

Program-Level Assessment: *Annual Report*

Program(s): **BS in Nutrition and Dietetics (BSND)-Didactic Program in Dietetics [DPD]**

Department: **Nutrition and Dietetics**

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

Date: **10/12/18**

Primary Assessment Contact: **Amy Moore**

1. Which program student learning outcomes were assessed in this annual assessment cycle?

PLO#1 Spring 2018: Demonstrate effective professional communication in the transmission of food and nutrition information.

PLO#2 Spring 2018: Demonstrate the ability to develop patient-centered care plans that reflect a value for the inherent worth of others.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

PLO #1: DIET 3600 Food Science research poster.

PLO #2: DIET 4110 Clinical Practicum patient care plans.

No Madrid student artifacts included.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

For each PLO the assessment method was discussed in faculty meeting. The program director emailed the individual faculty for data at the conclusion of the semester.

PLO #1 and PLO#2: This data was collected by the course instructor and submitted to the program director.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

PLO #1: A review of data from the DIET 3600 Food Science research poster indicates that 5 students achieved “mastery” level and 2 students achieved “reinforce” level for the PLO indicated. This evidence shows that the program met the benchmark of “an average of

85% will achieve a ranking of 'reinforce' or higher on the corresponding assignment".

PLO#2: A review of data from DIET 4100 found that 13/17 of students achieved "master" level for PLO #2 by achieving an average of 90% or higher on their completed patient care plans.

4/17 of students achieved "reinforce" level for PLO #2 by achieving an average of 85% or higher on their completed patient care plans. This evidence shows that the program met the benchmark of "An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric".

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Results will be discussed at the December 2018 faculty retreat to evaluate if, based on the results of this in conjunction with other evaluations of learning outcomes, the department needs to adjust pedagogy, curriculum design or our assessment plan.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

This is the first year of data collection on these specific PLOs. This data will be discussed at the May retreat in addition to PLOs collected at the conclusion of the Fall semester. The department will follow-up and determine if changes are needed.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

PLO #1 - Demonstrate effective professional communication in the transmission of food and nutrition information.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify the importance of professional communication	Identifies importance of professional communication.	Explains principles of professional communication.	Demonstrates professional communication skills.
PLO #2 - Demonstrate the ability to develop patient-centered care plans that reflect a value for the inherent worth of others.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify elements of patient-centered care or the inherent worth of others.	Identifies elements of patient-centered care or the inherent worth of others relevant to the assignment.	Explains principles of patient-centered care plans.	Integrates principles patient-centered care into a care plan for a patient.
PLO #3 – Demonstrate nutrition education methods to facilitate diet changes in diverse populations.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify nutrition education methods used to facilitate diet change.	Identifies nutrition education methods used for the delivery of information to diverse populations.	Describes nutrition education methods appropriate for delivery of information to diverse populations.	Delivers nutrition education or counseling to a patient using behavior change principles appropriate to the patient's culture.
PLO #4 – Articulate the value of nutrition and dietetics professionals in an interprofessional care context.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify roles of the nutrition and dietetics professional when working in interprofessional teams.	Identifies the roles of the nutrition and dietetics professional when working in interprofessional teams.	Describes the outcomes of the nutrition and dietetics professional when working in interprofessional teams.	Explains the value of the nutrition and dietetics professional when working in interprofessional teams.
PLO #5 – Evidence the proper use of professional literature to make evidence-based nutrition care decisions.			
	Introduce	Reinforce	Mastery
Unable to identify appropriate sources for	Identifies appropriate sources for citations in	Determines suitability of information from sources used for professional	Synthesizes information from appropriate sources for evidence-

PLO #1 - Demonstrate effective professional communication in the transmission of food and nutrition information.			
Unacceptable	Introduce	Reinforce	Mastery
citations in professional writing.	professional writing to defend a decision.	writing to make decisions.	based decisions.