# **Insert Academic Degree Name Here**

### **Annual Program Report Template**

Year:	2022-2023
Program:	MS in Nutrition
Contact Person (include email & phone#)	Amy Shows arshows@lamar.edu 7962

## **Summary of Continuous Improvement Efforts since Last Report**

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

## Respond here:

The data demonstrate students continue to struggle with writing professionally and technically. Improving scores in this area so students move closer to the achievement target is needed since written communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics. The template developed in the 2021-22 cycle for students to use in writing the research proposal will continue to be a valuable course tool since it resulted in an improved score for the "format" section of the grading rubric. In the 2022-23 cycle, using instructional webinars and videos, focus was placed on assisting students in interpreting and evaluating current literature as they work on the literature review portion of the assignment because this is an area of challenge. This will continue to occur. In addition, in the 2023-24 cycle, a discussion assignment will be developed and incorporated where students submit a detailed outline of the literature review; instructor feedback will be provided prior to students writing the literature review. Also, the course will be offered twice a year (rather than only once) allowing for two data collection points (from the Summer and Spring sessions).

The data also demonstrate students can apply a wide variety of evidence-based resources into a professional presentation. The achievement target was met in both the 2021-22 and 2022-23 cycles. In addition, there was improvement from 2021-22 (84% met the target) to 2022-23 (89% met the target). Because oral communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics, a new, but similar target will be measured in the 2023-24 cycle. This target will occur int eh Nutrition Capstone course with and will be set with a more rigorous achievement expectation. Finally, the data from the 2022-23 cycle demonstrate students can develop a professional portfolio showcasing skills and work developed during the MS in Nutrition program reflecting marketable skills in the field of Nutrition and Dietetics. While data from the 2021-22 cycle revealed improvement in this area, it was only in the 2022-23 cycle that the target was met. The same target will be kept for the 2023-24 cycle because 2022-23 was the first year the target was met.

Program goals of the MS in Nutrition provide students opportunities to:

- 1. Interpret and evaluate current nutrition literature.
- 2. Increase cultural competence to integrate healthy food choices into diverse food patterns.
- 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutrition needs.
- 4. Develop marketable and lifelong learning skills.

Data support students continue to struggle with professional/technical writing. Data also suggest students can apply a wide variety of evidence-based resources into a professional presentation. Finally, the data demonstrate students are improving in the skill of developing a professional portfolio.

Program progress has been made through 1) the implementation of additional instruction regarding writing literature reviews in the Nutrition Research course webinars; and 2) the introduction of more online platforms for students to choose from in developing the professional portfolio. The 2023-2024 year allows for

additional data sets for monitoring and assessments in the Nutrition Research regarding technical writing; in the Nutrition Capstone course regarding skills in developing a professional portfolio; and begins a new set of monitoring and assessment in the Nutrition Capstone course (rather than the Food, Culture & Health course) regarding professional presentation skills.

## **Program Highlights Since Last Report**

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

No courses have been deleted since the last report.

However, our MS in Nutrition program now has two concentrations: Applied Nutrition and Sports Nutrition. Two of the previous SLO and targets (SLO/Target 1 [regarding professional writing]; and SLO/Target 3 [regarding skills in developing a professional portfolio are required by students in both concentrations and will remain as targets for monitoring and assessments.

SLO/Target 2 (regarding professional communication skills) was previously measured in NUTR 5350-Food, Culture & Health. This course is no longer required by students in both concentrations. However, nutrition faculty members agree the assessment is needed in our field. Therefore, a similar, but new SLO/Target 2 will be measured in the 2023-24 cycle – this will occur in the NUTR 5389-Nutrition Capstone, which is required by students in both concentrations:

- (New) Program Student Learning Outcome 2: Professional Presentation Graduate students in NUTR 5389, Nutrition Capstone, will provide a professional audio presentation using appropriate evidence-based nutrition guidelines. Rationale: This objective is measured to meet the program goal of evaluating and presenting appropriate nutrition guidelines to individuals with unique nutrition needs.
- Assessment Measure Professional Presentation Nutrition graduate students in NUTR 5389, Nutrition Capstone, will present a professional presentation
  using evidence-based practice. The audio presentation will be delivered to an audience of peers and faculty. Rationale: Program faculty believe oral
  communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics. A rubric will be used for measuring
  professional presentation skills in NUTR 5389, Nutrition Capstone.
- Assessment Method/Location (Methodology): Data for this outcome will be collected following completion of each semester. The course is offered three
  semesters per academic year. An assignment rubric will be utilized to collect the data on the professional portfolio. The Program Coordinator will review
  rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes.
- Achievement Targets: 90% of nutrition majors in NUTR 5389 will score at least 85% on the Professional Audio Presentation assignment. Rationale:
   Program faculty believe 90% of graduate students scoring at least 85% on the professional presentation is a rigorous target.

Three new courses were added in the Sports Nutrition concentration:

- KINT 5337 Sport Supplements & Ergogenic Aids
- KINT 5340 Scientific Basis of Exercise
- KINT 5344 Strength & Conditioning

Finally, beginning with the 2023-24 cycle, data from SLO 1 will be collected twice (once in the summer and once in the spring) since the Nutrition Research course (NUTR 5303) is now offered twice a year.

Commented [JAR1]: Good evidence of curricular change

**Commented [JAR2]:** New assessment for SLO to reflect new curriculum

Commented [JAR3]: Course additions.

Do not fill out TABLE 1 or 2. The information you entered in Smartsheet will be copied by someone on our team.

Table 1. Assessment Results and Analyses for Current Cycle.

Program goals of the MS in Nutrition provide students to:	STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Program goals of the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food present appropriate to individuals with unique nutritional needs. 3. Evaluate and present appropriate to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  Non  Research Process Graduate students in NUTR 5303, Nutrition Research, will develop a competence to integrate healthy food choices into diverse food paraketable and lifelong learning skills.  Outcome 1: Research Process Graduate students in NUTR process Graduate students in NUTR 5303, Nutrition Research, will develop a competence to integrate healthy food choices into diverse food parts the program goal that program graduates will be able to interpret and evaluate nutrition and present appropriate on the following correct writing skills are an important skill for our graduates to succeed a least signoment. Thus, only 42% of the students in vertice of the measure research writing skills are an important skill for our graduates to succeed with unique nutritional needs.  4. Develop marketable and lifelong learning skills.	Departmental	Program Student	Assessment	Assessment	Benchmark	Data Results	Actions/Goals Based on Data
Program goals of the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food patterns. 3. Evaluate and present appropriate mutrition alterns. 4. Develop marketable and lifelong learning skills.  Program goals of the MS in Nutrition Process Graduate students in NUTR S303, Nutrition nutrition of the Spring skills (Rubric for measuring research will garden and lifelong learning skills.  Program goals of the MS in Nutrition Process Graduate students in NUTR S303, Nutrition outcome will be able to interpret and evaluate nutrition already to measure research writing skills.  Program goals of the MS in Nutrition Process Graduate students in NUTR S303, Nutrition a professional paper using evidence-based professional program graduates will be able to interpret and evaluate nutrition or diverse food particle. Rationale: This objective is measured to meet the program graduates will be able to interpret and evaluate nutrition or diverse food particle. Rationale: The professional program graduates will be able to interpret and evaluate nutrition and present appropriate writing skills in a writing skills.  Professional paper using evidence-based professional writing intensive completed the program graduates will be able to interpret and evaluate nutrition and program graduates will be able to interpret and evaluate nutrition and present appropriate writing skills in a writing intensive to measure research writing skills are an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students sourced professionally in the field of Nutrition and instructional webinary and following or rect writing skills are an instructional webinary and fo	Student Learning	Learning Outcome		Method/Locati	Expectations		Results* What do the data tell
Program goals of the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to individuals with untrition al present appropriate nutrition al research literature. 3. Evaluate and present appropriate nutritition al untrition al research literature. 4. Develop marketable and lifelong learning skills.  Program goals of the MS in Nutrition Process Graduate Process Oraduate Process Outcome will be collected Gollowing Outcome 1: Research Process Oraduate Process Outcome will be collected Sudents in Nutrition Only 36 of 90 Students scored Some parts of the professional Propressional Some parts of the professional Nutrition Nutrition Nutrition Nutrition Research, will Some parts of the professional Propressional Some parts of the professional Propressional Some parts of the professional Nutrition Nutrition Nutrition Research, will score at least some on the Research Proposal assignment. Thus, only 42% of the students socored at least sudents scoring assignment. Thus, only 42% of the students oradiates of students in Nutrition and paper improved (i.e. the overall ormat and use of APA). Professional Propressional Proposal Assignment. Thus, only 42% of the students oradiates of students oradiate	Goal			on			you? How will you use this
Program goals of the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to individuals with program goal that program goal							data? How were data from the
Program goals of the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to individuals with patterns. 3. Evaluate and present appropriate nutrition glidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  Were the results of those changes?  A total of 90 students outcome will be students in NUTR 5303, Nutrition autonome will be students in NUTR 5303, Nutrition outcome will be collected process Graduate students in NUTR 5303, Nutrition and use of APA).  Process Graduate students in NUTR 5303, Nutrition appropriate students in NUTR 5303, Nutrition appropriate with particular and program graduates will be able to interpret and evaluate nutrition and needs. 4. Develop marketable and lifelong learning skills.  Process Graduate students in NUTR 5303, Nutrition outcome will be collected following outcome will be students in NUTR 5303, Nutrition outcome will be collected following outcome will be students in NUTR 5303, Nutrition and use of APA).  Research, will develop a professional paper untrition diverse food parctice. Rationale:  This objective is measured to meet the program graduates will be able to interpret and evaluate nutrition research writing skills in a writing skills in a writing skills in a writing intensive course. Data for this outcome will be students in NUTR 5303, NUTR 5303, NUTR 5303, NUTR 5303, Nutrition and use of APA).  Research, will develop a professional paper untrition of lollowing or hoper and use of APA).  Research, will develop a professional paper untrition singe widence-based practice. Rationale:  This objective is measured to meet the program graduates writing skills in a writing skills in a writing skills in a writing intensive course. Data for this collected following outcome will be used for unseasuring research writing skills are an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, stude							last cycle used to make changes
Program goals of the MS in Nutrition provide students opportunities to:  I. Interpret and evaluate current nutrition literature.  2. Increase cultural competence to integrate healthy food choices into diverse food patterns.  3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  Process Graduate Process Nutrition Process Graduate Students in NUTR So30, Nutrition Collected Nutrition outcome will be collected following students in NUTR So30, Nutrition collected following students in NUTR So30, Nutrition graduate swill develop a professional paper using evidence-based program graduates will be able to interpret and evaluate nutrition guidelines on individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  Process Graduate Process Nutrition Collected following cornect will be used for measuring research witting skills are important for our graduates to succeed saddressed synthesizing literature review section. While an important still for our graduates to succeed source out of the students soring at least 80% on the Research Proposal assignment.  Research, will develop a professional paper using evidence-based professionally and following correct writing professionally and following students in NUTR S303, Nutrition Collected following cornel to students or sudents completed the assignment. Only 38 of 90 students completed the assignment. Only 38 of 90 students scored at least 80% on the Proposal assignment. Thus, only 42% of the students cornel to measuring research writing skills (Rubric for Vor professional) professional profession							during this cycle, and What
Program goals of the MS in Nutrition provide students in NUTR process Graduate students in NUTR process Graduate students in NUTR process or aduate processional paper improved (i.e. the overall outcome will be assignment. Nutrition assignment.  In the Spring stills in a program graduates will be able to interpret and evaluate nutrition presearch writing paterns.  In the Spring stills in a program graduates will be able to interpret and evaluate nutrition presearch writing skills.  In the Spring still strain the students in NUTR \$5303, Nutrition assignment.  Research, will sevelop are using evidence-based practice. Rationale: This objective is measured to meet the program graduates will be able to interpret and evaluate nutrition program graduates will be able to interpret and evaluate nutrition presearch writing skills in a program graduates will be able to interpret and evaluate nutrition program graduates will be able to interpret and evaluate nutrition program graduates will be able to interpret and evaluate nutrition program graduates will be able to interpret and evaluate nutritio							were the results of those
the MS in Nutrition provide students opportunities to: 1. Interpret and evaluate current outrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food parsent appropriate nutrition guidelines to individuals with unique nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  Process Graduate students in NUTR 5303, Nutrition necessor, will develop a professional paper using evidence-based practice. Rationale: the program goal that program goa							changes?
students opportunities to: 1. Interpret and evaluate current outrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  Students in NUTR 5303, Nutrition graduate students in NUTR 5303, Nutrition graduate students in NUTR 5303, Nutrition completion of following correct writing style. Nutrition graduates with particular to measure research writing skills.  Students in NUTR 5303, Nutrition completion of following correct writing style. Nutrition models the program graduates with writing professionally and following correct writing style. Professional Paper used for measuring skills in a writing intensive course. Data for this outcome will be collected for measure research writing skills.  Students in NUTR 5303, Nutrition completion of following correct writing style. Professional Paper used for measuring skills in a writing intensive course. Data for this outcome will be able to interpret and evaluate nutrition research writing skills.  Students in NUTR 5303, Nutrition and professional paper usidents in NUTR 5303, Nutrition assignment. Research, will develop students score at least soor on the Research Proposal assignment. Rationale: Thus, only 42% of the students scoring assignment. Rationale: Thus, only 42% of the students scored at least 80% on the Professional Paper assignment. Rationale: Thus, only 42% of the students scored at least 80% on the Professional Paper assignment. Rationale: Thus, only 42% of the students scored at least 80% on the Professional Paper assignment. Rationale: Thus, only 42% of the students scored at least 80% on the Professional Paper). Research writing skills are important skill for our graduates to succeed professionally in the field of Nutrition assignment arition intensive competition of the students scoring from the writing skills are important skill for our graduates to	Program goals of						
opportunities to: 1. Interpret and evaluate current nutrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  5303, Nutrition Research, will develop a professional paper using evidence-based practice. Rationale: Students in students in students in students in students in students corne at least students scored with writing professionally and flollowing correct writing stylle. Research, will students in students sored at least stoophing students scored at least students scored with writing intensive completion of the Spring semester. A rubric will be able to interpret and evaluate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  This objective is measuring research writing skills in a writing skills in a writing skills are an rubric will be used for measuring research writing skills.  This objective is measured to meet the program graduates will be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills.  This objective is measuring research writing skills in a writing skills in a writing skills in a writing skills.  This objective is measured to meet the program graduates will be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills are an important skill for our graduates to succeed students scored at least 80% on the Proposal. The target was not met.  This objective is measuring research writing skills are an important skill for our graduate to sucdents scored at least 80% on the written assignment is a rigorous target.  This objective is measuring research writing skills are an important skill for our graduates to sucded to the students scored							
1. Interpret and evaluate current nuritition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food paresterns. 3. Evaluate and present appropriate nuritition guidelines needs. 4. Develop marketable and lifelong learning skills.    Nesearch, will develop a professional paper using evidence-based practice. Rationale: This objective is an evaluate current using evidence-based practice. Rationale: This objective is measured to meet the program goal that program goal that program graduates will be able to interpret and evaluate nuritition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.    Nutrition semester. A putrition of the Spring a professional paper using evidence-based practice. Rationale: This objective is measured to meet the program goal that program goal that program graduates will be able to interpret and evaluate enutrition research writing skills.    Research, will score at least sole on the Professional Paper using evidence-based practice. Rationale: This objective is measured to meet the program goal that program goal that program graduates will be able to interpret and evaluate nutrition research writing skills in a program graduates will be able to interpret and evaluate nutrition research writing skills in a program graduates will be able to interpret and evaluate and program graduates will be able to interpret and evaluate nutrition writing skills.    Sesearch, will score at least appropriate semester. A professional Paper used for writing skills in a program goal that program graduates will be able to interpret and evaluate nutrition writing skills in a program graduates will be able to interpret and evaluate nutrition writing skills in a program goal that program goal that program goal that program goal that program graduates will be able to interpret and evaluate still students scored assignment. Thus, only 42% of the students scored aleast sole assignment assignment. Thus only 42% of the stud					,		
evaluate current nutrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  WITR 5303, Nutrition Research, will demonstrate abrovable and single or program graduates vill be used for measuring research writing skills.  NUTR 5303, Nutrition Research, will demonstrate semester. A rubric will be used for measuring research writing skills in a writing style.  NUTR 5303, Nutrition Research, will demonstrate appropriate measuring research writing skills in a writing style.  Professional Paper on the Research Proposal assignment. Rationale: Program faculty believe 75% of graduate stous scored at least 80% on the Research Proposal assignment. Thus, only 42% of the students scored students scored at least 80% on the Research Proposal assignment. Thus, only 42% of the students scored at least 80% on the Research Proposal assignment. Thus, only 42% of the students scored at least 80% on the Research Proposal assignment. Thus, only 42% of the students scored at least 80% on the Professional Paper on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment. Thus, only 42% of the students scored 80% or higher on the Research Proposal assignment assignment are search writing skills are important for our graduates to succeed professionally and following correct writing 80% or higher on the Research Proposal assignment	• •	,	•	J			l '
nutrition literature. 2. Increase cultural competence to integrate healthy food choices into diverse food patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.    Develop marketable and lifelong learning skills.    Develop marketable and lifelong learning skills.    Using evidence-based practice. Rationale: This objective is measured to meet the appropriate writing skills (Rubric for this outcome will be completed by the course instructor to measure research writing skills.    Using evidence-based practice. Rationale: This objective is measured to meet the appropriate writing skills in a writing skills in a program goal that program goal that program graduates will be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills.    Using evidence-based practice. Rationale: This objective is measuring research, will be used for measuring research writing skills in a writing skills in a program goal that program goal	•				·	,	00
2. Increase cultural competence to integrate healthy food choices into diverse food patterns.  3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  Professional Paper assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students scoring at least 80% on the Research Proposal assignment. Thus, only 42% of the students assignment are simple assignment assignme			l '				
This objective is measured to meet the program goal that patterns.  3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  This objective is measured to meet the program goal that program graduates will be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills.  This objective is measured to meet the program goal that							
integrate healthy food choices into diverse food patterns.  3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  Image: appropriate writing skills in a writing skills (Rubric for professional page and the valuate nutrition professional page and the valuate nutrition research literature. A rubric will be collected following course. Data for this outcome will be collected students scoring at least 80% on the Research Proposal. The target was not met.  Thus, only 42% of the students scoring at least 80% on the written communication skills are important for our graduates to succeed students scoring at least 80% on the written assignment.  Thus, only 42% of the students scoring at least 80% on the written are important for our graduates to succeed swight and interest in eeded of the students scoring at least 80% on the writing skills are important for our		, ·	· ·				
food choices into diverse food patterns.  3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and skills.  Frogram goal that program graduates will be able to interpret and evaluate nutrition research writing skills.  Frogram faculty believe 75% of graduate sto succeed professional plant to individuals with unique nutritional needs.  A. Develop marketable and lifelong learning skills.  Frogram faculty believe 75% of graduate sto succeed professional plant to individuals with unique nutritional needs.  Frogram faculty believe 75% of graduate sto succeed graduate sto succeed professionally in the field of Nutrition and Dietetics. One big challenge of the assignment assignment to communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics. One big challenge of the assignment assignment is a rigorous target.  Frogram faculty believe 75% of graduate sto succeed professionally in the field of Nutrition and Dietetics. One big challenge of the assignment assignment is a rigorous target.  Frogram faculty believe 75% of graduate sto succeed professionally in the field of Nutrition and Dietetics. One big challenge of the assignment assignment assignment is a rigorous target.  Frogram faculty believe 75% of graduate sto succeed professionally of the written at least 80% on the written assignment assignment assignment is a rigorous target.	•	,			•	•	
diverse food patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  witting intensive course. Data for this outcome will be collected following completion of the spring raduates will be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills.  writing intensive course. Data for this outcome will be collected following completion of the students scoring at least 80% on the Research Proposal. The target was not met.  Program faculty believe 75% of graduate sto succeed professionally in the field of Nutrition and Dietetics. One big challenge of the assignment seems to be the literature review section. While an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students still struggle with understanding how to put together an effective	,					0	
patterns. 3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and lifelong learning skills.  be able to interpret and evaluate nutrition research literature. A rubric will be completed by the course instructor to measure research writing skills.  be able to interpret and evaluate nutrition research literature. A rubric will be collected following completion of the Spring semester. A rubric will be collected following completion of the Spring semester. A rubric will be used for measuring skills.  be able to interpret and evaluate nutrition research literature. A rubric will be collected following completion of the Spring semester. A rubric will be used for measuring skills.  be able to interpret and evaluate nutrition research literature. A rubric will be collected following completion of the Spring skills are an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students still struggle with understanding how to put together an effective							
3. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs. 4. Develop marketable and emarketable and skills.  4. Develop marketable and lifelong learning skills.  5. Evaluate and present appropriate nutrition guidelines to individuals with unique nutritional needs.  6. Develop marketable and lifelong learning skills.  6. Evaluate and present appropriate research literature. A rubric will be collected following completion of the Spring completion of the Spring semester. A rubric will be used for measuring research writing skills.  7. Evaluate and present appropriate students scoring at least 80% on the Research Proposal. The target was not met.  8.0%							
present appropriate nutrition guidelines to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  Tesearch literature. A rubric will be completed by the course instructor to measure research writing skills.  Tesearch literature. A rubric will be completed by the course instructor to measure research writing skills.  Tesearch literature. A following completion of the Spring seems to be the literature review section. While an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students scoring at least 80% on the written assignment is a rigorous target.  Research Proposal. The target was not met.  Nutrition and Dietetics. One big challenge of the assignment assignment is a rigorous target.  Nutrition and Dietetics one big challenge of the assignment assignment is a rigorous target.  Nutrition and Dietetics one big challenge of the assignment assignment assignment is a rigorous target.	3. Evaluate and		this outcome will	Paper).	graduate	80% on the	
to individuals with unique nutritional needs.  4. Develop marketable and lifelong learning skills.  by the course instructor to measure research writing skills.  by the course instructor to measure research writing skills.  by the course instructor to measure research writing skills.  completion of the Spring semster. A rubric will be used for measuring research writing skills (Rubric for skills (Rubric for skills (Rubric for skills))  completion of the Spring semster in tructor communication skills are an instructional webinar and videos addressed synthesizing literature review section. While an instructional webinar and videos addressed synthesizing literature review section. While an instructional webinar and videos addressed synthesizing literature review section. While an instructional webinar and videos addressed synthesizing literature review section. While an instructional webinar and videos addressed synthesizing still struggle with understanding how to put together an effective	present appropriate	research literature. A	be collected	Rationale:	students scoring	Research	Nutrition and Dietetics. One big
unique nutritional needs.  4. Develop marketable and lifelong learning skills.  4. Develop marketable and lifelong learning skills.  4. Develop marketable and lifelong learning skills.  5. Example 1 to measure research writing skills.  5. Example 2 to measure research writing skills.  5. Example 2 to measure research writing skills.  6. Example 2 to measure research writing skills are an instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students still struggle with understanding how to put together an effective	nutrition guidelines	rubric will be completed	following	Program faculty	at least 80% on	Proposal. The	challenge of the assignment
needs. 4. Develop marketable and lifelong learning skills.  semester. A rubric will be used for measuring skills.  semester. A rubric will be used for measuring skills.  semester. A rubric will be used for graduates to skills are an important skill for our graduates to succeed skills (Rubric for skills (Rubric for skills (Rubric for skills are an important skill for our graduates to succeed skills (Rubric for skills (Rubric for skills are an important skill for our graduates to succeed skills are an important skill instructional webinar and videos addressed synthesizing literature rather than simply summarizing findings, students still struggle with understanding how to put together an effective	to individuals with	by the course instructor	completion of	believe written	the written	target was not	seems to be the literature
4. Develop marketable and lifelong learning skills.  Tubric will be used for measuring graduates to skills.  Tubric will be used for measuring graduates to succeed skills (Rubric for professionally how to put together an effective still struggle with understanding how to put together an effective	unique nutritional	to measure research	the Spring	communication	assignment is a	met.	
marketable and lifelong learning skills.  used for measuring graduates to succeed skills (Rubric for professionally literature rather than simply summarizing findings, students still struggle with understanding how to put together an effective	needs.	writing skills.			rigorous target.		
lifelong learning skills.  measuring graduates to summarizing findings, students succeed still struggle with understanding how to put together an effective							
skills. research writing skills (Rubric for skills (Rubric for professionally how to put together an effective							
skills (Rubric for professionally how to put together an effective							
	SKIIIS.						
			Professional	in the field of			literature review.
Professional in the field of litterature review.				in the neid of			illerature review.

will be used for measuring research writing skills in NUTR 5303, Nutrition Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition guidelines. Rationale: Professional presentation using guidelines. Rationale: Professional presentation with proved a professional existing the collect all data professional and will be will be effect and will be presentation awill be presentation and Dietetics.  Nutrition and Dietetics.  Nutrition and Dietetics.  Nutrition and Dietetics.  Notrition At total of 47 students can apply a wide variety of the students of a professional and professional and between the professional and professional and will be will be assignment. Professional assignment. Professional present ation and Dietetics.  Nutrition and Dietetics.  Notrition and Dietetics.  Notrition and Dietetics.  Notrition and Dietetics.  Notrition and Dietetics.  Notration and Dietetics.	
research writing skills in NUTR 5303, Nutrition Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Presentation Sixulate students in NUTR 5350, Food, Culture & Health, will prospects on a professional audio presentation using appropriate evidence-based nutrition  Professional Data for this outcome will be outcome will be collected following the collected following the the Summer Addio semester. A Presentation on the an improvement with 89% or higher target was met and there were an improvement with 89% or higher assignment. Professional students meeting the goal is a professional presentation utilized to collect all data program faculty assignment. 84% in the 2021-22 cycle.	
skills in NUTR 5303, Nutrition Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Skills in NUTR 5303, Nutrition Research.  Data for this outcome will be collected following the collected following the completion of presentation using appropriate evidence-based nutrition  Skills in NUTR 5303, Nutrition Research.  Data demonstrates student majors in NUTR students outcome will be collected following the completion of these, 42 scored the Summer Adulo Sow or higher and improvement with 89% or higher assignment.  Professional WITR 5350, Food, Culture & Summer Adulo Presentation on the an improvement with 89% or higher target was met and there were assignment.  Professional Presentation on the an improvement with 89% or higher target was met and there were assignment.  Professional Presentation on the an improvement with 89% or higher target was met and there were assignment.  Professional Presentation on the an improvement with 89% or higher target was met and there were assignment.  Professional Presentation on the an improvement with 89% or higher target was met and there were assignment.  Professional Presentation on the an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there were an improvement with 89% or higher target was met and there we	
Solution Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Toutcome 2: Professional Presentation Outcome will be collected collected following the students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Data for this outcome will be collected 5350 will score at least 80% on the Professional the Summer semester. A Presentation on the an improvement with 89% of the Summer students in NUTR 5350, Food, Culture & F	
Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Research.  Data for this outcome will be collected 5350 finutrition majors in NUTR 5350 will score at least 80% on the least 80% on the Professional Aduio Aduio Presentation using appropriate evidence-based resources a professional will proved a professional audio presentation using appropriate evidence-based resources a professional following the completion of the Summer semester. A presentation assignment. Professional students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition professional collect all data  Research.  Data demonstrates students can apply a wide variety of evidence-based resources a students in Completed the assignment. Professional Presentation on the an improvement with 89% assignment. Professional students meating the graduate appropriate evidence-based resources a professional Presentation assignment. Professional students majors in NUTR assignment. Professional Presentation assignment. Professional Presentation and professional students majors in NUTR assignment. Professional Presentation appropriate variety of evidence-based resources assignment. Professional Professiona	
Research.  Outcome 2: Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Research.  Data for this outcome will be collected 5350 finutrition majors in NUTR 5350 will score at least 80% on the least 80% on the Professional Aduio Aduio Presentation using appropriate evidence-based resources a professional will proved a professional audio presentation using appropriate evidence-based resources a professional following the completion of the Summer semester. A presentation assignment. Professional students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition professional collect all data  Research.  Data demonstrates students can apply a wide variety of evidence-based resources a students in Completed the assignment. Professional Presentation on the an improvement with 89% assignment. Professional students meating the graduate appropriate evidence-based resources a professional Presentation assignment. Professional students majors in NUTR assignment. Professional Presentation assignment. Professional Presentation and professional students majors in NUTR assignment. Professional Presentation appropriate variety of evidence-based resources assignment. Professional Professiona	
Outcome 2: Professional Presentation Presentation Graduate students in NUTR Health, will proved a professional appropriate evidence-based nutrition presentation using appropriate evidence-based nutrition professional  Outcome 2: Professional Presentation Outcome will be collected Suddents in completion of the Summer semester. A presentation using appropriate evidence-based resources Suddents in completion of the Summer semester. A presentation using appropriate evidence-based resources Suddents in completion of the Summer semester. A presentation using appropriate evidence-based resources Addio Suddents in completed the assignment. Of these, 42 scored Addio Suddents in semester. A presentation on the an improvement with 89% assignment. Professional students meeting the evidence-based resources a professional students in the Summer semester. A presentation students outcome will be collected following the least 80% on the assignment. Professional Presentation on the students in the Summer semester. A presentation appropriate evidence-based resources a professional students in the Summer semester. A presentation on the an improvement with 89% assignment. Professional students outcome will be collected following the least 80% on the assignment. Presentation on the students in the sudents of the sudents outcome will be assignment. Professional students outcome will be assignment. Professional presentation appropriate evidence-based resources and professional evidence-based resources and professional evidence-based resources and professional professional professional professional professional Presentation and professional	
Professional Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition assed nutrition professional and to professional appropriate evidence-based nutrition professional and to professional and to professional appropriate evidence-based resources a professional presentation outcome will be collected following the collected following the collected following the completion of these, 42 scored Audio presentation using appropriate evidence-based resources a professional presentation assignment. Professional students in completed the assignment. And appropriate evidence-based resources a professional presentation assignment. Professional students in the Summer semester. A professional appropriate evidence-based resources a professional presentation on the assignment. Professional students in the Summer semester. A professional appropriate evidence-based resources a professional presentation on the assignment. Professional students meeting the goal in the Summer semester. A professional appropriate evidence-based resources approfessional professional presentation appropriate evidence-based resources approfessional professional professional appropriate evidence-based resources approfessional professional professional professional professional appropriate evidence-based resources approfessional professional p	-
Presentation Graduate students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Presentation Graduate students in NUTR 5350, Food, Culture & Health, will appropriate evidence-based resources a professional completion of the Summer semester. A professional appropriate evidence-based resources a professional following the completion of these, 42 scored the Summer and there was met and there was met and there was might appropriate evidence-based resources a professional starget was met and there was improvement with 89% and improvement with 89% and improvement with 89% and improvement with seven assignment.  Professional Presentation assignment.  Professional Professional Presentation assignment.  Professional Audio Professional Presentation assignment.  Professional Professio	
students in NUTR 5350, Food, Culture & Health, will proved a professional audio presentation using appropriate evidence-based nutrition  students in NUTR 5350, Food, Culture & students in professional audio presentation using appropriate evidence-based nutrition  students in NUTR 5350, Food, Culture & students in professional presentation district the completion of the completion of the students in professional professional presentation assignment. Professional professional presentation assignment. Professional profe	
5350, Food, Culture & students in Health, will proved a professional audio presentation using appropriate evidence-based nutrition  5350, Food, Culture & students in NUTR 5350, Food, Culture & semester. A rubric will be utilized to collect all data  5360, Food, Culture & students in NUTR 5350, Food, Culture & semester. A rubric will be utilized to collect all data  5360, Food, Culture & students in NUTR 5350, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5360, Food, Culture & Students in NUTR 5350, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5360, Food, Culture & Students in NUTR 5350, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5360, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5360, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5370, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5370, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5370, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5370, Food, Culture & Summer semester. A rubric will be utilized to collect all data  5370, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture & Summer semester. A rubric will be utilized to collect all data  570, Food, Culture &	
Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Health, will proved a professional audio presentation using appropriate evidence-based nutrition  Health, will proved a professional audio professional professional audio professional professional audio professional professional professional professional professional audio professional audio professional professional audio professional professional audio professional professional audio professional audio professional professional audio professional professional audio professional audio professional audio professional audio professional audio professional professional audio professional audio professional professional audio professional audio professional audio professional professional	
professional audio presentation using appropriate evidence-based nutrition  professional audio presentation using appropriate evidence-based nutrition  professional audio professional audio present a professional appropriate evidence-based nutrition  professional audio professional semester. A rubric will be utilized to collect all data professional professional audio presentation assignment.  Professional on the professional students meeting the goal in the professional professional audio presentation assignment.  Professional audio presentation assignment.  Professional professional audio professional audio professional audio professional professional audio presentation assignment.  Professional professional audio professio	
professional audio presentation using appropriate evidence-based nutrition  professional audio presentation using appropriate evidence-based nutrition  professional audio professional audio present a professional appropriate evidence-based nutrition  professional audio professional semester. A rubric will be utilized to collect all data professional professional audio presentation assignment.  Professional on the professional students meeting the goal in the professional professional audio presentation assignment.  Professional audio presentation assignment.  Professional professional audio professional audio professional audio professional professional audio presentation assignment.  Professional professional audio professio	as
presentation using appropriate evidence-based nutrition  Health, will present a professional based nutrition  Health, will present a utilized to collect all data program faculty  rubric will be assignment. Rationale: Presentation presentation professional professional collect all data professional profe	of
appropriate evidence-based nutrition professional profess	n the
based nutrition professional collect all data Program faculty assignment. 84% in the 2021-22 cycle.	
measured to meet the based practice. the faculty students scoring scored at least	
program goal of The audio member. The at least 80% on 80% on the	
evaluating and presentation will Program the professional Professional	
presenting appropriate   be delivered to   Coordinator will   presentation is a   Presentation	
nutrition guidelines to an audience of review rubrics rigorous target. assignment. The	
individuals with unique peers and to determine if target was met.	
nutrition needs. A faculty. minimum	
rubric will be completed standards are	
by the course instructor Rationale: maintained as	
to measure Program faculty part of ongoing	
presentation skills. communication improvement	
skills are processes.	
important for our	
graduates to	
succeed	
professionally in	
the field of	
Nutrition and	
Dietetics, A	
rubric will be	
used for	
measuring	
professional	
presentation presentation	
skills in NUTR	
5350, Food,	

	Culture &				
	Health.		0.50/ / / /		TI 0000 00 1 4 1
Outcome 3: Culminating Experience Graduate students in NUTR 5389, Nutrition Capstone, will develop a Professional Portfolio. Rationale: This objective is measured as one assignment designed to meet the program goal of developing marketable and lifelong learning skills.	Culminating Experience Graduate students in NUTR 5389, Nutrition Capstone, will demonstrate appropriate marketable and lifelong learning skills in the development of	Data for this outcome will be collected following completion of each semester. The course is offered three semesters per academic year. An assignment rubric will be utilized to collect the data on the professional portfolio. The Program Coordinator will review rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes. Rationale: Program faculty believe the development of a professional portfolio in a culminating experience is an important skill for our graduates to succeed professionally in the field of Nutrition and Dietetics.	85% of students in NUTR 5389, Nutrition Capstone, will score at least 80% on the Professional Portfolio assignment. Rationale: Program faculty believe 85% of students scoring at least 80% on the letter rubric is a rigorous standard for our students.	A total of 72 students completed the assignment; 67 of 72 students scored 80% or higher on the Professional Portfolio assignment. Thus, 93% of the students scored at least 80% on the Professional Portfolio assignment. The target was met.	The 2022-23 data demonstrate students can develop a professional portfolio showcasing skills and work developed during the MS in Nutrition program reflecting marketable skills in the field of Nutrition and Dietetics. Data from the 2021-22 revealed students improved but fell shy of the target, in the skill of developing a professional portfolio. Because the development of a professional portfolio in a culminating experience is needed for graduates to succeed professionally in the field of Nutrition and Dietetics, data from the 2021-22 cycle showed the necessity of making adjustments to the assignment instructions in hopes the target would be met in this cycle, which was the case.

(New) Outcome 2: Professional Presentation Graduate students in NUTR 5389, Nutrition Capstone, will provide a professional audio presentation using appropriate evidence- based nutrition guidelines. Rationale: This objective is measured to meet the program goal of evaluating and presenting appropriate nutrition guidelines to individuals with unique nutrition needs.	Professional Presentation Nutrition graduate students in NUTR 5389, Nutrition Capstone, will present a professional presentation using evidence- based practice. The audio presentation will be delivered to an audience of peers and faculty.  Rationale: Program faculty believe oral communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics. A rubric will be used for measuring professional presentation skills in NUTR 5389, Nutrition Capstone.	Data for this outcome will be collected following completion of each semester. The course is offered three semesters per academic year. An assignment rubric will be utilized to collect the data on the professional portfolio. The Program Coordinator will review rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes.	90% of nutrition majors in NUTR 5389 will score at least 85% on the Professional Audio Presentation assignment. Rationale: Program faculty believe 90% of graduate students scoring at least 85% on the professional presentation is a rigorous target.	This target will be measured for the first time in the 2023-24 cycle.	

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.	C=Complete P=Progressing N=No Action Taken	If C, describe efforts that led to accomplishment of actions/goals.  If P, provide update on progress made toward accomplishing actions/goals and what tasks remain  If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.
Again, while some progress was made in the overall paper format and use of APA, students need to develop skills in writing a literature review. In the 2023-24 cycle, a discussion assignment will be developed and incorporated where students submit a detailed outline of the literature review; instructor feedback will be provided prior to students writing the literature review. Also, the course will be offered twice a year (rather than only once) so there will now be two collection points (from the Summer and Spring sessions).	P	Progress was made in paper format and APA writing style; a major task remaining to be accomplished is improvement in writing the literature review portion of the assignment. Thus, the target will be kept for the 2023-24 cycle.
Again, study of the action/goals show, based on data collected in the 2022-23 cycle, as well as the 2021-22 cycle, this target was met. The data are consistent, showing continuous improvement for this target.	С	The expectations of the presentations were thoroughly addressed in Instructional Webinars and in the written instructions accompanying the presentation assignment. Although the target was met, oral communication skills remain important for our graduates to succeed professionally in the field of Nutrition and Dietetics. While this target will not be retained, a new target regarding presentation skills will be set for the 2023-24 cycle that will occur in the Nutrition Capstone course. This will allow students to continue to develop presentation skills but in regard to a proposal presentation rather than the presentation regarding Food, Culture and Health.
Again, study of the actions/goals show, based on data collected in the 2022-23 cycle, this target was met. While students neared the achievement target in 2021-22, they fell short of the target. Thus, the current cycle (2022-23) is the first time the target has been met.	P	Students made progress in skills required to develop a professional portfolio. In the 2022-23 cycle, graduate students were provided more online platforms to choose from in developing the portfolio which seemed to help them find a portfolio format that best met their learning style for designing the portfolio. Because the 2022-23 year marked the

	first time this target was met, the target will be kept for the 2023-24 cycle.