Mission / Purpose

The Department of Human Nutrition and Hospitality Management's mission is to provide strong undergraduate programs in the areas of food and nutrition and restaurant and hospitality management and a strong graduate program in the area of human nutrition. Further, the Department strives to contribute to the generation of new knowledge in the area of foods and nutrition and to apply this knowledge to improving the quality of life of individuals, families and communities.

Goals

G 1: Improve writing skills
Work with students in a variety of classes to improve their writing skills. Incorporate writing into classes when possible.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Ability to identify nutrition sources
Students are able to identify the sources, functions and metabolic inter-relationships of macro- and micro nutrients and other key food components.

Connected Documents
- Curriculum Map I-Food and Nutrition B.S.
- Curriculum Maps II-Food and Nutrition B.S.

Relevant Associations:

Standard Associations:
American Association of Family and Consumer Sciences 2010
  2.1.1.1.1 “material well-being, including sufficient food, assets, and work;
  2.1.1.1.2 bodily well-being and wellness in health, appearance, and physical environment;
  2.1.1.2 Individual Well-being
  2.1.3.2 Human ecosystem
The body of knowledge ties individuals, families, and communities together through the family ecosystem theoretical model. Ecosystems within which families function include: (a) families, (b) the physical environment of space and the natural environment, (c) the human-built environment of housing, constructed facilities and equipment, and the application of technology to materials from the natural environment, and (d) the social regulatory environment comprised of the non-material culture, religion, and educational, political, legal/judicial, economic, and social systems. This
model provides a comprehensive, or holistic, understanding of relationships among individuals, families, and communities and their physical, human-built, and social/behavioral environment. The basic elements of the family ecosystem are: family members, their external environments—as they perceive and interact with them—and the web of human transactions carried out through the family organization.

2.2.1 The family and consumer sciences Unit has identified specific outcomes measures to determine the achievement of the Unit’s curriculum goals.

2.2.2 The family and consumer sciences Unit demonstrates linkages among curriculum goals, student learning outcomes, and the Unit's mission to determine students' knowledge of the core concepts, integrative elements, and cross cutting themes of the family and consumer sciences body of knowledge.

2.2.3 The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations:
9 Natural Science - SLO is related to a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data

Strategic Plan Associations:
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures:

M 1: Course embedded questions in NHM 362
70% of students will be able to correctly answer a set of 10 questions embedded in NHM 362 exams that specifically identify the sources, functions and metabolic inter-relationships of macro- and micro-nutrients.

Source of Evidence: Standardized test of subject matter knowledge

Target:
70% of students will correctly answer a set of ten questions.

Findings (2013-2014) - Target: Met
Campus Spring 2014: 91.3% of students met the standard.

Findings (2012-2013) - Target: Met
Campus: Spring: 90.6% were able to answer the questions correctly. Online: Spring 88.5% were able to answer the questions correctly.

Findings (2011-2012) - Target: Met
83.8% of students answered the ten questions correctly.

M 2: Course-embedded Assessment in NHM 454
70% of students will be able to correctly answer a set of 10 items embedded in NHM 454 assessments that specifically address level of knowledge related to food regulations, food composition, and influence of processing, preservation and preparation on sensory attributes of foods and food components.
Source of Evidence: Standardized test of subject matter knowledge

**Target:**
70% of students will be able to answer 10 questions correctly.

**Findings (2013-2014) - Target: Met**
Fall 2013 Campus: Only on one of the 10 questions was the 70% not met. Overall students scored 80% Objective was met Fall 2013 Online: Overall 87% of the students were able to answer the questions correctly Spring 2014 Campus: 79% of the students answered the questions correctly. Objective was met. Spring 2014 Online: 83% of the students were able to answer the questions correctly.

**Findings (2012-2013) - Target: Met**
Campus: Fall 82.8% Spring 78.2% Online: Course was in development and not offered.

**Findings (2011-2012) - Target: Met**
75% of the students answered all ten items correctly.

**SLO 2: Ability to apply management and business theories**
Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services.

**Connected Documents**
- Curriculum Map I-Food and Nutrition B.S.
- Curriculum Maps II-Food and Nutrition B.S.

**Relevant Associations:**

**Standard Associations:**
American Association of Family and Consumer Sciences 2010
2.2.1 The family and consumer sciences Unit has identified specific outcomes measures to determine the achievement of the Unit’s curriculum goals.
2.2.2 The family and consumer sciences Unit demonstrates linkages among curriculum goals, student learning outcomes, and the Unit’s mission to determine students’ knowledge of the core concepts, integrative elements, and cross cutting themes of the family and consumer sciences body of knowledge.
2.2.3 The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations:**
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

**Strategic Plan Associations:**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
Related Measures:

**M 3: Ability to plan the delivery of catered meal**
80% of students will be able to plan the delivery of a catered meal for a special event.

Source of Evidence: Project, either individual or group

**Target:**
80% will score a 60/75 points in the rubric

**Findings (2013-2014) - Target: Met**
Campus Fall 2013: Of the 36 students 32 met the objective. The objective was met with 87% Online Fall 2013: Of the 26 students 23 met the objective. The objective was met with 88% In a second section the objective was met with 82.14%. Online Spring 2014: Of the 32 students enrolled 100% met the objective

**Findings (2012-2013) - Target: Met**
On Campus: Fall 2012: 100% scored 80% or above on the grading rubric. Spring 2013: 90% scored 80% or above on the grading rubric. Online: Fall 2012: 94% scored 80% or above Spring 2013: 100% scored 80% or above

**Findings (2011-2012) - Target: Met**
90.5% of students scored a 60 or above out of 75 on this assignment.

**M 4: Ability to identify marketing opportunity**
Using a case study, 80% of the students will identify a marketing opportunity and develop a marketing plan which incorporates the four marketing mix.

Source of Evidence: Project, either individual or group

**Target:**
80% of students will score 75% or better on this assignment

**Findings (2012-2013) - Target: Met**
Campus: Fall: All 69 students met standard; 100% Online: Fall: All 12 students met the standard; 100% Spring: All 10 students met the standard; 100%

**Findings (2011-2012) - Target: Met**
90% of students scored a 75% or better on this project.

**SLO 3: Ability to demonstrate effective and professional oral and written communication**
Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

**Connected Documents**
- Curriculum Map I-Food and Nutrition B.S.
- Curriculum Maps II-Food and Nutrition B.S.

**Relevant Associations:**
Standard Associations:
American Association of Family and Consumer Sciences 2010

2.1.3.1 People develop biologically and socially across their lives in ways that influence and change their interactions with each other and with social institutions. In addition, development as an individual, within a family, and as a participant in the community affects a person's perspective.

2.1.3.2 Human ecosystem
The body of knowledge ties individuals, families, and communities together through the family ecosystem theoretical model. Ecosystems within which families function include: (a) families, (b) the physical environment of space and the natural environment, (c) the human-built environment of housing, constructed facilities and equipment, and the application of technology to materials from the natural environment, and (d) the social regulatory environment comprised of the non-material culture, religion, and educational, political, legal/judicial, economic, and social systems. This model provides a comprehensive, or holistic, understanding of relationships among individuals, families, and communities and their physical, human-built, and social/behavioral environment. The basic elements of the family ecosystem are: family members, their external environments—as they perceive and interact with them—and the web of human transactions carried out through the family organization.

2.1.4.1 Capacity building
Capacity building means individuals, families, and communities acquiring knowledge, and skills, building on assets and strengths, respecting diversity, and responding effectively to change. The ability of humans to understand and solve complex problems, to preserve the knowledge of indigenous cultures in the context of rapid globalization, to appropriately use technology, and to strive for balance between change and continuity are some of the competencies needed in the modern world. Institutional capacity depends on the competencies of individuals and families and their commitment to building sustainable communities.

2.1.4.4 Appropriate use of technology
The appropriate use of technology involves understanding how advances in science and technology are shaped, manipulated, and used to affect the quality of life for individuals, families, and communities. Addressing scientific efforts in areas such as genetics and enhancement of human performance with knowledge of the benefits of these efforts must be balanced with thorough understanding of the ethical principles and moral issues involved and an awareness of the social, economic, and contextual implications.

2.2.1 The family and consumer sciences Unit has identified specific outcomes measures to determine the achievement of the Unit’s curriculum goals.
2.2.2 The family and consumer sciences Unit demonstrates linkages among curriculum goals, student learning outcomes, and the Unit’s mission to determine students’ knowledge of the core concepts, integrative elements, and cross cutting themes of the family and consumer sciences body of knowledge.
2.2.3 The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes
General Education/Core Curriculum Associations:
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations:
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures:

**M 5: Ability to give oral presentation using technological tools available**
90% of the students will be able to organize and present project in NHM 491

Source of Evidence: Presentation, either individual or group

**Target:**
90% of students will receive an 80% or greater on oral presentation in NHM 491

**Findings (2013-2014) - Target: Partially Met**
Spring 2014 campus: All of the 60 students taking the class 100% adequately met the objective. Spring 2014 online: Of the 9 in the class 2 scored 80% or above. Objective was not met with 22%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
This project was dropped from the curriculum. Measure will assessed in another course.

**Findings (2011-2012) - Target: Met**
100% of students were able to adequately perform the task with a grade of B or better.

**M 6: Ability to implement and evaluate a nutrition education program**
90% of students will be able to develop, implement and evaluate a nutrition education program for a target audience where 80% of the audience will be able to complete the two planned learner objectives of the program.

Source of Evidence: Presentation, either individual or group

**Target:**
90% of students will receive a 80% or better on the nutrition education project.

**Findings (2013-2014) - Target: Met**
Online Fall 2013: Section 1; Of the 15 students, 14 presented an education program and 13 scored above 80%. The objective was met with 86%.
Online Fall 2013: Section 2; Of the 18 students, 17 presented an education program with a score of above 80%. The objective was met with 95%
Campus Spring 2014 Of the 83 students 80 met the objective. The objective was met with 96%

**Findings (2012-2013) - Target: Partially Met**
On Campus Fall 2012: 90% of 68 students received B or better on the
project. On Line Fall 2012: 88% of 16 students received B or better on the project.

**Findings (2011-2012) - Target: Met**
94.9% of students were able to develop, implement and evaluate a nutrition education program for a target audience at a B or better.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**work with online students**
*Established in Cycle: 2012-2013*
Continue to reinforce with online students requirements for the project.
Review assignments for complete information.

**SLO 4: Ability to use nutrition care process**
Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.

**Connected Documents**
- Curriculum Map I-Food and Nutrition B.S.
- Curriculum Maps II-Food and Nutrition B.S.

**Relevant Associations:**

**Standard Associations:**
American Association of Family and Consumer Sciences 2010
2.1.1.1.1 “material well-being, including sufficient food, assets, and work;
2.1.1.1.2 bodily well-being and wellness in health, appearance, and physical environment;
2.1.1.2 Individual Well-being
2.2.1 The family and consumer sciences Unit has identified specific outcomes measures to determine the achievement of the Unit’s curriculum goals.
2.2.2 The family and consumer sciences Unit demonstrates linkages among curriculum goals, student learning outcomes, and the Unit’s mission to determine students’ knowledge of the core concepts, integrative elements, and cross cutting themes of the family and consumer sciences body of knowledge.
2.2.3 The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations:**
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

**Strategic Plan Associations:**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
Related Measures:

**M 7: Ability to assess patient’s current health status**

80% of students will accurately assess a patient's current health status and make appropriate recommendations for medical nutrition therapy

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

80% of students will score a 80% or better on this case study.

**Findings (2013-2014) - Target: Met**

On Campus Fall 2013: Of the 59 students enrolled 58 successfully met the objective. The objective was met with 98.3% Online Fall of 2013: Of the 26 students enrolled, 21 successfully completed the objective. the objective was met with 81%. Spring 2014 Campus: of the 77 students enrolled, 71 students (92%) completed the objective successfully.

**Findings (2012-2013) - Target: Met**

Campus: Fall: Of the 77 students, 90.9% completed the assignment with an 80% or better. Online: Fall: Of the 27 students, 100% completed the assignment with an 80% or better. Spring: Of the 7 students, 100% completed the assignment with an 80% or better.

**Findings (2011-2012) - Target: Met**

81.9% of students were able to assess a patient's current nutritional status on the case study and receive a B or better.

**M 8: Ability to assess current health status of a patient with a chronic disease**

80% of students will accurately assess the current health status of a patient with a chronic disease and make appropriate recommendations for medical nutrition therapy

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

80% of students will score a 80% or better on an advanced level case study.

**Findings (2013-2014) - Target: Met**

Fall 2013: Campus: of the 59 students 58 completed the case successfully or 98% Fall 2013: Online: of the 26 students 21 completed the case successfully or 81% Spring online 100% of students completed the case successfully.

**Findings (2012-2013) - Target: Met**

On campus Fall 2012: 90.9% of 77 students scored 80% or better on case studies On Line Fall 2012: 100% of 27 students scored 80% or better on case studies On Line Spring 2013: 100% of 7 students scored 80% or better on case studies
Findings (2011-2012) - Target: Met
91.3% of students scored a B or better on the advanced level case study

SLO 5: Ability to use professional literature
Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

Connected Documents
• Curriculum Map I-Food and Nutrition B.S.
• Curriculum Maps II-Food and Nutrition B.S.

Relevant Associations:

Standard Associations:
American Association of Family and Consumer Sciences 2010
  2.1.1.1.1 “material well-being, including sufficient food, assets, and work;
  2.1.1.1.2 bodily well-being and wellness in health, appearance, and physical environment;
  2.1.1.2 Individual Well-being
  2.1.3.1.1 People develop biologically and socially across their lives in ways that influence and change their interactions with each other and with social institutions. In addition, development as an individual, within a family, and as a participant in the community affects a person's perspective.
  2.1.3.1.3 Individual social development differs across historical times because of the way social institutions change; collective human needs create demands for social institutions to change across time.
  2.1.3.2 Human ecosystem
The body of knowledge ties individuals, families, and communities together through the family ecosystem theoretical model. Ecosystems within which families function include: (a) families, (b) the physical environment of space and the natural environment, (c) the human-built environment of housing, constructed facilities and equipment, and the application of technology to materials from the natural environment, and (d) the social regulatory environment comprised of the non-material culture, religion, and educational, political, legal/judicial, economic, and social systems. This model provides a comprehensive, or holistic, understanding of relationships among individuals, families, and communities and their physical, human-built, and social/behavioral environment. The basic elements of the family ecosystem are: family members, their external environments—as they perceive and interact with them—and the web of human transactions carried out through the family organization.
  2.1.4.4 Appropriate use of technology
The appropriate use of technology involves understanding how advances in science and technology are shaped, manipulated, and used to affect the quality of life for individuals, families, and communities. Addressing scientific efforts in areas such as genetics and enhancement of human performance with knowledge of the benefits of these efforts must be balanced with thorough understanding of the ethical principles and moral issues involved and an awareness of the social, economic, and contextual implications.
  2.1.4.5 Wellness
Wellness addresses health and well-being. It includes food security; adequate nutrition; reduced risk of chronic and communicable disease; access to forms of exercise; respectful, caring, and compassionate learning environments; healthcare availability, access, costs, and quality; psychological health; protection from abuse, exploitation, and violence; access to safe water and air and adequate sanitation facilities; control of healthcare costs so quality care is available; and spirituality.

2.2.1 The family and consumer sciences Unit has identified specific outcomes measures to determine the achievement of the Unit’s curriculum goals.

2.2.2 The family and consumer sciences Unit demonstrates linkages among curriculum goals, student learning outcomes, and the Unit’s mission to determine students’ knowledge of the core concepts, integrative elements, and cross cutting themes of the family and consumer sciences body of knowledge.

2.2.3 The family and consumer sciences Unit uses assessment data to make informed decisions regarding the improvement of teaching and learning processes.

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations:

- 6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
- 9 Natural Science - SLO is related to a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data

Strategic Plan Associations:

University of Alabama

- 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
- 3.4 Increase involvement of undergraduate students in research and scholarly activities.

Related Measures:

M 9: Analyze a published research article

90% of students will be able to analyze research articles and answer questions about the articles with a score of 80%

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students will score a 85% or better on research article assignments in NHM 395

Findings (2013-2014) - Target: Partially Met

Fall 2013: On Campus students: 76 Number of students who submitted a critique in NHM 395: 75 = 98.68% Number of students whose score was ≥ 85%: 61 = 81.33% Number of NHM 395, Fall, On-line students: 44 Number of students who submitted a critique in NHM 395: 43 = 97.72% Number of students whose score was ≥ 85%: 41 = 95.34 Number of NHM 395, Fall, students TOTAL: 120 Number of students who submitted a critique in NHM 395: 118 = 98.33% Number of students whose score was ≥ 85%: 102 = 86.44%
**Findings (2012-2013) - Target: Partially Met**

Campus: 80% of students scored 85% or better. Assignment was modified to reflect appropriate level for the class. Online: 97% of students B or better.

**Findings (2011-2012) - Target: Not Met**

61% of students were able to score a 85% or better on the critique assignment.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**evaluate course**

*Established in Cycle: 2011-2012*

Evaluate the course for appropriateness for an Introduction to Research in Nutrition. Possibly revoke this assignment from this...

**review course assignments**

*Established in Cycle: 2012-2013*

Review course for appropriate preparation of students to complete project. Changes were made for Fall 2013. Continue to evaluate...

**M 10: Research Paper**

90% of students will be able to write a research paper and 70% of those papers will be scored as a B or better by grading rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

70% of students will receive a grade of 83% or better on the research paper in NHM 454.

**Findings (2013-2014) - Target: Partially Met**

Fall 2013 Online: Of the 27 students in the all completed the project; however, only 8 scored a B or above. The objective was fully met by only 30% of the students. Fall 2013 Campus: 72% met the objective. Campus students scored higher on this objective. Spring 2014 Campus: of the 29 students enrolled in the class 23 (79%) met the objective. Spring 2014 online: Of the 48 students enrolled only 19 scored 80% or better (40%). The objective was not met. Campus students continue to do better on this assignment.

**Findings (2012-2013) - Target: Partially Met**

The course was redeveloped. This measure was gathered in NHM 454 on campus only. The online course was in development. Fall: 43% Spring: 71%

**Findings (2011-2012) - Target: Not Met**

52.7% of students were able to write a research paper that earned a B or better grade using the grading rubric.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.
Research and writing skills
Established in Cycle: 2011-2012
A continued effort will be needed to improve the research and writing
skills of our students. Students are encouraged to visit t...

Other Outcomes, with Any Associations and Related Measures, Targets,
Findings, and Action Plans

OthOtm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:

Standard Associations:
American Association of Family and Consumer Sciences 2010
2.2.1 The family and consumer sciences Unit has identified specific outcomes
measures to determine the achievement of the Unit’s curriculum goals.
2.2.2 The family and consumer sciences Unit demonstrates linkages among
curriculum goals, student learning outcomes, and the Unit’s mission to
determine students’ knowledge of the core concepts, integrative elements, and
cross cutting themes of the family and consumer sciences body of knowledge.
2.2.3 The family and consumer sciences Unit uses assessment data to make
informed decisions regarding the improvement of teaching and learning
processes.

General Education/Core Curriculum Associations:
9 Natural Science - SLO is related to a hands-on laboratory or field experience
that emphasizes the scientific method and analysis of data

Strategic Plan Associations:
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research
excellence.
1.2 Increase the recognition of the University’s service priorities that enhance
the quality of life for all Alabamians.
3.3 Encourage and reward creative strategies for engaging students in learning
and life-long learning.

Related Measures:

M 11: Exam for Didactic and Coordinated Program
80% or greater pass rate on the registration exam for Didactic and Coordinated
Program students.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% or greater pass rate on the registration exam for Didactic and Coordinated Program students.

Findings (2013-2014) - Target: Met
90% of CP students passed the RD exam this year. This is significantly
increased from last year.
Findings (2012-2013) - Target: Partially Met
79% of CP students passed the RD exam on 1st attempt. 100% of DPD students

Findings (2011-2012) - Target: Met
89% of CP students passed the exam since July 2011; 100% of DPD taking the exam for the first time. Two failed the exam on retake.

M 12: Student Exit Survey
80% of the students will agree or strongly agree to a question on the Student Exit Survey concerning preparation to enter the field of dietetics.

Source of Evidence: Student satisfaction survey at end of the program

Target:
80% of the students will agree or strongly agree to a question on the Student Exit Survey concerning preparation to enter the field of dietetics.

Findings (2013-2014) - Target: Met
Spring 2014: 100% of students answered this question as very satisfied or satisfied. Target was met

Findings (2012-2013) - Target: Met
100% felt very satisfied or satisfied.

Findings (2011-2012) - Target: Not Reported This Cycle
not conducted this year

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Standard Associations:
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
American Association of Family and Consumer Sciences 2010
4.4.1 A critical mass of students is enrolled in the Unit for a viable program and for interactions among students in the Unit.

Strategic Plan Associations:
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
1.5 Effectively use course offerings and class size to support priorities.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.7 Support our alumni in serving as leaders in their professions and communities.
4.8 Emphasize the creation of leaders as a core component of an education at Alabama's flagship university.

**Related Measures:**

**M 13: Number of Undergraduate Students**
Maintain the number of current undergraduate students at 250-300

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain student enrollment 250-300

**Findings (2013-2014) - Target: Met**
Fall of 2013: 665 students were enrolled in the program. Campus 329 and Distance 336
Spring 2014: 639 students were enrolled in the program. Campus: 317 and Distance 322.

**Findings (2012-2013) - Target: Met**
Fall 2012 520 total were enrolled. Spring of 2013 a total of 546 students were enrolled: 283 campus and 263 online. Enrollment continues to increase.

**Findings (2011-2012) - Target: Met**
Spring enrollment on campus was 259.

**M 14: Number of Degrees Awarded**
Maintain the number of current undergraduates who receive a diploma at 55/year.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Maintain the number of current undergraduates who receive a diploma at 55/year

**Findings (2013-2014) - Target: Met**
Fall 2013: 36 students completed degrees. Spring 2014: 50 students completed degrees.

**Findings (2012-2013) - Target: Met**
August 2012 6 graduated; December 2012 35; and May 2013 33 Total 74

**Findings (2011-2012) - Target: Met**
57 graduated

**OthOtcm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Relevant Associations:**

**Standard Associations:**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
American Association of Family and Consumer Sciences 2010
4.4.5 Career guidance and placement counseling opportunities are available to all students in the Unit throughout their programs of study.

**Strategic Plan Associations:**

University of Alabama

1.2 Increase the recognition of the University’s service priorities that enhance the quality of life for all Alabamians.
4.7 Support our alumni in serving as leaders in their professions and communities.
4.8 Emphasize the creation of leaders as a core component of an education at Alabama’s flagship university.

**Related Measures:**

**M 15: Graduating Senior Survey**

Graduating Senior Survey

Source of Evidence: Student satisfaction survey at end of the program

**Target:**

Graduating Senior Survey

**Findings (2012-2013) - Target: Met**

100% of CP students completing the survey felt they were well prepared.

**Findings (2011-2012) - Target: Not Reported This Cycle**

Not available at this time

**M 16: NHM Alumni Survey**

NHM Alumni Survey: How beneficial were skills learned to your job.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**

NHM Alumni Survey

**Findings (2013-2014) - Target: Met**

Respondents (n=42) indicated they were highly satisfied with their major. Mean score 3.92/5.0

**Findings (2012-2013) - Target: Met**

369 respondents rated 23 different skills as essential to their job as 4.08/5.0 scale.

**Findings (2011-2012) - Target: Not Reported This Cycle**

Data not available at this time.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**evaluate course**

Evaluate the course for appropriateness for an Introduction to Research in Nutrition. Possibly revoke this assignment from this course and place in a more advanced course.
Research and writing skills
A continued effort will be needed to improve the research and writing skills of our students. Students are encouraged to visit the writing center and extra credit often given. Help sessions are provided. Research and writing is encouraged in many classes.

Implementation Description: Ongoing from 2010-2011 Assessment Plan

review course assignments
Review course for appropriate preparation of students to complete project. Changes were made for Fall 2013. Continue to evaluate.

work with online students
Continue to reinforce with online students requirements for the project. Review assignments for complete information.
Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Over the last three years the passing rate of the students for the RD exam (registration for dietitians) has increased dramatically; now to 90%. This can be attributed to the emphasis faculty have given to ensuring their classes prepare students adequately for the future. Several classes have added case studies to enhance student understanding of information. The introduction to research class (NHM 395) has been revised to help students better understand research concepts. One course was split into two components to allow students more time to gain valuable skills in nutrition education and the nutritional care process. Changes have been made in the writing classes to enhance student's ability to communicate. All of these changes and dedication of the faculty have resulted in the ultimate goal of having qualified dietitians in the workforce.