

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

Date 8/4/2020

Department/Division Family and Consumer Sciences

Program/Unit Community Nutrition

Action Item	Information Item
Check area of change: <input checked="" type="checkbox"/> New Assessment Plan <input type="checkbox"/> Assessment Plan revision <input type="checkbox"/> Post-EAPR/Accreditation Update <input type="checkbox"/> Alternative reporting method <input type="checkbox"/> Other	Check area of change: <input type="checkbox"/> Minor change of wording <input type="checkbox"/> Minor change in assessment criteria <input type="checkbox"/> Rubric updates <input type="checkbox"/> Curriculum/Curriculum Map update <input type="checkbox"/> Other

Description of change:

Community Nutrition is a new BS degree that started in Fall of 2019 and falls under the Department of Family and Consumer Sciences.

Reason for change:

First time assessment plan of degree.

Effective Date of Change: 8/04/2020

Change recommended by (for action items) or noted by (for information items):

Nanci Rode 8/4/2020
 Department/Chairperson Date

N. Bluse 12/11/20
 College Dean Date

College Curriculum and Assessment Committee Alicia S. Landry 12.12.2020
 Committee Chairperson Date

Academic Assessment Committee _____
 Committee Chairperson Date

Note: Changes in Assessment Plans/Processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
Requirements, Template, and Example

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Community Nutrition

College: Health & Behavioral Sciences

Department: Family & Consumer Sciences

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted:

College Dean & email: Nancy Reese, nancyr@uca.edu

College Curriculum Committee Chairperson & Email: Alicia Landry, alandry@uca.edu

Department Chairperson & email: Nina Roofe, nroofe@uca.edu

Department Curriculum Committee Chairperson & email: Alicia Landry, alandry@uca.edu

1. Introduction (identify college, unit, and degree programs)

- **Purpose:** The purpose of the BS in Community Nutrition is to train students for a variety of employment opportunities through which they can make a difference in their communities. This degree allows for interaction with the community and public through education and advocacy. A community practicum course allows students to gain valuable experience in the workforce and explore the profession in more detail.
- **Unit Mission Statement:** The Bachelor of Science in Community Nutrition is part of the FCS Department, but not part of the DPD Program. The mission of the Department of Family & Consumer Sciences is to provide innovative and technologically superior instruction, research, and service through scientifically-based programs. Curricula in family and consumer sciences, nutrition/dietetics, interior design, and family and consumer sciences

education are designed to enhance individual wellness and quality of life and to produce graduates who practice in an ethical and socially-responsible manner.

2. Student Outcomes

- Please see attached

3. Assessment Cycle

- Please see attached

4. Curriculum Map

- See attached Curriculum Map and Assessment Cycle.

5. Assessment Methods and Measures (Formative and Summative recommended)

- Please see attached Methods and Measures Table

6. Data Collection and Review

- Each student learning outcome will be collected at the end of the semester that it was to be collected. For example, some classes will be collected in the fall, others in the spring semester. Any yearly assessment data will be done by the end of the academic year (May).
- Data will be collected in a shared Google Drive that all Nutrition faculty have access to.
- The end goal of each benchmark for student learning outcomes will be for at least 80% of students will score a 3 or higher on a rubric specific to the benchmark.
- Individual faculty that are teaching the courses the student learning outcomes will be responsible for reporting their own classroom data. Any program level data will be collected by the Nutrition Program Director (Dr. Schichtl) with assistance from the Department Chair (Dr. Roofe) and Administrative Assistant (Ms. Francis).

7. Participation in Assessment Process

- Dr. Rachel Schichtl will primarily be responsible for ensuring that the outcomes are collected and assessed with the assistance of all faculty in the department. Faculty will be responsible for collecting the outcomes and will participate in assessment activities including assessment review, program improvement plans (if needed) and any other data collection or reporting needed.

8. Data Analysis

- The Nutrition program director, Dr. Rachel Schichtl will be responsible for compiling all data into usable and easily view formats. There are frequent nutrition faculty meetings as well as monthly departmental meetings when data is shared. Each May, all faculty participate in a Faculty retreat where yearly assessment data is shared and reviewed. Any benchmarks that were not met, or need additional analysis can be done over the summer, so that fall classes can have the appropriate changes in place.
- The results will be aligned to the benchmark in both formative and summative measures and will allow for program faculty to review student outcomes over time as each outcome will be assessed in a lower level and an upper level course.

9. Plan for Using Assessment Results to Improve Program

- Assessment data will be used to improve student outcomes by monitoring progress of the program, including individual courses. When student outcomes are discovered to be lacking

the desired benchmarks set forth, then the faculty will determine methods for improving those specific outcomes. When specific outcomes are assessed to be achieving benchmarks, those methods will be evaluated to determine how they could be applied to other benchmarks that are not performing well.

10. What are the plans to evaluate students' post-graduate success?

There is an alumni survey sent out by the department of institutional research that reports back to the department on student outcomes including job placement and employer satisfaction.

11. What are the plans to evaluate teaching effectiveness?

The department has a peer review process in place where all full time faculty undergo a peer review every few years. The number of years between review is dependent on rank. Additionally, faculty can request a peer review at any time to gain additional feedback and assistance in their teaching. The department chair does a yearly performance review with all faculty where student evaluations as well as other factors are considered. Faculty are encouraged to obtain peer mentoring and coaching through the Center for Teaching Excellence (CTE) on campus.

12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

13. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:
Dr. Jacob Held 450-5307 jmhheld@uca.edu
Alyson McEntire 450-5086 amcentire@uca.edu

BS in Community Nutrition Methods and Measures

SLO/Domain	Outcome	Formative	Benchmark	Summative	Benchmark
SLO 1 (Domain 1)	Students will be able to demonstrate integration of scientific information and translation of research into practice.	NUTR 2311 Menu Project	80% of students will score a 2 or higher on rubric.	NUTR 4301 Research Proposal Assignment	80% of students will score a 3 or higher on rubric.
SLO 2 (Domain 2)	Students will demonstrate professional practice expectations, including beliefs, values, attitudes, and behaviors for the professional community nutritionist	NUTR 1100 Intro to Nutrition Professions Assignment	80% of students will score a 2 or higher on rubric.	NUTR 3350 Community Nutritionist Case Study	80% of students will score a 3 or higher on rubric.
SLO 3 (Domain 3)	Students will demonstrate understanding of food access, procurement, preparation and safety for individuals, families and communities.	NUTR 1300 – Personal Health Case Study	80% of students will score a 2 or higher on rubric.	NUTR 4315 Athlete Case Study	80% of students will score a 3 or higher on rubric.
SLO 4 (Domain 4)	Students will demonstrate culturally appropriate nutrition programming and services to diverse populations.	FACS 2311 Cultural Meal	80% of students will score a 2 or higher on rubric.	NUTR 3351 Oral Presentation	80% of students will score a 3 or higher on rubric.

Community Nutrition Accreditation Map

	SLO 1	SLO 2	SLO 3	SLO 4
	Students will be able to demonstrate integration of scientific information and translation of research into practice.	Students will demonstrate professional practice expectations, including beliefs, values, attitudes, and behaviors for the professional community nutritionst level of practice.	Students will demonstrate understanding of food access, procurement, preparation and safety for individuals, families and communities.	Students will demonstrate culturally appropriate nutrition programming and services to diverse populations.
Nutrition /FACS Requirements				
FACCS 2341			I	
FACCS 2351			I	
FACCS 3311			I	I
FACCS 3318			I	
FACCS 3372	R			
FACCS 3456	R			
NUTR 1100		I		
NUTR 1300	I	I		
NUTR 2311			R	
NUTR 3310			R	R
NUTR 3350		R		R
NUTR 3370	I			
NUTR 3351			R	
NUTR 3371	I			R
NUTR 3380			A	
NUTR 3375			A	
NUTR 4301	R			
NUTR 4315	R			
NUTR 4321		A		A
NUTR 4395	A			

I = INTRODUCED ; R = REINFORCED ; A = APPLIED

Academic Year	Cycle Number	SLO assessed	Outcome(s)
2022-2023	1	1	
2023-2024	2	2 & 4	
2024-2025	3	3	
2025-2026	1	1	
2026-2027	2	2 & 4	
2027-2028	3	3	
2028-2029	1	1	
2029-2030	2	2 & 4	
2030-2031	3	3	
2031-2032	1	1	
2032-2033	2	2 & 4	
2033-2034	3	3	

EAPR/ACC Years Cycle Years

10

3

Community Nutrition Rubrics

Each Student Learning Outcome (SLO) will be assessed at the beginning of the curriculum (freshman, or sophomore year) and again at the end of the curriculum (junior or senior) based on the Methods and Measures table and Assessment cycle.

Faculty members will enter data in PAWS for data collection and analysis.

SLO 1	4	3	2	1
Students will be able to demonstrate integration of scientific information and translation of research into practice.	Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem.	Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion	Summarizes different scientific perspectives used in the discipline but does not evaluate a position and/or draw a conclusion.	Recognizes there are multiple approaches to scientific information.

SLO 2	4	3	2	1
Students will demonstrate professional practice expectations, including beliefs, values, attitudes, and behaviors for the professional community nutritionist.	Shows both a broad and deep understanding of the professional practice expectations and behaviors if a community nutritionist.	Shows a general grasp of the concepts/principles of professional practice expectations and behaviors if a community nutritionist.	Shows some knowledge of the concepts/principles of professional practice expectations and behaviors if a community nutritionist.	Shows limited knowledge of the concepts/principles of professional practice expectations and behaviors if a community nutritionist.

<p>SLO 3</p> <p>Students will demonstrate understanding of food access, procurement, preparation and safety for individuals, families and communities.</p>	<p>4</p> <p>Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem.</p>	<p>3</p> <p>Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion</p>	<p>2</p> <p>Summarizes different perspectives used in the discipline but does not evaluate a position and/or draw a conclusion.</p>	<p>1</p> <p>Recognizes there are multiple approaches to academic questions/problems but shows no knowledge on understanding of topic at hand.</p>
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<p>SLO 4</p> <p>Students will demonstrate culturally appropriate nutrition programming and services to diverse populations.</p>	<p>4</p> <p>Identifies the most appropriate nutrition program for the diverse population.</p>	<p>3</p> <p>Identifies a relevant nutrition program for the diverse population.</p>	<p>2</p> <p>Identifies a general nutrition program for the diverse population with limited evidence of diverse population need.</p>	<p>1</p> <p>Identifies a nutrition program for the diverse population, but general in nature with no supporting evidence.</p>
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