

## Doisy College of Health Sciences Program-Level Assessment: Annual Report

Program: BS in Nutrition and Dietetics (BSND) and DPD    Department: Nutrition and Dietetics  
Certificate Program (DPD)  
Degree or Certificate Level: UG    College/School: Doisy College of Health Sciences  
Date (Month/Year): September 2020    Primary Assessment Contact: Whitney Linsenmeyer  
In what year/cycle was the data upon which this report is based collected? 2019-2020  
In what year/cycle was the program's assessment plan most recently reviewed/updated? 2018-2019

### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

PLO #1: Demonstrate effective professional communication in the transmission of food and nutrition information.  
PLO #2: Develop patient-centered care plans that reflect a value for the inherent worth of others.

### 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO #1: DIET 3600 Food Science. Food science research poster.  
PLO #2: DIET 4110 Clinical Practicum Lab I. Patient care plans that address the whole person (spirit, mind, and body).  
No Madrid artifacts were included, no courses were offered on-line, and no courses were at other off-campus locations

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

PLO #1: The DIET 3600 Food Science research posters were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #4). The instructor provided a summary of the graded rubrics; the program director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the 2019-2020 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. Given the transition to a virtual platform in the spring of 2020, the instructor was also asked to explain how this lab-based course, and the research poster in particular, was adapted to a new learning environment.

PLO #2: The DIET 4110 Clinical Practicum Lab I patient care plans for the final week of the semester were evaluated using the assessment rubric (see Assessment Rubric for the Program Evaluation Plan, PLO #1). The assigned graduate assistants provided a summary of the graded rubrics to the instructor; the program director identified the number of students that achieved a ranking of "reinforce" or higher and recorded the data in the 2019-2020 annual assessment report. All student projects were evaluated, which is consistent with the accreditation guidelines for the DPD Program. Given the transition to a virtual platform in the spring of 2020, the instructor was also asked to explain how this clinic-based course, and the patient care forms in particular, were adapted to a new learning environment.

#### 4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

PLO #1: An estimated 100% (13/13) of students earned “reinforce” or higher on the rubric. This exceeded the program target that 85% or more of students would earn “reinforce” or higher on the rubric. The assignment was adapted to a virtual learning environment by using a virtual poster session on Zoom. Students prepared their posters electronically and presented their research projects during a synchronous course meeting.

PLO #2: An estimated 100% (22/22) of students earned “reinforce” or higher on the rubric. An estimated 82% (18/22) earned “mastery.” This exceeded the program target that 85% or more of students would earn “reinforce” or higher on the rubric. The assignment was adapted to a virtual learning environment by simulating telehealth and using the EHR Go software for electronic record review. The graduate assistant assigned to each section acted as the “patient” for the student to interview.

#### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Our findings from the 2019-2020 program assessment indicated that all students met the expectations for the course regarding principles of professional communication (PLO #1) and principles of patient-centered care plans (PLO #2). This is consistent with the accreditation guidelines for the DPD Program where all students are required to meet the student learning outcomes associated with each course; those that do not meet the outcome must be remediated until they are successful.

We further explored PLO #2 given that the majority (82%) of students earned the highest level of achievement on the assessment plan, which is associated with the expectation that the student “integrates principles of patient-centered care into a care plan for a patient.” This item was consistent with the overall course objectives for DIET 4110; therefore, it was expected that students would be successful on this outcome by the end of the course. Given that we evaluated the patient care plans from the last week of the semester for the annual assessment report, it seemed likely that students’ success on this measure evolved throughout the semester. Therefore, we reviewed the average grades on this assignment from the beginning to the end of the fall semester and found that scores improved from an average of 79.5/100 on 9/23/19 to an average of 94.5/100 on 12/2/19. Although the assignment grade differs from the rubric grade, it is likely that rubric scores would have followed a similar pattern if applied throughout the semester. In other words, students made progress on their ability to develop patient-centered care plans throughout the course of the fall semester.

Lastly, DIET 4110 is in a two-semester sequence for the fall and spring. Given the adaptation to a virtual learning environment during the spring 2020 semester, we reviewed the course evaluations for any feedback on how students experienced the shift and how we could improve for the future. This course was adapted by simulating a telehealth environment with EHR Go software. Student comments were generally positive in nature and reflected that we “did the best that we could.” A few students commented that although the telehealth simulation was fine for a few weeks, they would have felt burnt out if they had to do the same method for the whole semester. This course sequence continued in a virtual format for the fall 2020 semester. Therefore, the changes we made for the fall 2020 semester were to: 1) utilize patient actors and allow students to conduct a full nutrition assessment, 2) integrate a post-clinical discussion following the nutrition assessment, and 3) schedule two non-traditional days where we would cover a relevant issue in more depth, such as a nutrition-focused physical exam.

#### 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Results will be shared at a fall 2020 faculty meeting. A plan for implementation, if necessary, will be evaluated with the chair and collective faculty. We will utilize this data to inform our ongoing strategic plan efforts throughout the next three years.

**B.** How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

- |   |                               |  |
|---|-------------------------------|--|
| Changes to the Curriculum or Pedagogies | • Course content              | • Course sequence  |
|   | • Teaching techniques         | • New courses  |
|   | • Improvements in technology  | • Deletion of courses                                    |
|   | • Prerequisites               | • Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan          | • Student learning outcomes   | • Evaluation tools (e.g., rubrics)                       |
|   | • Student artifacts collected | • Data collection methods                                |
|   | • Evaluation process          | • Frequency of data collection                           |

Please describe the actions you are taking as a result of the findings.

Regarding PLO #2, the DIET 4110 course has remained a fully online course for the fall 2020 semester. Thus, the primary action take was a restructuring of this course to integrate new technologies including EHR Go and Zoom Telehealth.

If no changes are being made, please explain why.

NA

**7. Closing the Loop: Review of Previous Assessment Findings and Changes**

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

As described in the 2018-2019 annual report, we added a post-clinical debriefing session where students could discuss the case, identify the providers involved in the patient's healthcare team and their unique roles, and ask questions.

**B.** How has this change/have these changes been assessed?

These changes will be assessed in next year's cycle given the timing of the data collection on the PLOs to collect data every other year.

**C.** What were the findings of the assessment?

The findings from the 2018-2019 annual report were that 76% of students met PLO #4 in DIET 4110, and 100% and 88% of students met PLO #5 in DIET 2080 and DIET 4110, respectively.

**D.** How do you plan to (continue to) use this information moving forward?

Outcomes will be continually reviewed, along with different outcomes required by the specific accrediting body of the DPD program.

**IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.**

**All assignment instructions and rubrics are attached to the Assessment plan.**