

## Lamar University Didactic Program in Nutrition and Dietetics

### Annual Program Report Template

Year:	2022-2023
Program:	Lamar University Didactic Program in Nutrition and Dietetics
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#### 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:

1. Data collected on the outcome of the Nutrition Education Lesson Plan, in NUTR 3328: Community Nutrition, show that overall, students understand and can develop and present a nutrition-related educational session for a target audience. Students were able to successfully develop a typed nutrition education lesson plan with quality content that was also professional in design and appearance. Students were also able to develop and deliver their lesson plan using PowerPoint with voiceover. This data will continue to be monitored and the strategies used will continue to be used during the 2023-2024 academic year to ensure that the methods implemented for improving this data is in fact working and to continue to make improvements in the course in terms of delivering instruction for completing assignments.
  - a. After reviewing data from the previous cycle, it was determined that strategies implemented for outcome improvement for 2021-2022 and continued in 2022-2023 have had positive outcomes. The program director implemented four improvement strategies. First, assignment instructions were updated to ensure that step-by-step instructions were provided for how to develop a PowerPoint slide presentation with voice overlay as well as tips on developing an education lesson plan. Second, these same step-by-step instructions were reviewed during a weekly live instructional webinar (also recorded for students to review at any time throughout the semester) so students could follow along as the instructor walked the class through how to create a PowerPoint with voice overlay. Third, a sample lesson plan was provided both in Blackboard and displayed on the screen during the same weekly live instructional webinar, to show students the components of a typed lesson plan and the proper format of a lesson plan, prior to submission for a grade. Fourth, the assignment rubric was displayed and reviewed with students during a weekly live webinar with the goal of showing students how to read a rubric and to show students how their assignment would be graded.
  - b. Results from implementing these strategies showed a 16% improvement from 2020-2021 to 2021-2022 and another 15% improvement from 2021-2022 to 2022-2023. Note, an error was made in the previous data documentation in which data for all students in the course was reported versus just the students in this major. Corrections were made and the previously mentioned improvements are based upon the corrected data for nutrition/nutrition-dietetic majors only. In addition, the course syllabus included information linking the KRDNs, as outlined in ACENDs 2022-2023 standards, to this particular assignment, and what role KRDNs

play in nutrition-dietetic students earning a verification statement upon DPD completion. This information was reviewed with students during the first week of class via the weekly live instructional webinar. This is important because graduates of the program must successfully meet proficiency of all KRDNs to earn a verification statement which is required in order for the graduate to be eligible to apply to a dietetic internship, the next step in becoming a Registered Dietitian Nutritionist (RDN).

2. Data collected from NUTR 3328: Community Nutrition (Assignment: Letter to Elected Official (Legislator) for the 2021-2022 cycle showed the strategies implemented, as a result of data collected from the 2020-2021 cycle, positively impacted students in terms of performance. There was a 17% improvement in assignment performance, from 2020-2021 to 2021-2022, with 100% of students earning 80% or higher on this assignment. There was a 20% reduction in those meeting goal between 2021-2022 and 2022-2023 due to two students not completing/submitting the assignment during the Spring 2023 semester. However, when analyzing data for those students that did submit the assignment, 100% of students met goal of earning 80% or higher on this assignment. This data will be used to continue tracking the success of the strategies implemented. Note, an error was made in the previous data documentation in which data for all students in the course was reported versus just the students in this major. Corrections were made and the above-mentioned improvements are based upon the corrected data for nutrition/nutrition-dietetic majors only. In addition, the course syllabus included information linking the KRDNs, as outlined in ACENDs 2022-2023 standards, to this assignment, and what role KRDNs play in nutrition-dietetic students earning a verification statement upon DPD completion. This information was reviewed with students during the first week of class via the weekly live instructional webinar. This is important because graduates of the program must successfully meet proficiency of all KRDNs to earn a verification statement which is required in order for the graduate to be eligible to apply to a dietetic internship, the next step in becoming a Registered Dietitian Nutritionist (RDN).
  - a. Several strategies were implemented to improve student understanding of assignment and student performance on work submitted. First, the assignment instructions were covered, in detail, during a weekly Live Instructional webinar, which was also recorded and available to students to review for the remainder of the semester. During the webinar, a sample letter, found on page 222 of the course textbook was displayed/referenced. The content of the letter was reviewed with students. Second, during the same weekly live instructional webinar, students were shown how to access and use credible websites for the purposes of completing this assignment. Third, the assignment instructions were updated ensuring that more concise instructions were provided. Fourth, the grading rubric for this assignment was not only provided to students in Blackboard but was also displayed on the screen and reviewed with students during the same weekly live instructional webinar.
  - b. Data collected in NUTR 4315 from the 2020-2021 cycle showed that the achievement target for assignment “Major Case Study” was set too high based on current student performance and with the class size being so small, if only one student made less than a 90 then the target could not be met, and therefore, the goal was reduced from 90% to 80%. Data reflected there was room for improvement on this assignment. In addition, recommendations made by the site team from the previous accreditation site visit (recommendation was to replace the major case study assignment with more smaller case studies to cover a wider range of disease states) was taken into consideration. As a result, the achievement target was updated to reflect a new, more realistic goal (80% of students would score 80% or higher on their case studies). Therefore, the data collected during the 2021-2022 cycle would serve as new baseline data. Data collected during the 2021-2022 cycle showed students performed well (100% of students scored 80% or higher) on 4 of the 5 case studies. The results of the 5th case study were negatively impacted due to one student not submitting the assignment. That student, due to personal reasons, requested an Incomplete in the course. The assignment was finished at a later date and that student did score 80% or higher on the assignment. During the 2021-2022 cycle, one strategy that was implemented was that one class lecture focused on showing students how to search for peer-reviewed research and practice using the results from a peer-reviewed research article to

support nutrition-related recommendations made when completing case studies. Although a research paper is no longer a requirement of this assignment, students are required to site all case study answers using APA format, therefore, the instructor made a handout to provide to students and showed students how to use APA's website during a class lecture. In addition, the instructor reviewed the grading rubric with students during class lecture when the assignment was assigned.

- c. ACEND released their 2022 Standards in Spring 2022, with standards being implemented beginning June 2022. As a result, the number of case studies were reduced from a total of 5 to a total of 4, as other assignments needed to be implemented into the course to cover additional KRDNs. Data collected between 2022-2023 showed that 6/8 majors (75%) scored 80% or higher on the 4 case studies (grades from 4 case studies averaged). These case studies were more in depth, requiring a higher degree of critical thinking and will serve as baseline data for 2023-2024.
  - i. A proposal was submitted and approved to make changes to courses on the current degree track and to add two new courses. Course content has been updated in several courses and is in the process of being updated for other courses. The goal of these changes is to ensure that knowledge requirements are being covered in sequentially and organized manner to allow for progression of courses from introductory to more advanced while building on previous knowledge and experiences. Successfully completing case studies is dependent upon critical thinking skills and concepts taught in many courses taken prior to MNT II. Having stronger foundational knowledge will allow students to think more critically and perform at a level expected of students in a senior-level medical nutrition therapy course in which knowledge application is vital. Course content in MNT I was updated in Fall 2022 and will continue to be updated in order to assist students with successfully completing case studies in MNT II. For example, more "hands-on" activities have been incorporated into the class and the components of a case study are presented to students, one component at a time, in MNT I, so that when students take MNT II, they will have a better understanding of how to complete a case study and accurately assess a patient/client and make appropriate evidence-based nutrition-related recommendations. A "Nutrition Support Series" was trialed during the Fall 2022 and Spring 2023 semesters to provide tutoring sessions that focused on content that students tend to struggle on in MNT I and MNT II. The sessions will continue for Fall 2023 and Spring 2024, with the sessions being offered more routinely.

### **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:

The DPD program underwent a site survey from ACEND in May 2023 for reaccreditation. A self-study report was written and submitted to ACEND in the Fall of 2022. This self-study report discussed several program weaknesses and strategies were developed to make program improvements. A new tracking system, to track KRDNs on all nutrition and nutrition -dietetic majors taking DPD courses has been implemented. Not only does this information provide quick and easy access to data that is needed for ACEND, it also allows for more accurate tracking of data for the purposes of

completing this report. During the semester, instructors are required to review grades on all assessments tied to a KRDN (all three assessments in this plan are tied to a KRDN) at the time of assessment submission and offer a plan for remediation, to all students in the course, if at least one DPD major does not meet proficiency on the assessment. The goal is for the instructor to assess how the content was delivered, the learning styles/needs of the students in the course, and to determine if and how content might be delivered in an improved way that will increase knowledge retention. The goal is for the student to reassess their time management and study habits to determine if and how change can be implemented to help them perform better in the course. The overall goal is for the instructor and the student to evaluate performance and implement strategies that will improve overall performance in the course, holding both the instructor and student accountable. A curriculum map was updated to reflect the new 2022 ACEND standards. Data collection methods were reviewed with each instructor and instructors are now supplying data from each course to the program director at the end of each semester. A proposal was submitted to make changes to the DPD degree track. New courses have been approved through the University Curriculum Council. Degree track changes are currently awaiting approval. New courses will include a Global Nutrition Course and a Dietetics Profession course, being offered beginning 2024. NUTR 4331: Nutrition Assessment and Counseling will be divided into two separate courses (Nutrition Assessment, and Nutrition Education and Counseling), which will allow the program to better align course content with ACEND's new 2022 standards while teach course content in a sequential and logical manner to allow for progression of courses from introductory to more advanced while building on previous knowledge and experiences. This will allow students to further to strengthen their critical thinking skills as they advance through their degree track, a skill that is vital to both Nutrition and Nutrition-Dietetic majors. New content delivery methods have been implemented, such as digital learning platforms, that guide students in reading course content for comprehension and exposing students to more interactive activities to reinforce course content. In addition, "hands-on" activities have been incorporated into several courses. New course content, for two courses, have been implemented during the Fall 2022 and Spring 2023 semesters. Two additional courses are in the process of being completely updated for Fall 2023 and Spring 2024 with the overall goal being to promote increased student engagement.

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**Table 1. Assessment Results and Analyses for Current Cycle.**

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Goal #1– Graduates will successfully complete ACEND-accredited supervised practice programs. Student Learning Outcomes are specified by ACEND (Accreditation Council for Education in Nutrition and Dietetics) to ensure that graduates will be able to successfully complete ACEND-accredited supervised practice programs.	Develop an educational session or program/educational strategy for a target population. Student Learning Outcome 1.1 is included in ACEND Core Knowledge Requirements of Domain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.  Course: Community Nutrition (NUTR 3328): Nutrition/dietetics students develop and present an educational session for a target audience. Each student is assigned a different target population in terms of age/life stage, ethnicity, socioeconomic level, etc. Each student's lesson plan is submitted and the program is presented via	Measure 1 - Educational Session for a Target Audience In NUTR 3328 - an upper-level Community Nutrition course, nutrition/dietetics students develop and present an educational session for a target audience. Each student is assigned a different target population in terms of age/life stage, ethnicity, socioeconomic level, etc. Each student's lesson plan is submitted and the program is presented via	Data for this outcome will be collected following completion of the Spring semester. An assignment rubric will be utilized to collect the data on planning and presentation skills. The Program Coordinator will review rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes.	80% of the students will score at least 80% on the community nutrition education plan/presentation . Rationale: Program Faculty believe target should be adjusted based on 2020-2021 performance (59%) to provide a more attainable target of 80%.	9/10 NUTR/NUTD students in the course (90%) completed the assignment "Nutrition Education Lesson Plan". One student did not complete the assignment. 9/10 students (90%) scored an 80% or higher on the assignment "Nutrition Education Lesson Plan" during the Spring 2023 semester. NUTR 3328 was not taught during the Fall 2022 or Summer 2022 semesters.	Data from 2022-2023 reflects a 15% improvement from 2021-2022 and that the strategies implemented had a positive impact on overall grades for this assignment and outcome measures. These strategies will continue to be implemented in the course each semester as grades have improved 2 years in a row now. Strategies: 1. Continue providing the updated step-by-step assignment instructions for developing a PowerPoint slide presentation with voice overlay as well as tips on developing an education lesson. 2. Assignment will continue to be thoroughly discussed during a weekly live instruction/recorded webinar. 3. Instructor will continue to display a sample lesson plan in both Blackboard (in the weekly module) and during the live instructional webinar 4. The instructor will continue reviewing the assignment rubric

	<p>socioeconomic level, etc. Each student's education session is presented via voice over Power Point in Blackboard.</p> <p>Rationale: Program faculty believe oral communication skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics.</p>	<p>voice over Power Point in Blackboard.</p> <p>Rationale: Students should achieve planning and presentation skills to meet accreditation standards prior to graduation.</p>				<p>with students during a weekly live webinar with the goal of showing students how to read a rubric and to show students how their assignment will be graded.</p>
	<p>Assess the impact of a public policy position on nutrition and dietetics practice. Student Learning Outcome 1.2 is included in ACEND Core Knowledge Requirements of Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice Course: Community Nutrition (NUTR 3328): Students write a letter to a legislator, explaining and advocating for a nutrition related policy at the local, state, or national level.</p> <p>Rationale: Program faculty believe written skills are important for our graduates to succeed professionally</p>	<p>Measure 2 - Letter to a Legislator In NUTR 3328: Community Nutrition, nutrition/dietetic s students write a letter to a legislator, explaining and advocating for a nutrition related policy at the local, state, or national level.</p> <p>Rationale: NUTR 3328 is an upper-level course for the program. Students should achieve written communication skills to meet accreditation standards prior to graduation.</p>	<p>Data for this outcome will be collected following completion of the Spring semester. An assignment rubric will be utilized to collect the data on written communication skills. The Program Coordinator will review rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes.</p>	<p>90% of students will score at least 80% on the grading rubric for the letter to a legislator. Rationale: Program faculty believe 90% of students scoring at least 80% on the letter rubric is a rigorous standard for our students.</p>	<p>8/10 NUTR/NUTD students (80%) completed the assignment "Letter to an Elected Official (Legislator). 8/8 students that completed the assignment (100%) scored an 80% or higher on the assignment: Letter to an Elected Official (Legislator).</p>	<p>Data from 2022-2023 reflects a 20% reduction from 2021-2022. A different instructor taught the course in Spring 2022 than in Spring 2023. 100% of students completed the assignment Spring 2022 whereas 2 students did not complete the assignment in Spring 2023, thus negatively impacting the overall outcomes. It is noted that of the 8 students that completed/submitted the assignment Spring 23, all 8 scored 80% or higher on the assignment.</p>

	in the field of Nutrition and Dietetics.					
	<p>Apply critical thinking skills. Student Learning Outcome 1.3 is included in ACEND Core Knowledge Requirements of Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice.</p> <p>Course: NUTR 4315 (MNT II): Students apply critical thinking skills by developing a major medical nutrition therapy case study and presenting it to the class.</p> <p>Rationale: Program faculty believe critical thinking skills are important for our graduates to succeed professionally in the field of Nutrition and Dietetics.</p>	<p>Measure 3 - Major Case Study Nutrition/dietetic s students in NUTR 4315 - Medical Nutrition Therapy II apply critical thinking skills by developing a major medical nutrition therapy case study and presenting it to the class.</p> <p>Rationale: NUTR 4315 is an upper-level application course for the program. Students should achieve critical thinking skills to meet accreditation standards prior to graduation.</p>	<p>Data for this outcome will be collected following completion of the Spring semester. An assignment rubric will be utilized to collect the data on the major case study report and presentation. The Program Coordinator will review rubrics to determine if minimum standards are maintained as part of ongoing program improvement processes.</p>	<p>80% of students in NUTR 4315 will score at least 80% on the major case study report and presentation. Rationale: Program faculty believe target should be adjusted ,due to small class size , to a more feasible target of 80%.</p>	<p>Measure changed. ACEND recommended replacing major case study with more smaller case studies to cover a wider range of disease states. Four case studies were completed Spring 2023 in NUTR 4315: Medical Nutrition Therapy II. 8/8 NUTR/NUTD students completed all four case studies. 6/8 students (75%) scored 80% or higher when all four case study grades were averaged together.</p>	<p>Summer 2022 ACEND released the 2022 Standards. These standards were implemented summer 2022. Spring 2023 was the first semester NUTR 4315 was taught under the 2022 Standards, and therefore the benchmark was updated to meet the new standards. With the new standards, a total of 4 case studies were included in MNT II. A proposal was submitted and approved to make changes to courses on the current degree track and to add two new courses. Course content has been updated in several courses and is in the process of being updated for other courses. The goal of these changes it to ensure that knowledge requirements are being covered in sequentially and organized manner to allow for progression of courses from introductory to more advanced while building on previous knowledge and experiences. Successfully completing case studies is dependent upon critical thinking skills and concepts taught in many courses taken prior to MNT II. Having stronger foundational knowledge will allow students to think more critically and perform at a level expected of students in a senior-level medical nutrition therapy course in which knowledge application is vital. Course content in MNT I was updated in Fall 2022 and will continue to be updated in order to assist students with</p>

						successfully completing case studies in MNT II. For example, more "hands-on" activities have been incorporated into the class and the components of a case study are presented to students, one component at a time, in MNT I, so that when students take MNT II, they will have a better understanding of how to complete a case study and accurately assess a patient/client and make appropriate evidence-based nutrition-related recommendations. A "Nutrition Support Series" was trialed during the Fall 2022 and Spring 2023 semesters to provide tutoring sessions that focused on content that students tend to struggle on in MNT I and MNT II. The sessions will continue for Fall 2023 and Spring 2024, with the sessions being offered more routinely.



**Table 2. Continuous Improvement Results Since Last Report**

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<b>Status</b> <i>C=Complete P=Progressing N=No Action Taken</i>	<b>Discussion of Status</b> <i>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.</i>
Graduates will successfully complete ACEND-accredited supervised practice programs. Student Learning Outcomes are specified by ACEND (Accreditation Council for Education in Nutrition and Dietetics) to ensure that graduates will be able to successfully complete ACEND-accredited supervised practice programs.	P	Progress is ongoing as the strategies implemented are working well at this time and grades are improving.
Graduates will successfully complete ACEND-accredited supervised practice programs. Student Learning Outcomes are specified by ACEND (Accreditation Council for Education in Nutrition and Dietetics) to ensure that graduates will be able to successfully complete ACEND-accredited supervised practice programs.	P	Continuing with current strategies as students are performing well on this assignment. Since this assignment is an assessment for one of ACENDs 2022 Standards, this assignment and the KRDN being covered is outlined in the course syllabus along with wording that explains to students that a passing score on this assignment is required in order to meet proficiency of the KRDN and that this is linked to earning a verification statement. Program Director will ask that the course instructor notify the Program Director, immediately, if a student does not submit this assignment so that the Program Director can reach out to the student and discuss the consequences of not completing this assignment further (in terms of not being able to earn a verification statement).
Graduates will successfully complete ACEND-accredited supervised practice programs. Student Learning Outcomes are specified by ACEND (Accreditation Council for Education in Nutrition and Dietetics) to ensure that graduates will be able to successfully complete ACEND-accredited supervised practice programs.	P	Progress continues in terms of implementing a variety of strategies to assist students in having the knowledge and skill set to complete case studies, which require the student to assess a fictitious patient/client and make evidence-based nutrition-related recommendations based on their condition/disease state.

