

**Ariel Univesity:**

1. Information:

The evaluator used the following documents:

- a. The evaluation committee's report of July/2012.
- b. Implementation report submitted by the institution on June/2014
- c. Any other documents (Appendix)

2. Did the institution implement the evaluation committee's recommendations?

Recommendations	Was the recommendation implemented? Yes/No/Partially	Is the implementation of this recommendation crucial for the continuation of the study program? Yes/no	Is there a need for further follow up before the next round of evaluation? Yes/no/partially	notes
Very helpful to receive the responses organized in a way that was consistent with the recommendations.				
Introduce a course focused on an overview of the field of nutrition during the first year	No	Yes	Yes	New courses added are not consistent with recommendation, "The Epidemiology of Obesity" "Diabetes – The Plague of the Millennium (taught by doctoral student) "Vitamins and Nutritional Additives in Human Nutrition"
Assess the faculty staffing plan to	Yes	Yes	No	

determine whether, within the context of current funding levels, a goal of having 50 BSc students per year enrolled in the program is feasible				
<p>Examine the curriculum to determine whether there is an appropriate balance between the basic sciences (e.g., computer science, two semesters of physics) and applied nutrition (e.g., advanced nutrition therapy across the life span)</p> <p>Examine the content of courses to ensure a balance of didactic material among the courses and a logical sequence in the</p>	No	Yes	Yes	The issue raised by the evaluating committee was not whether specific courses were offered but whether the balance was appropriate for the nutrition students. No evidence was presented that this was considered, particularly for the examples noted; (e.g., computer science, two semesters of physics). No other nutrition program that we are aware of requires

<p>curriculum, e.g., macronutrients, micronutrients, nutrition and chronic disease risk, nutrition and the lifecycle, ethical decision making and professionalism</p> <p>Review available electives and potentially adding new offerings that focus on nutritional needs of special populations e.g., pediatric, geriatric and athletes</p>				<p>physics and no justification was provided.</p>
<p>Support an additional full-time senior faculty member to:</p> <ul style="list-style-type: none"> <li>• teach the higher level nutrition courses,</li> <li>• supervise the applied nutrition research,</li> <li>• focus on advising</li> </ul>	<p>Partially</p>	<p>Yes</p>	<p>Yes</p>	<p>Two new faculty members were added to the faculty, neither appear to have training in the field of nutritional sciences nor working in the field.</p> <p>No indication whether the</p>

<p>students in seminars,</p> <ul style="list-style-type: none"> <li>• take a lead role in the departmental curriculum committee to facilitate coordination among course offerings and avoid overlap or duplication of course content.</li> </ul>				<p>roles they will assume are consistent with the areas noted as needing attention.</p>
<p>Conduct an in-depth analysis of the alumni data to determine which courses were of most help for their jobs post-graduation and which areas they felt would have been helpful to have had additional training.</p> <ul style="list-style-type: none"> <li>• Contact graduates who did not remain in the field of Nutritional Science, ascertaining the reasons and assessing whether the majority of attrition</li> </ul>	<p>Partially</p>	<p>Yes</p>	<p>Yes</p>	

was related or unrelated to their BSc training.				
Review the data on student attrition from the program to develop systems to better support students to remain in the field of Nutritional Science and provide enhanced instruction in career planning	Partially	Yes	Yes	These issues were addressed in part. The point was made that strict admission standards will address the issue of dropouts. However, the issue of instruction in career planning was not addressed.
Concentrate on a narrower range of research projects to maximize the efforts and strengths of the faculty	Yes	Yes	No	
Establishing a plan for transferring some of the responsibilities for directing the department to multiple faculty members to avoid excessive dependence on	Partially	Yes	Yes	

a single person, currently the department chair, particularly in the area of future directions				
Introduce a mid-term examination and/or additional approaches to student evaluation in those courses for which the final exam represents 90% to 100% of the grade	Unable to evaluate for most courses	Yes	Yes	A number of courses indicated the final grant is based 100% on the final exam. No indication was provided that this has been changed in the courses so noted. Response just included a general comment saying the method of evaluation is broader than final exam. However, of the 4 new course syllabi provided, 2 indicated the 100% of the grade would be determined by the final exam.
Conduct a comprehensive assessment	Yes	Yes	Yes	No indication given as to what the

of all courses, with specific emphases on evaluating potential overlaps and gaps				results were or whether any modifications were made on the basis of the review.
Enrich the teaching and learning environment by taking advantage of technological advances to share resources with other programs, e.g. "electronic" classrooms	Partially	Yes	No	Ongoing process
The department chair should determine whether the process of updating faculty CVs and syllabi has been completed and meets predefined criteria	Yes	Yes	No	Ongoing at the University level

3. Conclusions regarding the implementation of the recommendations. Please include operative recommendations for the continuation of the follow up to be implemented by the institution's administration, department, CHE, PBC, etc.

Considerable progress has been made, however, fundamental issues of course requirements, student evaluation, and introductory course in nutrition remain unaddressed. Please refer to comments in notes section of the table.