Student Outcomes Assessment and Success Report AY2019-20   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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

NOTE: If data from Spring 2020 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? *Can expand on this in Part 2.*
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	AHS 636 To monitor and evaluate patients' signs, symptoms, and the impact of interventions. AHS 625 To developing nutrition education materials in verbal and written formats. To present nutrition education to various target audiences. AHS 631 To write, update, and review policies and procedures in food service management. To plan, implement, and evaluate an employee in-service.	90% of the students will "meet" or "exceed" the expectations on the clinical evaluation rubric. 90% of the students will earn an 80% or better on nutrition education project. 90% of the students will earn an 80% or better on nutrition education rubric. 90% of the students will "meet" or "exceed" the expectations on the FSM evaluation rubric.	100% (6/6) 100% (8/8) 100% (8/8) 100% (6/6)	Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations. 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. Additionally, AHS 636, 625, and 631 are supervised practice rotations for our programs and are offered in both clinical and community settings. These rotations

	AHS 525 To write a business format letter to the legislator about a current food and nutrition topic.	90% of the students will earn 80% of the possible points or better on the letter assignment.	100% (8/8)	moved fully online for the last 6 weeks of the spring 2020 semester. Students completed mandated hours remotely.
	AHS 322* To utilize materials, resources, and media when completing and presenting lesson plan. To use motivational counseling techniques while completing counseling project. *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.	90% of the students will earn 80% of the possible points or better on the counseling assignment.	100% (8/8)	
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	AHS 624 To write accurate PES statements.	90% of the students will "meet" or "exceed" the expectations on the clinical evaluation rubric.	100% (6/6)	Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations.
	AHS 625 To conduct diet assessments and client focused education.	90% of the students will "meet" or "exceed" the expectations on the community evaluation rubric.	100% (8/8)	
	AHS 631	90% of the students will "meet" or "exceed" the	100% (6/6)	

		expectations on the FSM evaluation rubric.		
	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% (6/6)	
3. Students will be able to integrate skills (including using appropriate tools) as entry-level registered dietitians	AHS 636 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% (6/6)	Students exceeded assessment benchmarks for all assignments. We will plan to keep the existing assignments and associated expectations.
	AHS 625 To conduct diet assessments and client focused education.	90% of the students will "meet" or "exceed" the expectations on the community evaluation rubric.	100% (8/8)	
	AHS 631 To assist/supervise preparation of menus.	90% of the students will "meet" or "exceed" the expectations on the FSM evaluation rubric.	100% (6/6)	
	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% (6/6)	
	AHS 322 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% (8/8)	

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: 2019 (6), 2020 (8)
2) Year-to-Year Retention: 100%
3) Average time to completion (graduate): 1.9 years

What worked well in supporting student success this year?

- Flexibility! I accepted a new role as Program Director at the beginning of 2020. This resulted in last-minute changes to the course schedule combined with the challenges of moving face-to-face courses and rotations online due to COVID. Examples of increased flexibility provided to students this past 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.
  - Extended deadlines for the majority of projects/assignments.
  - The annual required dairy farm tour with the Dairy Association was offered virtually for students based on their feedback.

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 major courses and will be considered a viable option next year.
- Again, pertaining to the pandemic: we realize how difficult it is to collect assignments and documentation in the "traditional" way (i.e. paper) and are considering adopting more paper-less strategies: particularly with the use of portfolios and with the application process to the program.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs
N/A

Part 2: Continuous Quality Improvement

We are in the process of phasing out our current coordinated program model and as of fall 2020, we have officially started our Accelerated Dietetics (4+1) program as well as a 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.

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.

Stakeholder input is key this coming academic year with the curricular changes. Due to the circumstances surrounding the pandemic, we did not attempt to hold our annual stakeholders meeting. We will do this in either summer 2021 or the fall 2021 semester. We will also set aside time for a more in-depth discussion pertaining to implementation and assessment of the 4+1 and BS in Nutrition and Wellness programs with faculty in our department at the beginning of the spring 2021 semester.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: MS Coordinated Dietetics	Overall Rating: Mature (2.69/3.00)
Strengths	Recommendations
- Learning outcomes are clear, specific, and measureable. - Data is taken from multiple measures throughout the curriculum to provide broad-based evidence of student learning achievement through a variety of demonstrations. Measures include hands-on and problem-based learning that reflects actual professional practices in which students will engage. - Expectations of student performance are clear and appropriate. It is clearly noted in many cases that student work is evaluated using rubrics. - Actual results are reported clearly for each measure. - Good notes are provided about assignment, assessment, communication, and curricular modifications due to COVID-19 and their impact on the overall plan. - Good information is provided about upcoming program changes and the action plans for supporting these changes while maintaining high standards for student learning and career preparation. - Clear plans are provided for eventual sharing of results despite the pandemic's effect on communication.	- Be sure to demonstrate alignment between learning outcomes and the graduate student learning outcomes (they can be found here: https://www.indstate.edu/assessment/learning-outcomes-library). This is probably even more important than usual since your outcomes for undergrads and grad students seem to be the same, including many of the assignments that are used. I'm assuming this is part of the rationale for the change from the coordinated program to the 4+1 accelerated program. - In many cases it is noted that a rubric is used for evaluation, and I assume these project-based rubrics are broken out by dimensions that align with the outcomes for assessment by the way they are described. Is it safe to assume that many other assignments without information are also evaluated this way, or were other tools used (checklists, performance evaluations, etc). - Since rubrics are used, consider reporting the data by score on the rubric. This seems less impactful since your students are scoring so high and consistently meeting the expectations, but it can help you see if students are consistently exceeding these expectations in large numbers – it may be a conversation starter for how to keep engaging these students at high and rigorous levels. - Feel free to reach out if you would like any support or 3rd party review of any assessment plans or items you develop for the upcoming change in curriculum.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No *(program)* learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis.	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. *(in limited cases – see recommendations)* Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	**□ Exemplary**	**□ Mature**	**□ Developing**	**□ Undeveloped**

Please see reviewer notes for more details.