

Degree: BS Nutrition 2023-2024 Assessment Plan		
	<b>Student Learning Outcome #1</b>	Students in the DPD program will understand the role nutritional genomics plays in health and disease.  SLO#1 is included in ACEND's RDN Core Knowledge Assessment: Describe the concepts of nutritional genomics and how they relate to medical nutrition therapy, health, and disease.
PLAN	<b>Assessment Method(s)</b>	<b>NUTR 3320: Advanced Nutrition-</b> an upper-level Nutrition-Dietetics course, nutrition/dietetics requires students to read Highlight 6 "Nutritional Genomics" in their course textbook and participate in/view a one-hour instructional webinar over "Nutritional Genomics". <b>Rationale:</b> Nutrition-Dietetic students are required to show proficiency in the ability to describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health, and disease. <b>Assessment Method:</b> 10-question quiz.
	<b>Proficiency</b>	Correctly answering 7 out of 10 questions on the quiz relating to Nutritional Genomics
DO	<b>Benchmark</b>	80% of students will score at least 70% on the quiz relating to Nutritional Genomics.
	<b>Results of Assessment</b>	89% (16 out of 18) of students scored at least 70% or higher on the quiz relating to Nutritional Genomics.
STU	<b>Analysis of Results</b>	Goal met.

**Commented [JR1]:** SLOs need to be written in "student" centered language, such as "students in the nutrition program will understand..." etc.

**Commented [KM2R1]:** I have updated the wording to be "student" centered language. I did not change the wording for ACEND's RDN Core Knowledge Assessment as I am not allowed to change ACEND's wording. ACEND is the organization that accredits our DPD program.

**Commented [JR3]:** Will need a 2<sup>nd</sup> assessment measure, at least one of two measures needs to be direct measures of student learning, one can be indirect (exit surveys, etc).

**Commented [KM4R3]:** Completed.

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ACT	Improvement Plan for 2024-2025	<p>A second assessment method is being added for the 2024-2025 Academic Year.</p> <p><b>Assessment Methods:</b></p> <ol style="list-style-type: none"> <li>1. NUTR 3320: Advanced Nutrition- 80% of students will score at least 80% on the quiz relating to Nutritional Genomics</li> <li>2. NUTR 4300: Medical Nutrition Therapy I- 80% of students will score 80% or higher on a 10-question quiz relating to Nutritional Genomics (students will listen to a Podcast relating to Nutritional Genomics). (new for academic year 2024-2025)</li> </ol>



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	<b>Student Learning Outcome #2</b>	<p>Students in the DPD program will be able to identify health care sectors in the United States and discuss the impact of health care policy in the US Healthcare System.</p> <p>SLO#2 is included in ACEND's RDN Core Knowledge Assessment: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.</p>
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p><b>NUTR 3328: Community Nutrition</b>- an upper-level Nutrition-Dietetics course, nutrition/dietetics requires students to view a 10-minute video "The Structure and Cost of US Healthcare: Crash Course Sociology #44" and then participate in a discussion board. Their initial post must address three different health care sectors in the U.S., give examples of the Five A's of Health Care Access, and discuss how understanding health care systems and policies is essential to the work of the dietitian/nutritionists, the impact that a lack of health care access has on nutritional health, possible solutions to the lack of health care access in the U.S. and personal thoughts on why politicians are reluctant to take action to ensure all Americans have access to basic health care. They are then required to read their peers' initial post and respond to at least two peers with a meaningful response that promotes further discussion of the topic. <b>Rationale:</b> Nutrition-Dietetic students are required to show proficiency in the ability to discuss the impact of health care policy and different health care delivery systems on food and nutrition services. <b>Assessment Method:</b> A graded rubric will be used to collect data which will assess quality of content for both the initial post and two follow-up posts.</p>
	<b>Proficiency</b>	<p>A score of 21 out of 30 possible points on the grading rubric will be considered "proficiency" of the knowledge requirement.</p>
<b>DO</b>	<b>Benchmark</b>	<p>80% of students will score at least 70% on the Discussion Board: US Healthcare Systems and Policies.</p>

	<b>Results of Assessment</b>	95% (157 out of 166) of students scored 70% or higher on the Discussion Board: US Healthcare Systems and Policies.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Goal met.
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p><b>A second assessment method is being added for the 2024-2025 Academic Year.</b></p> <p><b>Assessment Methods:</b></p> <ol style="list-style-type: none"> <li>1. NUTR 3328: 80% of students will score at least 90% on the Discussion Board: US Healthcare Systems and Policies</li> <li>2. NUTR 3328: 80% of students will score at least 80% on a 10-question quiz The Structure and Cost of US Health Care: Crash Course Sociology #44. (new for academic year 2024-2025)</li> </ol>

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	<b>Student Learning Outcome #3</b>	<p>Students in the DPD program will be able to read and interpret “Code of Ethics for the Nutrition and Dietetics Profession” published by the Academy of Nutrition and Dietetics.</p> <p>SLO#3 is included in ACEND’s RDN Core Knowledge Assessment: Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.</p>
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p><b>NUTR 4300: Medical Nutrition Therapy I-</b> an upper-level Nutrition-Dietetics course, nutrition/dietetics students are provided the document “Code of Ethics for the Nutrition and Dietetics Profession” published by the Academy of Nutrition and Dietetics and asked to read the document before coming to class lecture. Students are also provided a slide deck published by the Academy titled “The Academy/CDR Code of Ethics for the Nutrition Dietetics Profession” and are asked to review the slide deck prior to class lecture. During class lecture, the documents are reviewed as a class discussion. The Code of Ethics is divided into 4 principles (non-maleficence, autonomy, beneficence, and justice) and 32 standards. During class lecture, as a class activity, students work in groups to answer questions that pertain to a variety of case scenarios and the Code of Ethics. With this activity, sample scenarios are provided in which the students are to determine if each scenario presents an ethical issue, identify which principle(s) of the Code of Ethics relate to the case scenario and how/why, which standards are applicable, and identify key points in each scenario to consider. After students have time to discuss each case scenario, we review their answers as a class discussion. <b>Rationale:</b> Nutrition-Dietetic students are required to show proficiency in the ability to describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics. <b>Assessment Method:</b> Completion of a 10-question Continuing Professional Educational Unit (CPEU) quiz on “The Scope of Practice”.</p>

	<b>Proficiency</b>	A score of 80 or higher on the CPEU quiz will be considered “proficiency” of the knowledge requirement.
<b>DO</b>	<b>Benchmark</b>	80% of students will score at least 80% on the CPEU quiz “The Scope of Practice”.
	<b>Results of Assessment</b>	90% (9 out of 10) of students scored at least 80% or higher on the CPEU quiz “The Scope of Practice”.
<b>S T U D Y</b>	<b>Analysis of Results</b>	This was the first semester covering Code of Ethics and Scope of Practice in this new format. Students were provided documents to read prior to class lecture. Class lecture focused on Code of Ethics and Scope of Practice. At the end of lecture, students worked in groups to identify key points that needed to be considered, determine rather each case scenarios were considered “ethical” and identify which standards applied. Students then completed a continuing professional education (CPEU) regarding Code of Ethics. Students did great identifying key points to consider with each case scenario, however they struggled, at first, trying to identify standards and principles, as outlined in the Code of Ethics, for each case scenario but once the activity continued, students gained a better understanding and performance improved.

ACT	Improvement Plan for 2024-2025	<p>A second assessment method is being added for the 2024-2025 Academic Year.</p> <p><b>Assessment Methods:</b></p> <ol style="list-style-type: none"> <li>1. NUTR 4300: In class completion of a 10-question Continuing Professional Educational Unit (CPEU) quiz on “The Scope of Practice”. (already in practice)</li> <li>2. Students will complete the “Scope and Standards of Practice” learning module on the Commission on Dietetic Registration’s (CDRs) website by reading the module, scoring an 80 or higher on the Scope and Standards of Practice Learning Module Quiz and submitting a Certificate of Completion. (new for academic year 2024-2025)</li> </ol>
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