

## Student Outcomes Assessment and Success Report AY2021-22

**Unit/Program Name:** Graduate Coordinated Program in Dietetics \_  
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### Part 1a: Summary of Student Learning Outcomes Assessment

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

a. What learning outcomes did you assess this past year?  If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? <i>Can expand on this in Part 2.</i>
1. Students will be able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patient/clients, internal and external stakeholders, and other health professionals	<p><u>AHS 636</u> To monitor and evaluate patients' signs, symptoms, and the impact of interventions.</p> <p><u>AHS 625</u> To developing nutrition education materials in verbal and written formats.</p> <p>To present nutrition education to various target audiences.</p> <p><u>AHS 631</u> To write, update, and review policies and procedures in food service management. To plan, implement, and evaluate an employee in-service.</p> <p><u>AHS 525</u></p>	<p>90% of the students will "meet" or "exceed" the expectations on the clinical evaluation rubric.</p> <p>90% of the students will earn an 80% or better on nutrition education project.</p> <p>90% of the students will earn an 80% or better on nutrition education rubric.</p> <p>90% of the students will "meet" or "exceed" the expectations on the FSM evaluation rubric.</p>	<p>100% (2/2)</p> <p>100% (2/2)</p> <p>100% (2/2)</p> <p>100% (2/2)</p>	<p>Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations.</p> <p>We modified an assignment that was in the 2018-2019 assessment for this particular learning outcome: a project for AHS 625 that focused on student development of a staff in-service and in-person education. This was completed virtually due to COVID.</p> <p>Additionally, AHS 636, 625, and 631 are supervised practice rotations for our programs and are offered in both clinical and community settings. These rotations moved fully online for the last</p>

	<p>To write a business format letter to the legislator about a current food and nutrition topic.</p> <p><u>AHS 322*</u> To utilize materials, resources, and media when completing and presenting lesson plan. To use motivational counseling techniques while completing counseling project.</p> <p>*Note: undergraduate and graduate students take the same core courses in our Coordinated Program. Core courses include an additional project/assignment for graduate students. For example: AHS 422/625 is our community nutrition supervised practice rotation for both undergraduate and graduate students.</p>	<p>90% of the students will earn 80% of the possible points or better on the letter assignment.</p> <p>90% of the students will earn 80% of the possible points or better on the counseling assignment.</p>	<p>100% (2/2)</p> <p>100% (8/8)</p>	<p>6 weeks of the spring 2020 semester. Students completed mandated hours in the clinical setting for Fall 21 rotations while following COVID Protocols at their sites.</p>
<p>2. 2. Students will be able to assess the nutritional status of individuals, groups and populations of differing life stages and health status using Nutrition Care Process</p>	<p><u>AHS 624</u> To write accurate PES statements.</p> <p><u>AHS 625</u> To conduct diet assessments and client focused education.</p> <p><u>AHS 631</u> To assist/supervise preparation of menus.</p>	<p>90% of the students will “meet” or “exceed” the expectations on the clinical evaluation rubric.</p> <p>90% of the students will “meet” or “exceed” the expectations on the community evaluation rubric.</p> <p>90% of the students will “meet” or “exceed” the</p>	<p>100% (2/2)</p> <p>100% (2/2)</p> <p>100% (2/2)</p>	<p>Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations.</p>

	To use computers and other communication systems at supervised practice site.	expectations on the FSM evaluation rubric. 90% of the students will “meet” or “exceed” the expectations on the FSM evaluation rubric.	100% (2/2)	
3. 3. Students will be able to integrate skills (including using appropriate tools) as entry-level registered dietitians	<u>AHS 636</u> To monitor and evaluate signs, symptoms, and the impact of interventions.	90% of the students will “meet” or “exceed” the expectations on the clinical evaluation rubric.	100% (2/2)	Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations.
	<u>AHS 625</u> To conduct diet assessments and client focused education.	90% of the students will “meet” or “exceed” the expectations on the community evaluation rubric.	100% (2/2)	
	<u>AHS 631</u> To assist/supervise preparation of menus.	90% of the students will “meet” or “exceed” the expectations on the FSM evaluation rubric.	100% (2/2)	
	To use computers and other communication systems at supervised practice site.	90% of the students will “meet” or “exceed” the expectations on the FSM evaluation rubric.	100% (2/2)	
	<u>AHS 322</u> To identify and apply nutrition counseling theories and methods portion of counseling project.	90% of the students will earn 80% of the possible points or better on counseling project.	100% (2/2)	

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.

- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes: Fall 2021 (2)
- 2) Year-to-Year Retention: 100%
- 3) Average time to completion (graduate): 1.9 Years

What worked well in supporting student success this year?

I accepted the role as Program Director at the beginning June of 2021. This resulted in last-minute changes to the course schedule combined with the challenges of moving face-to-face courses, rotations online, or combination of online and face to face due to COVID. Examples of increased flexibility provided to students during this COVID year (+) to support their success include:

- The provision of a variety of alternative experiences (for example; case studies, virtual presentations, creation of YouTube videos, reflective practice, and a fully online internship with a public health department) that students could choose from to fulfill their supervised practice hour requirements for the remainder of the spring 2020 and summer 2020 rotations. Supervised practice hours for the summer 2020 rotation were completely online to allow students the opportunity to remain safe and to work from home. Rotations continued to be a combination of virtual and face to face as sites allowed students to return in fall 2021.
- Extended deadlines for the majority of projects/assignments. Conversion of online projects and assignments.
- The annual required dairy farm tour with the Dairy Association was offered virtually for students based on their feedback. The dairy farm tour was face to face in fall of 2021. Students voted to participate and attend the tour.

What are the most significant opportunities for improvement upon which to focus in the coming year?

- We have had to make substantial changes to our courses and supervised practice rotations, in terms of who is teaching courses and overseeing rotations, due to the change in leadership within our program and department-wide faculty reductions. While this poses a logistical challenge in terms of division of workload and resources, it is also an opportunity for our program to reevaluate our student learning outcomes and long-term goals (within the accreditation mandates) from a fresh perspective.
- Changes to teaching modalities as a direct result of the pandemic have offered us the opportunity to "test" new ways of teaching traditional face-to-face courses. Our program has historically been face-to-face, but we are considering offering more courses online (particularly our graduate courses). The flipped classroom model could potentially work well for some of our upper-level major courses and will be considered a viable option next year with in the Nutrition and Wellness degree option.

- Again, pertaining to the pandemic: we realize how difficult it is to collect assignments and documentation in the “traditional” way (i.e. paper) we are adopting more paper-less strategies: particularly with the use of portfolios and with the return of paperwork from preceptors.

## Part 2: Continuous Quality Improvement

We are in the process of phasing out our current coordinated program in dietetics and as of Spring 2023, we have officially ended our last cohort in the Dietetics program. Currently we are phasing in our BS in Nutrition and Wellness degree program. To ensure a smooth transition with programmatic changes and to facilitate student success, we will aim for the following:

Provide consistent, clear communication with current and potential students regarding the curriculum; expectations of student performance (in and outside of the classroom); RDN examination preparation; and employer expectations of entry-level RDN’s to the final Dietetics cohort.

Consider alternative assignments related to the assessment of student learning outcomes. Due to recent changes in leadership and faculty, our program is in a unique position to reevaluate assessment strategies and benchmarks of success.

We will continue to form mutually beneficial community partnerships with organizations in the Terre Haute area and surrounding communities to promote nutrition education and health promotion. These relationships also provide unique learning opportunities for our students in supervised practice settings within our new Nutrition and Wellness degree.

Stakeholder input is key this coming academic year with the continued support of the Dietetics program and nutrition and wellness placement needs. We utilized more in-depth discussion pertaining to implementation of the BS in Nutrition and Wellness programs and the closing of the dietetics program with the chair and faculty in our department at the beginning of the spring and Fall 2021 semester.

## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: Grad Coordinated Dietetics Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Data from multiple assignments across multiple courses supports insights into student achievement for each learning outcome. Student performances include relevant professional activities and clinical experiences, and demonstrate how learning across outcomes is integrated.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>I cannot infer from the description of the rubrics and the student data whether the data represents a composite score on the rubric or scores for individual rubric items that align independently to specific LOs, mostly because assignments that are used for multiple LOs (which is great &amp; typical when using really good assignments) share the same results. Doing the later ensures the accuracy of the data and the insights that can be drawn.</p>	Mature-Exemplary

<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	It seems evident that assessment is a shared activity, but there is not enough information to determine	Developing – but this is a likely a result of the program being phased out

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