

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

Date 8/4/2020

Department/Division Family and Consumer Sciences

Program/Unit Nutrition Science

| 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:

Nutrition Science is a new BS degree that started in Fall of 2019.

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):

| | |
|---|-------------------|
| <i>Nina Rook</i> | <u>8/4/2020</u> |
| Department/Chairperson | Date |
| <i>N. Bluse</i> | <u>12/11/20</u> |
| College Dean | Date |
| College Curriculum and Assessment Committee | |
| <i>Alicia S. Landry</i> | <u>12.12.2020</u> |
| 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: Nutrition Science

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 this degree is to allow students to gain a solid foundation not only in nutrition but also in the sciences, to allow for a career in nutrition research, product development and other jobs closely aligned to nutrition. This degree also serves as a foundation for those students that may wish to pursue post graduate studies in programs such as Occupational Therapy (OT), Physical Therapy (PT) or Medical School. Allowing students to study nutrition from a science background helps understand the basis of human metabolism and health.

Unit Mission Statement: The Bachelor of Science in Nutrition Science 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 attachment

3. Assessment Cycle

- Please see attachment

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 which outlines both formative and summative assessment plans

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 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 Nutritional Sciences 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 nutrition researcher. | NUTR 1100 Intro to Nutrition Professions Assignment | 80% of students will score a 2 or higher on rubric. | NUTR 4395 Hot Topics Debate Assignment | 80% of students will score a 3 or higher on rubric. |
| SLO 3 (Domain 3) | Students will apply physical (chemistry) and biological sciences to body functions. | 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 scientifically based answers to consumers regarding emerging trends in the field. | FACS 3311 Management Plan | 80% of students will score a 2 or higher on rubric. | NUTR 3375 Oral Presentation | 80% of students will score a 3 or higher on rubric. |

Nutrition Science Accreditation Map

| | SLO 1 | SLO2 | 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 nutrition researcher. | 3. Students will apply physical (chemistry) and biological sciences to body functions | 4. Students will demonstrate scientifically based answers to consumers regarding emerging trends in the field. |
| Nutrition/FACS Requirements | | | | |
| FACS 2341 | I | | | |
| FACS 3311 | I | | | I |
| FACS 3372 | I | | | |
| FACS 3356 | R | | | |
| FACS 3173 | I | | | |
| NU1R 1100 | | I | | I |
| NU1R 1300 | | I | I | I |
| NU1R 2311 | | | | I |
| NU1R 3310 | | | | R |
| NU1R 3350 | | R | | R |
| NU1R 3370 | R | R | R | |
| NU1R 3375 | | | A | |
| NU1R 3390 | | | A | A |
| NU1R 4301 | R | | A | |
| NU1R 4315 | R | | A | |
| NU1R 4395 | A | A | | A |

I = INTRODUCED ; R = REINFORCED ; A = APPLIED

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

EAPR/ACC Years Cycle Years

10

3

Nutrition Science 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 nutrition researcher. | Shows both a broad and deep understanding of the concepts/principles and their relevance to important questions in the discipline | Shows a general grasp of the concepts/principles and how they relate to important questions in the discipline. | Shows some knowledge of the concepts/principles and can begin to relate them to important questions in the discipline. | Shows some knowledge of the concepts/principles and limited ability to relate them to important questions in the discipline. |

| SLO 3 | 4 | 3 | 2 | 1 |
|---|--|--|---|---|
| Students will apply physical (chemistry) and biological sciences to body functions. | Fully articulates the meaning of physical, chemical and biological functions and interconnections of the components. | Discusses the meaning of physical, chemical and biological functions and can discuss interconnections of those components with minimal depth and/or clarity. | Describes the components of physical, chemical and biological functions and, as well as either their interconnections to body functions | Identifies components of physical, chemical and biological functions but, but not their interconnections to body functions. |

| SLO 4 | 4 | 3 | 2 | 1 |
|---|--|---|--|--|
| Students will demonstrate scientifically based answers to consumers regarding emerging trends in the field. | Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding the emerging trend(s). | Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities. | Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions. | Uses insufficient or inappropriate supporting materials. |