

**Program Assessment Report**  
**Food, Nutrition, and Health**  
Human Environmental Sciences  
University of Arkansas  
2024-2025

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 40001 (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.

This course is also used to collected data for university GELO 6.1.

#### **Assessment Measure 2. [OBJ]**

**Direct Measure:** NUTR 45003 (Communicating Nutrition) is a capstone course for FNAH students which requires the development and implementation of a professional presentation designed to be an in-service to address a specific need for a defined audience. The assignment included developing appropriate goals and objectives, utilizing appropriate research articles to support the in-service, creation of a visual aid, planning and presenting a 10-minute in-service and self-assessment.

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

**Rubrics utilized:** Course specific rubric (see attachment)

#### **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 45003
2. Ideal: 100% of all FNAH students will earn a 90 out of 100 possible points using the rubric for the presentation in NUTR 45003.

#### **Assessment Measure 3.**

**Indirect Measure:** NUTR 31043 (Culinary Nutrition) is a junior level course that focuses on using evidence-based nutrition research to culinary applications. This course's project focused on creating a complete meal to meet specific dietary needs of individuals (with variable special needs, cultures and ethnic parameters) who are purchasing foods exclusively at a Dollar General store in a rural community.

**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    |
|-----------|--------------------|------------------|-------------|
| 2024-2025 |                    |                  | In progress |

In the spring of 2025, 22 students were enrolled in the course and 91 scored an 80% or better on the presentation component of the course.

#### **Assessment Measure 2.**

| Year      | Number of Students | % Meeting Target | Comments   |
|-----------|--------------------|------------------|--|
| 2024-2025 | 14                 | 100%             | This course was taught for the first time in the fall of 2024. |

In the 24-25 academic year, 14 students were enrolled in the course, and all scored a 90% or better on the assignment, therefore 100% of the students met the target.

#### **Assessment Measure 3.**

| Year | Number of Students | % Meeting Target | Comments |
|------|--------------------|------------------|----------|
|------|--------------------|------------------|----------|

|           |    |     |             |
|-----------|----|-----|-------------|
| 2024-2025 | 20 | 75% | In progress |
|-----------|----|-----|-------------|

During the 2024–2025 academic year, 20 students were enrolled in the course. Of these, 15 students (75%) achieved a score of 85% or higher on the assignment. While this reflects strong overall performance, it falls short of the established benchmark, which aimed for 90% of students to score 85% or above.

**F. Changes to Degree Program:** The 2024-2025 academic year marks the seventh 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.

**G. Changes to Student Learning Outcomes:** As part of the program’s continued growth and realignment to better support student goals through new course offerings, additional clear and assessable learning outcomes should be incorporated during the restructuring of the focus areas and evaluated when applicable.

**H. Changes to Assessment Process:** Course design for Food, Nutrition, and Health courses should align with defined student learning outcomes and course objectives. Rubrics should be developed for capstone experiences to effectively assess these outcomes. Faculty, responsible for data collection, should receive full support in implementing these measures. Additionally, the data collection process should be reviewed, and a system established to ensure faculty verify data accuracy—such as identifying students who missed key assignments.