SAINT LOUIS UNIVERSITY.

Program-Level Assessment: *Annual Report*

Program(s): MS-ND

Department:Nutrition and Dietetics

College/School:Doisy College of Health Sciences

Date: 11/05/;18

Primary Assessment Contact: Rabia Rahman

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

> **PLO #4: Demonstrate professional attributes of a nutrition and dietetics' professional in a variety of settings.**
>
> _____
>
> **PLO # 5: Evaluate emerging research for application in nutrition and dietetics practice.**

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

> Artifacts were collected for the 2017-2018 academic year per the program-level assessment plan.
>
> **PLO # 4:** Diet 5100/5130: Post-Clinical and Case Study Presentation
>
> _____
>
> **PLO #5:** Diet 5960 Capstone Project, Diet 5990 Thesis Project
>
>
> No Madrid artifacts were 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.

> Rubrics corresponding to the student learning outcomes of interest were used to evaluate accomplishment of the outcomes (attached).
>
> **PLO #4:** Course instructors evaluated the artifacts for Diet 5100/5130, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.
>
> _____
>
> **PLO #5:** Capstone and Thesis Project chairs evaluated the artifacts for Diet 5960 and Diet 5990, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

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.

> Findings indicate that the students achieved higher than the minimum acceptable ranking of knowledge/comprehension. Further, there is strong evidence that most students are ranking at the "mastery" level. Students presenting their post-clinical patient not only described professional attributes but demonstrated them in their care of the specific patient. Additionally, students describing their capstone and thesis projects could evaluate emerging research appropriately to strengthen the provision of evidence-based nutrition care/services. The evidence shows that the program exceeded the benchmark of "an average of 85% will achieve a ranking of 'reinforce' or higher on the corresponding assignment".
>
> PLO # 4: An average of **92%** of students ranked at "mastery" in Diet 5100/5130 using corresponding assessment rubric, exceeding the program target of 85%.
>
> PLO #5: 100% of students met the target of achieving a ranking of "reinforce" or higher on the corresponding assessment rubric. Sixty-seven percent of students achieved a ranking of "mastery"

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?

> Our analysis suggested that no changes are necessary to either our pedagogy or curriculum design as we exceeded our benchmarks.
>
> **PLO 4:** No change needed. **92%** of students achieved a ranking of "mastery" using the corresponding rubric. We will continue to stress the importance of professionalism and help foster professional attributes among our students.
>
> **PLO #5:** No change needed. **100%** of students achieved "mastery" using the corresponding rubric. We will continue to reinforce the importance of using strong scientific research for application in nutrition and dietetics practice.

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 was our first year implementing these PLO's. Therefore, another assessment cycle is needed to evaluate necessary changes.

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

Rubrics for PLO #4 and PLO #5

PLO #4: Demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.			
Unacceptable	**Introduce**	**Reinforce**	**Mastery**
Unable to identify the professional attributes of a nutrition and dietetics professional.	Identifies the professional attributes of a nutrition and dietetics professional.	Describes the importance of embodying professional attributes in a variety of settings.	Demonstrates professional attributes fitting of a nutrition and dietetics professional when presenting case patient and interventions.

PLO #5: Evaluate emerging research for application in nutrition and dietetics practice.			
Unacceptable	**Introduce**	**Reinforce**	**Mastery**
Unable to identify appropriate sources for emerging nutrition research.	Identifies appropriate sources for emerging nutrition research.	Describes research methodology that is the basis for sound evidence-based practice.	Evaluates emerging research from appropriate sources, with strong research methodology, to provide sound evidence-based nutrition care.