an	No sequence to presentation.

	logical, interesting sequence which audience can easily follow	logical sequence which audience can follow	illogical/disinteresting sequence; audience has difficulty following	Audience cannot follow or understand information
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration	Student is at ease with expected answers to all questions, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions	Student does not have grasp of information; 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 (10 points)	12-14 minutes (8 points)	10-12 minutes (3 points)	<10 minutes (0 points)

Date of Presentation: _____

Title of Presentation: _____

Meeting with Instructor:

Scheduled: _____

Completed: _____

NOTES: _____

Reference List Submitted for Posting to Blackboard: _____

Article Submitted for Posting to Blackboard: _____

Copy of PowerPoint: _____

Written Summary: _____

Printed Reference List: _____

Correct Submission Format (stapled/binder clip)