

Program-Level Assessment: Annual Report

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| Program: MS-ND | Department: Nutrition and Dietetics |
| Degree or Certificate Level: MS | College/School: Doisy College of Health Sciences |
| Date (Month/Year): September 2021 | Primary Assessment Contact: Rabia Rahman |
| In what year was the data upon which this report is based collected? 2020-2021 | |
| In what year was the program's assessment plan most recently reviewed/updated? Reviewed August 2021 | |

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 2020-2021 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: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? 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 5480:** HRC Counseling Sessions, Graduate Assistant Evaluation of Student, Student Self-Evaluation

PLO 2: **DIET 5480:** HRC Counseling Sessions, Graduate Assistant Evaluation of Student, Student Self-Evaluation

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 5100/5130: Post-Clinical Assignment

PLO 5: **DIET 5100/ 5130:** Debate Project **Note:** This project was moved from DIET 5130 to DIET 5100. Therefore, artifacts were collected from DIET 5100 not 5130, but they were assessed.

DIET 5960/5990: Capstone or Thesis Project and Presentation

No Madrid artifacts were included. DIET 5480 and 5100/5130 were in-person classes, but some students opted to attend virtually due to COVID concerns.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, 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 2020-2021 academic year, the Program Director gathered results and data for each respective artifact. The Program Director reviewed all information for each student.

For all PLOs associated with **DIET 5480 (PLO 1, 2)**, the course instructor evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

For all PLOs associated with **DIET 5100/5130 and 5910 (3, 4, 5)** the Program Director, who is also the instructor for these courses evaluated the artifacts, documented the results, and assessed that the outcomes were met per the rubric and stated learning outcomes.

For the **PLO (5) 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: HRC Counseling session, GA and Student Self-Evaluation. Data from the HRC Counseling Session GA and Self-Evaluation (Rubric included in the Assessment Plan) was reviewed for each student. Review included demonstration of client-centered oral communication skills and the development of self-reflection. (Rubric included in assessment plan).

PLO 2: HRC Counseling session, GA and Student Self-Evaluation. Data from the HRC Counseling Session GA and Self-Evaluation (Rubric included in the Assessment Plan) was reviewed for each student. Review included demonstration of oral 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.

Note: Some of our PLOs are assessed using multiple projects/artifacts. While all PLOs were assessed during the 2020-2021 cycle, they were not necessarily assessed using multiple artifacts. For example, in our assessment plan, we noted that PLO 1 would be assessed using the IPTS project each year and using the HRC Nutrition Counseling Project in even years. Due to COVID, the IPTS project was not completed. Therefore, PLO 1 was only assessed using the Nutrition Counseling Project. Similarly, PLO 2 which was to be assessed using Health Fair Participation and a critical reflection and the HRC Nutrition Counseling session, was only evaluated using Nutrition Counseling Project.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

NOTE:

The program target identified in the assessment plan, which is the minimum percentage of students able to achieve each PLO at the designated ranking, was established at the College standard rate of 85% or better by the former Dean of the Doisy College of Health Sciences.

PLO 1 Results: DIET 5480: An average of 100% (22/22) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 2 Results: DIET 5480: An average of 100% (22/22) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

PLO 3 Results: DIET 5910: 100% of students (24/24) 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 (24/24) achieved a ranking of “introduce” or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.

2). DIET 5100/5130: 93% of students (26/28) 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% (28/28) 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: HRC Counseling Project. The students’ self-evaluations indicate that they benefit from providing counseling sessions at the Health Resource Center which provides free primary health care services. Working with clients coming from different backgrounds and with different needs was helpful in improving their comfort, but most importantly, for increasing their ability to communicate nutrition information while keeping the clients at the center of their care.

PLO 2: : HRC Counseling Project. As stated above, this experience improves students’ ability to communicate and provide patient-centered compassionate care. The demonstration of compassion in nutritional care is assessed by the graduate assistant who is present at each session and evaluates students directly on the provision of compassionate care. The 2019-2020 assessment cycle highlighted the need for a more direct evaluation of compassionate care which

was only inferred by a critical reflection after participating in community health fairs. The HRC project allows students to be evaluated directly in the provision 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. No changes were made to this project from the prior assessment cycle as it remains a strong project and means to evaluate PLO 3.

PLO 4:

1). DIET 5910 Rotation Evaluations. All students are evaluated after each rotation by their preceptors on site. Preceptors are relied upon for their input on student performance and professionalism. Our students are required to complete rotations in a variety of different settings: clinical, foodservice, and community. In collecting feedback from all rotations, the program director can assess professionalism in a variety of settings. The preceptors are very dedicated and invested in the program and are diligent about completing evaluations which 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 or community 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 and measures the intended PLO. No changes are recommended at this time.

2). Thesis and Capstone Projects. Procedural changes were made prior to the 2019-2020 assessment cycle to this project (described in previous annual reports). While these changes were not substantive with respect to achievement of this SLO, they were considered positive to the overall experience. Both the capstone and thesis projects are designed for students to evaluate emerging research for application in nutrition and dietetics practice. These projects directly measure the intended PLO, therefore no changes are recommended at this time.

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?

The Department of Nutrition and Dietetics has been in the process of creating a strategic plan for the department. This process began in October 2019 with a SWOT analysis and continued into the spring of 2021 with the development of specific strategies to meet our strategic objectives. A component of the intensive strategic planning meeting was to review our curricula, assessment methods, achievement of student and program learning objectives. Assessment of the MS-ND program occurs through two mechanisms annually: assessment required by our accrediting body, and assessment required by the University. Achievement/findings of our program level and learning objectives were aligned and discussed jointly during our strategic planning meetings.

B. How specifically have you decided to use these 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
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

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

While these findings specifically did not identify a need for corrective actions, we will be implementing curricular changes as a result of our strategic planning process which will necessitate some changes to our plan (see below).

If no changes are being made, please explain why.

While no changes have been made directly in response to this assessment cycle, changes to our assessment plan will occur to align with some of our upcoming curricular updates. A continued challenge for assessment of PLOs remains that the program has multiple curricular tracks, with very little course overlap. With only a single course that all graduate students take, multiple data points/artifacts are collected for PLOs. The proposed curricular revisions will require changes in our assessment plan which 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?

The biggest change that our program has implemented as a result of the assessment data remains the revisions to the capstone and thesis process and guidelines.

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, feedback from the faculty and the quality of the student projects.

C. What were the findings of the assessment?

Students were able to meet/exceed the PLOs assessed using this assessment cycle as well as the student learning outcomes required by our accrediting body.

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.