

## 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 2021

Primary Assessment Contact: Rabia Rahman

For all PLOs associated with DIET 5480 (PLO 1, 2),

**4. Data/Results**

What were the results of the assessment of the -

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 (n)-02 26.88 re6 Tc -0.02 o 2TjEM 6.68 DS 6471 B68 by MCID 9 BDC C

