

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

Program: MS-ND

Department: Nutrition and Dietetics

Degree or Certificate Level: MS

College/School: **Doisy College of Health Sciences**

Date (Month/Year): September 2020

Primary Assessment Contact: Rabia Rahman/Tricia Austin

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? 2020

1. Student Learning Outcomes

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

The Program Learning Outcomes assessed for the academic year 2019-2020 were #'s 1, 2, 3, 4 and 5.

PLO 1: Students will demonstrate nutrition related, client-centered communication skills.

PLO 2: Students will demonstrate compassion in the nutritional care of clients.

PLO 3: Students will evidence counseling methods to facilitate changes in nutrition-related behaviors

PLO 4: Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

PLO 5: Students will evaluate emerging research for application in nutrition and dietetics practice.

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 5100:** Inter-professional Team Seminar Activity, Critical Reflections

PLO 2: **DIET 5910:** Health Fair Participation, Critical Reflections

PLO 3: **DIET 5910:** Professional Self-Assessment Project, Audio recording, and Critical Reflections

PLO 4: **DIET 5910:** Clinical/Community/Foodservice Rotations, final rotation evaluations
DIET 5130: Post-Clinical Assignment

PLO 5: **DIET 5130:** Debate Project

DIET 5960/5990: Capstone or Thesis Project and Presentation

No Madrid artifacts were included. DIET 5130 moved to online delivery March 2020 due to COVID.

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.

For all PLO's for the 2019-2020 academic year, the Program Director gathered results and data for each respective

artifact. The Program Director reviewed all information for each student. Note: the Program Director is the instructor for the most of the DIET courses from which PLO data was collected for 2019-2020 academic year. For DIET 5960 and DIET 5990, thesis and capstone project chairs evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

PLO 1: Interprofessional Team Seminar Activity, critical reflection. Data from the critical reflection grading rubric (Rubric included in the Assessment Plan) was reviewed for each student for each reflection. Review included demonstration of written and oral communication and the development of critical thinking. (Rubric included in assessment plan).

PLO 2: Health Fair Participation, critical reflection. Data from the critical reflection grading rubric (rubric included in the Assessment Plan) was reviewed for each student for each reflection. Review included demonstration of written communication and the development of critical thinking with respect to the provision of compassionate care to clients.

PLO 3: Professional Self-Assessment Project, critical reflection. The audio recordings were reviewed to ensure inclusiveness of necessary patient information, appropriate communication with the patient, and the utilization of counseling methods to facilitate behavior change. The evaluation was completed utilizing the grading rubric (rubric included in Assessment Plan).

PLO 4:

- 1) Clinical/Community/Foodservice Evaluations. Data from the final rotation evaluations was reviewed. Particular attention was given to specific questions in the evaluation tool that related to professionalism. The evaluation was completed using both the rotation evaluation form and the grading rubric (rubric included in Assessment Plan)
- 2) Post-Clinical Assignment. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as professionalism in their application of patient care.

PLO 5:

- 1) Debate Project. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as their competence in evaluating emerging research as it relates to provision of nutrition-related care.
- 2) Capstone or Thesis Assignment. All graduate students complete either a capstone or a thesis project. The papers/projects/presentations were reviewed and graded utilizing the specific assignment rubrics as well as the rubric included in the Assessment Plan. Papers and presentations were evaluated by the chairs of the capstone or thesis projects. Evaluation included student's ability to demonstrate effective written and oral communication as well as their ability to analyze emerging research in the area of nutrition and dietetics.

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 Results: DIET 5100: An average of 100% (29/29) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 2 Results: DIET 5910: 100% of students (21/21) achieved a ranking of "introduce" or higher on the corresponding

assessment rubric. The goal was exceeded for this PLO.

PLO 3 Results: DIET 5910: 100% of students (21/21) achieved a ranking of “introduce” or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 4 Results:

- 1). DIET 5910: 100% of students (21/21) achieved a ranking of “introduce” or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.
- 2). DIET 5130: 85% of students (18/21) achieved a ranking of “mastery” on the corresponding assessment rubric. The goal was met for this PLO.

PLO 5 Results:

- 1). DIET 5100: An average of 100% (29/29) students achieved a ranking of “introduce” or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.
- 2). DIET 5960/5990: An average of 100% of students achieved a ranking of “reinforce” or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

5. Findings: Interpretations & Conclusions

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

PLO 1: Interprofessional Team Seminar activity. The students enjoyed the activity. The practice with serving as a team member on an interprofessional health care team was helpful in preparation for actual team discourse when they enter clinical rotations. Students were asked to advocate for their specific plan of care for a case patient where they were able to demonstrate client-centered communication skills.

PLO 2: Health Fair Participation, critical reflection. The PLO is measured using students’ critical reflections on their experience while volunteering at various community health fairs. The demonstration of compassion in nutritional care is inferred when students explicitly refer to compassion and empathy in their reflections. Consideration may be given to measuring this PLO using a different activity, perhaps the Professional Self-Assessment Project where students are directly interacting with patients, that interaction is recorded, and then evaluated by the program director. This will allow for a more direct evaluation of compassionate care.

PLO 3: Professional Self Assessment Project. Students enjoy this project. This project entails an audio recorded interaction between the student and a patient during a clinical rotation. This recording is reviewed by the program director who provides feedback to the student. This is a strong project that allows the program director to appropriately assess counseling methods that facilitate changes in nutrition-related behaviors. The majority of students were able to complete this project before they were pulled from rotations due to COVID. The remaining students completed this assignment using Doxy or Zoom where the program director was able to view the video recordings and evaluate the interactions.

PLO 4:

- 1). DIET 5910 Rotation Evaluations. Preceptors are relied upon for their input on student professionalism. Our students are required to complete foodservice, community, and clinical rotations. In collecting feedback from all rotations, the program director is able to assess professionalism in a variety of settings. The preceptors are very invested in the program and are diligent about completing evaluations. The rotation evaluations specifically ask questions related to professionalism.
- 2). DIET 5100/5130: Post-Clinical Project. During this project, students present a patient they cared for during their

clinical rotations providing detailed information about their conversations with the patient, other health care providers, and the nutrition care they provided. The program director is able to assess professionalism in their care of the patient based on these details. This is a strong project that students enjoy. At this time, there are no proposed changes to this project or its evaluation methods.

PLO 5:

- 1). DIET 5100: Debate Project. This project relies primarily on students' ability to evaluate emerging research on a particular topic and advocate for their position during a debate. This project is enjoyed by students, measures the intended PLO so no changes are needed at this time.
- 2). Thesis and Capstone Projects. Based on feedback for DIET 5960 Capstone, changes were made to the project procedure and guidelines. The project was changed from individual to group, and students were placed with specific faculty members based on student preference for a topic. Students were asked to rank order their preference of capstone projects which were provided by faculty. This allowed for a more collaborative pairing. While not measured by the PLO rubrics, feedback from the students was positive. Both Thesis and Capstone Presentations/Defenses took place via Zoom due to COVID. While Thesis students were able to achieve this PLO, COVID did halt many of their research projects so they were unable to collect all the necessary data. However, they were able to evaluate emerging research in the context of the research they were able to complete.

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 with faculty in the fall 2020 semester. Due to COVID, the cessation of student rotations and the quick pivot to online teaching in the Spring of 2020, the sharing of results has been delayed. A plan for implementation, if necessary, will be evaluated with the chair and other faculty.

An evaluation of the Academic Assessment Program Plan will also occur in the Fall of 2020. A review of the artifacts used to measure the PLOs has shown that a further assessment is warranted.

- 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 | <ul style="list-style-type: none">• Course content• Teaching techniques• Improvements in technology• Prerequisites | <ul style="list-style-type: none">• Course sequence• New courses• Deletion of courses• Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | <ul style="list-style-type: none">• Student learning outcomes• Student artifacts collected• Evaluation process | <ul style="list-style-type: none">• Evaluation tools (e.g., rubrics)• Data collection methods• Frequency of data collection |

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

The capstone project used to assess the achievement of PLO 5 was modified based on feedback from students and faculty.

Results on all program activities are continuously monitored for improvement. Consideration for changes have been noted in this report and will be considered along with any ideas/concerns from other faculty.

If no changes are being made, please explain why.

A change in our assessment plan is likely to occur. Currently changes have not been made as we will discuss this as a faculty in the Fall of 2020. We anticipate changes will be made to strengthen our Program Assessment Plan. The main challenge remains that the program has multiple curricular tracks, with very little course overlap (one course that all graduate students take), therefore multiple data points/artifacts are collected for PLOs. Evaluation of the assessment plan will include ways to streamline the data and process.

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?

Changes to the capstone project were implemented due to assessment data.

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

The change to the capstone project was largely assessed using the course evaluations, verbal feedback from students, and feedback from the faculty.

C. What were the findings of the assessment?

The target was met/exceeded with all PLO's. This may point to looking at different outcomes.

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 for the program. Currently, the program enjoys a 100% employment rate and a higher than average credentialing pass rate. To remain in competitive, review will be ongoing.

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.

**Master of Science in Nutrition and Dietetics (MS-ND)
Program Assessment Rubrics**

PLO #1: Demonstrate nutrition-related, client-centered communication skills.

| Unacceptable | Introduce | Reinforce | Mastery |
|--|--|--|--|
| Unable to identify elements of client centered communication | Identifies elements of client-centered communication | Describes the principles of nutrition-related, client-centered communication | Demonstrates nutrition-related, client-centered communication through patient interactions during clinical rotations |

PLO #2: Demonstrate compassion in the nutritional care of clients.

| Unacceptable | Introduce | Reinforce | Mastery |
|--|---|---|--|
| Unable to identify the importance of compassion in the delivery of nutritional care to clients | Identifies importance of compassion in the delivery of nutritional care to clients. | Describes methods that demonstrate compassion when providing nutritional care to clients. | Demonstrates compassion in the provision of nutritional care to clients during a counseling session. |

PLO #3: Evidence counseling methods to facilitate changes in nutrition-related behaviors.

| Unacceptable | Introduce | Reinforce | Mastery |
|---|---|--|---|
| Unable to identify effective counseling methods | Identifies effective counseling methods to facilitate nutrition-related behavior changes. | Describes effective counseling methods to facilitate nutrition-related behavior changes. | Applies effective counseling methods during a counseling session to facilitate nutrition-related behavior changes in clients. |

PLO #4: Demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

| Unacceptable | Introduce | Reinforce | Mastery |
|---|---|---|--|
| Unable to identify the professional attributes of a nutrition and dietetics professional. | Identifies the professional attributes of a nutrition and dietetics professional. | Describes the importance of embodying professional attributes in a variety of settings. | Demonstrates professional attributes fitting of a nutrition and dietetics professional when presenting case patient and interventions. |

PLO #5: Evaluate emerging research for application in nutrition and dietetics practice.

| Unacceptable | Introduce | Reinforce | Mastery |
|---|---|---|---|
| Unable to identify appropriate sources for emerging nutrition research. | Identifies appropriate sources for emerging nutrition research. | Describes research methodology that is the basis for sound evidence-based practice. | Evaluates emerging research from appropriate sources, with strong research methodology, to provide sound evidence-based nutrition care. |