

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021-2022
Program:	Lamar University Didactic Program in Nutrition and Dietetics
Contact Person (include email & phone#)	Kristina May, kmay4@lamar.edu , 409-880-8051

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 are able to develop and present an educational session for a target audience. Students were able to successfully develop a one-page educational flyer with quality content that was also professional in design and appearance. Students were also able to develop and deliver their lesson plan using voiceover PowerPoint. This data will continue to be monitored and the strategies used will continue to be used during the 2022-2023 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 improvement could be made in terms of how the assignment is presented to students. The instructor implemented four improvement strategies. First, the instructor updated the assignment instructions, ensuring 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. Second, the instructor walked students through this process during a weekly live instructional webinar. Third, the instructor displayed a sample lesson plan, that was provided to students in Blackboard, and discussed the lesson plan in a weekly live instructional webinar. Fourth, the instructor reviewed the assignment rubric 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 21% improvement for the goal "80% of students will score 80 or higher on the Nutrition Education Lesson Plan". In addition, this year the instructor plans to update the sample lesson plan to reflect material covered in Community Nutrition and review this lesson plan during a weekly live instructional webinar since many students state during their introduction discussion board posts that they are "hands-on" learners. In addition, the instructor will explain how this assignment is tied to ACEND's KRDNs and how proficiency of the KRDNs associated with this assignment are linked to the student obtaining a verification statement upon program completion.
2. Data collected for the current cycle showed the strategies implemented as a result of data collected from the previous cycle, positively impacted students in terms of course performance. This data will be used to continue tracking the success of the strategies implemented. After collecting and reviewing data from the previous cycle, it was obvious that there was room for improvement regarding the assignment Letter to An Elected Official in the course NUTR 3328: Community Nutrition.
 - a. Several strategies were implemented to improve student understanding of assignment and student performance on work submitted. First, the instructor covered this assignment, in detail, in a weekly Live Instructional webinar. During the webinar, the instructor displayed a sample letter, found on page 222 of the course textbook. The instructor reviewed the letter with students. Second, during the weekly live instructional webinar, the instructor showed students how to access and use credible websites for the purposes of completing this assignment. Third, the instructor

updated the instructions for this assignment ensuring that more concise instructions were provided. Fourth, the instructor displayed and reviewed the grading rubric during a weekly live instructional webinar.

- b. The implementation of these strategies resulted in a 12% improvement in grades for this assignment.
3. Data collected in NUTR 4315 from the previous 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. This data was used to implement strategies for improving student understanding of assignment and student performance on the assignment.
 - a. Strategies implemented included changing the measure based on 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 students to cover a wider range of disease states), changing the achievement target from 90% to 80% since this current cycle would be baseline data for the new measure implemented, and using one class lecture to show students how to search for peer-reviewed research and review examples of answers to case study questions that incorporated the results of the peer-reviewed research into the answers to justify/support nutrition-related recommendations being made by the student. Although a research paper is no longer a requirement of this assignment, students still have 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.
 - b. Results showed students performed well (100% of students scored 80% or higher) on 4 of the 5 case studies, thus demonstrating proficiency. The results of the 5th case study were negatively impacted due to students not submitting the assignment.

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: A program improvement plan was prepared and submitted to ACEND in May 2021 as a result of program graduates not meeting the goal “The program's one-year pass rate (graduates who pass the registration exam (CDR exam) within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%”. As part of this process, it was identified that the SLO plan had not been updated to meet ACEND’s 2017 Accreditation Standards, so a new SLO plan was developed based on the 2017 standards and the new SLO plan was submitted to ACEND in June 2021. The Program Improvement Plan, along with the updated SLO plan, was accepted by ACEND on June, 28, 2021. This plan outlined strategies that would be implemented to improve the exam pass rate. Strategies included: updating the DPD handbook, scheduling time to review the program handbook with all dietetic majors once a year, knowledge requirements to be covered in each course and data to be collected in each course of the DPD degree track reviewed with each instructor, initiation of additional teaching resources (such as TopHat and Mindtap) to enhance student learning, exam format in courses updated to include more application-based questions so students would be familiar with the format of the CDR exam prior to attempting the exam, updating the DPD curriculum map/meeting with instructors to update course content so that courses in the degree track would present content in a more sequential and logical progression of learning from introductory to more advanced learning. Between 2021 and 2022 there has been extensive revision of NUTR 1322: Basic Nutrition, NUTR: 4331 Nutrition Assessment and Counseling, NUTR 4347: Food Science. In addition, surveys sent to program graduates and DI Program Directors were sent in printed format via U.S. mail. Surveys were converted to digital format in 2021 with the goal being to increase survey participation among graduates and DI program directors. Data collected from these surveys further assist the program director in making positive changes to the DPD program to further strengthen the knowledge levels of program graduates.

ACEND released their 2022 accreditation standards and those standards began being implemented June 2023. In addition, a proposal to make additional changes to the DPD degree track was submitted into the Lamar University system for review. The new courses have been approved through the University Curriculum Council but the degree track changes are still awaiting approval. The proposal includes adding two new courses (Global Nutrition and Dietetics Profession) and splitting NUTR 4331: Nutrition Assessment and Counseling 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.

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?
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.	"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%.	32/40 students in the course (80%) scored 80 or higher on the Nutrition Education Lesson Plan. Four students did not submit an assignment. 89% of students that submitted the assignment (32/36) scored 80 or higher.	Data collected on the outcome of the Nutrition Education Lesson Plan show that overall, students understand and are able to develop and present an educational session for a target audience. Students were able to successfully develop a one-page educational flyer with quality content and that was professional in design and appearance. Students were also able to develop and deliver their lesson plan using voiceover PowerPoint. This data will continue to be monitored and the strategies used will continue to be used during the 2022-2023 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. After reviewing data from the previous cycle, it was determined that

		voice over Power Point in Blackboard.				improvement could be made in terms of how the assignment is presented to students. The instructor implemented four improvement strategies. First, the instructor updated the assignment instructions, ensuring 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. Second, the instructor walked students through this process during a weekly live instructional webinar. Third, the instructor displayed a sample lesson plan, that was provided to students in Blackboard, and discussed the lesson plan in a weekly live instructional webinar. Fourth, the instructor reviewed the assignment rubric 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. Results from implementing these strategies showed a 21% improvement.
	"Assess the impact of a public policy position on nutrition and dietetics practice. Student Learning Outcome 1.2 is included in ACEND	"Measure 2 - Letter to a Legislator In NUTR 3328: Community Nutrition, nutrition/dieteti	Data for this outcome will be collected following completion of the Spring semester. An	90% of students will score at least 80% on the grading rubric for the letter to a legislator. Rationale:	95% of students (38/40) scored 80% or higher on the assignment: Letter to an	Data collected for the current cycle showed the strategies implemented as a result of data collected from the previous cycle, positively impacted students in terms of course performance. This data will be

	<p>Core Knowledge Requirements of Domain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice</p> <p>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 in the field of Nutrition and Dietetics."</p>	<p>cs 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>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>Program faculty believe 90% of students scoring at least 80% on the letter rubric is a rigorous standard for our students.</p>	<p>Elected Official (Legislator).</p>	<p>used to continue tracking the the success of the strategies implemented. After collecting and reviewing data from the previous cycle, it was obvious that there was room for improvement regarding this assignment. Several strategies were implemented to improve student understanding of assignment and student performance on work submitted. First, the instructor covered this assignment, in detail, in a weekly Live Instructional webinar. During the webinar, the instructor displayed a sample letter, found on page 222 of the course textbook. The instructor reviewed the letter with students. Second, during the weekly live instructional webinar, the instructor showed students how to access and use credible websites for the purposes of completing this assignment. Third, the instructor updated the instructions for this assignment ensuring that more concise instructions were provided. Fourth, the instructor displayed and reviewed the grading rubric during a weekly live instructional webinar. The implementation of these strategies resulted in a 12% improvement in grades for this assignment.</p>
--	--	--	---	---	---------------------------------------	--

	<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>"Measure 3 - Major Case Study Nutrition/dietetics 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. Five case studies completed. 100% of students earned > 80 on 4 case studies. 60% earned >80 on 5th case study.</p>	<p>Data from the previous cycle showed that the achievement target 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. This data was used to implement strategies for improving student understanding of assignment and student performance on the assignment. Strategies implemented included changing the measure based on 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 students to cover a wider range of disease states), changing the achievement target from 90% to 80% since this current cycle would be baseline data for the new measure implemented, and using one class lecture to show students how to search for peer-reviewed research and review examples of answers to case study questions that incorporated the results of the peer-reviewed research into</p>
--	--	--	---	--	--	---

						the answers to justify/support nutrition-related recommendations being made by the student. Although a research paper is no longer a requirement of this assignment, students still have 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. Results showed students performed well (100% of students scored 80% or higher) on 4 of the 5 case studies, thus demonstrating proficiency. The results of the 5th case study were negatively impacted due to students not submitting the assignment.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <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	Results (data collected) from implementing these strategies showed a 21% improvement from the previous cycle. In addition, this year the instructor plans to update the sample lesson plan to reflect material covered in Community Nutrition and review this lesson plan during a weekly live instructional webinar since many students state during their introduction discussion board posts that they are "hands-on" learners. In addition, the instructor will explain how this assignment is tied to ACEND's KRDNs and how proficiency of the KRDNs associated with this assignment are linked to the student obtaining a verification statement upon program completion.
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	Results showed a 12% improvement in overall class performance on this assignment. The current strategies will continue to be used. In addition, the instructor will explain how this assignment is tied to ACEND's KRDNs and how proficiency of the KRDNs associated with this assignment are linked to the student obtaining a verification statement upon program completion.
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	p	Measure changed. ACEND recommended replacing major case study with more smaller case studies to cover a wider range of disease states. Data collected during this cycle serves as baseline data. The current strategies will continue to be used. In addition, the instructor will explain how this

to successfully complete ACEND-accredited supervised practice programs.		assignment is tied to ACEND's KRDNs and how proficiency of of the KRDNs associated with this assignment are linked to the student obtaining a verification statement upon program completion.