

Program Assessment Report
Food, Nutrition, and Health
Human Environmental Sciences
University of Arkansas
2020-2021

Program: Food, Nutrition, and Health

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A. Program Goals

The Food, Nutrition, and Health (FNAH) 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.

B. 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.

C. 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 their final presentations.

2. Ideal: 100% of all FNAH students will score a 90% or higher on their final presentations.

Assessment Measure 2.

Direct Measure: NUTR 4403 (Recipe Modification) 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 nutrition topic.

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

Rubrics utilized: AACU Oral Communication Value Rubric (see attachments)

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 4403.
2. Ideal: 100% of all FNAH students will earn 90 out of 100 possible points using the rubrics for the final project in NUTR 4403.

Assessment Measure 3.

Indirect Measure: NUTR 3103 (Culinary Nutrition) includes a capstone experience which requires the completion of a service learning project in partnership with the University of Arkansas for Medical Sciences, that included the development of a social media campaign targeted towards students in grades 7-12 and their parents, and the creation of a training video for nutrition staff in public schools.

Assessment: Completed by external reviewer (UAMS representative) Collection of data is the responsibility of the course instructor

Acceptable and Ideal Targets

1. Acceptable: 85% or more of all FNAH students will earn 220 out of 275 (~80%) possible points on the service learning project.
2. Ideal: 100% of all FNAH students will earn 250 out of 275 (~90%) possible points on the service learning project.

D. Analysis of Results

Assessment Measure 1.

This measure was first assessed in the spring of 2019 when the course was taught for the first time. In the spring of 2020, ten (10) students completed the course and 100% met the target. In the spring of 2021, eight (8) FNAH students were enrolled in the course and 100% met the target.

Assessment Measure 2.

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. During the spring of 2021, sixteen (16) students enrolled in the FNAH degree completed the course. Fifteen (15) of the students scored an 85% or better on the presentation; therefore, 94% of the students met the target.

Assessment Measure 3.

This measure was first assessed by direct measure, 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. In the fall of 2019, thirteen (13), students enrolled in FNAH degree completed this course, all students scored an 80% or better on the presentation. Therefore, 100% of the students met the acceptable target. The fall of 2020, was the first year to incorporate service learning and an honors section into NUTR 3103/3101L. The students were divided into two groups to complete the project. They were required to complete three social media posts, create two education materials, make a directional video, and write a reflection paper describing the process and what they have learned. The project was worth 275 points. An external reviewer (UAMS representative) evaluated the work. One group scored 252/275 and the other group scored 262/275 on the project, which meets the acceptable target.

E. Changes to Degree Program

The 2020-2021 academic year marked the third 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 degree plans, there is a period of learning for both instructors and students. Issues were noted and respective instructors for courses are taking corrective measures. Plans to modify focus areas are being considered along with course design aiming towards applying knowledge for understanding and establishing rigor in content and curriculum. Additional courses, specific to the FNAH degree, are under consideration.

F. 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.

G. 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.

Attachments:

**NUTR 4001
Research Presentation/Seminar
Grading Rubric
100 points possible**

Time requirement (15 minutes) met: 5 points
1 Article for fellow students provided and on-time: 10 points
Appropriate professional attire, language and presentation: 5 points
Post-presentation questions adequately answered: 10 points

Quality of Presentation: 50 points

50 pts.- Clear and attractive slides; Sufficient background provided; important terms defined; sufficient succinct overview of articles provided.

40 pts.- Lacking in one of the above categories.

30 pts.- Lacking in two of the above categories.

15 pts.- Lacking in three of the above categories.

0 pts.- Lacking in more than three of the above categories.

Summary of Research: 20 points

20 pts.- Total discussion of the research summarized correctly and reasonable conclusions drawn. Implications stated.

15 pts.- Only some of the discussion summarized or not correctly summarized. Implications stated and at least partially correct.

10 pts.- Research and discussion summarized incorrectly. Implications not stated or incorrect.

0 pts.- No summary provided or conclusions drawn. Implications not stated or incorrect.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

100 point presentation assignment

	Mastery 20-16 points	Exceeds Expectations 15-11 points	Achieves Expectations 10-6 points	Needs Improvement 5-1 points
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.