

Program Assessment Report
Food, Nutrition, and Health
Human Environmental Sciences
University of Arkansas
2022-2023

Program: Food, Nutrition, and Health

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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). This was a newly redesigned rubric for the course.

Acceptable and Ideal Targets

1. Acceptable: 85% or more of all FNAH students will earn 80% or higher on the final presentations.

- 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 first time, utilizing the written summary report of the seminar presentation for this course. 90% met the goal and 75% met the ideal. Some minor adjustments will be made next year to facilitate data collection and more accurately reflect the intent of GELO 6.1.

Assessment Measure 2.

Direct Measure: NUTR 4303 (Cultural Perspectives on Foods) 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: AACU Oral Communication Value Rubric (see attachments)

Acceptable and Ideal Targets

- 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 4303.
- Ideal: 100% of all FNAH students will earn a 90 out of 100 possible points using the rubric for the presentation in NUTR 4303.

Assessment Measure 3.

Indirect Measure: NUTR 3103 (Culinary Nutrition) has included a capstone experience requiring 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 of the project has been completed by external reviewer (UAMS representative). That extended project has ended and therefore, this year the assessment measure was switched to assessment of knowledge directly tied to the component of the objective related to identification of macro- and micronutrients and phytochemicals. This was accomplished through the use of a pre- and post-test.

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

Acceptable and Ideal Targets

- Acceptable: 85% or more of all FNAH students will earn at least an 80% on the post-test.
- Ideal: 100% of all FNAH students will earn at least an 80% on the post-test.

E. Analysis of Results

Assessment Measure 1.

Year	Number of Students	% Meeting Target	Comments
2022-2023	20	90%	Updated rubric implemented. Separate section of 4001 taught for FNAH students only.

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
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2022-2023	20	90%	NUTR 4303
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In the 22-23 academic year, again 20 students were enrolled in the course and 18 of them scored a 90% or better on the presentation, therefore 90% of the students met the target.

Assessment Measure 3.

Year	Number of Students	% Meeting Target	Comments
2022-2023	15	53%	Pre- Post-test

This year, the assessment measure was switched to assess change in knowledge directly tied to a course objective related to identification of macro- and micronutrients and phytochemicals. This was accomplished through the use of a pre- and post-test. For the pre-test, the average score for the 15 students was a 34%, with only one student hitting the goal of scoring an 80% or better. For the post-test, the average score for students was a 70% with 8 out of 15 students (53%) scoring an 80% or better.

F. Changes to Degree Program

The 2022-2023 academic year marked the fifth 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, 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. Assessment data should be gathered sooner in the semester, rather than later, if possible, to allow completion of the report in a timelier manner. 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).

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)

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

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact valu@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.
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