

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: Master of Science, Nutrition and Dietetics – Dietetic Internship

Dept: Public Health and Nutrition

College: College of Health and Human Services

Submitted by: Krystal Hodge, PhD, MPH, Graduate Coordinator

Years Included: AY20, AY21

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): Students will demonstrate knowledge of nutrition needs and processes through the life cycle in health and disease.</p>
<p>How are learners assessed?</p>	<ol style="list-style-type: none"> 1. Mini Case Study assignment in NTR 5154 Medical Nutrition Therapy 2. Major Case Study presentation in NTR 5894 3. Comprehensive Knowledge (CCK) Written Paper in NTR 5600/5610 4. Staff relief performance final evaluation in NTR 5894 5. RDN exam yearly pass rate
<p>What are the expectations for the students?</p>	<ol style="list-style-type: none"> 1. Students complete the mini case study assignment in the dietetic internship with a score of 3 or greater on a 4-point scale meet expectations. 2. Students complete the major case study presentation in the dietetic internship and are expected score 3 or greater on a 4 points scale (3= meets expectations) 3. Students expect to score at least 80% or greater on the on the CCK written paper in NTR 5600/5610 4. Students complete the staff relief rotation in the dietetic internship and expect to score at least 3 or greater on a 4-point scale. 5. The RDN examination is taken after the dietetic internship is completed. Students must pass in order to receive the RDN certification.
<p>What are the expectations for the program?</p>	<ol style="list-style-type: none"> 1. 90% of students will meet expectations (a score at least 3 or higher on a 4 point scale) on the Mini Case Study assignment 2. 100% of students must meet expectations, at least a rating of 3 or greater on a 4-point scale on the major case study presentation. 3. At least 80% of students will meet expectations (at least a rating of 3 or greater on a 4-point scale) in their knowledge and understanding of nutrition topics and theories.

	<ol style="list-style-type: none"> 4. 90% of students will meet expectations (a score of 3 or greater) on the staff relief performance evaluation. Students who do not meet the expectations must remain in the rotation until the expectation has been met. 5. 80% of alumni taking the exam will pass the exam within one year following the first attempt.
What were the results?	<ol style="list-style-type: none"> 1. 2020: 16/18 (89%) 2021: 18/18 (100%) 2. 2020: 16/18 (89%) 2021: 17/18 (94%) 3. 2020: 16/20 (80%) 4. 2020: 18/18 (100%) 2021: 18/18 (100%) 5. 2020: 15/24 (62.5%) 2021: 9/18 (50%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.
CGS Learning Goal #2: Critical thinking and problem-solving skills	<p>Program Learning Goal(s): Students will demonstrate critical thinking and problem solving in order to apply scientific principles and processes through the life cycle in health and disease to patient care.</p> <p>Students will also demonstrate the ability to function effectively within different health, education, and community organizational systems.</p>
How are learners assessed?	<ol style="list-style-type: none"> 1. Performance on Charleston Transitional Facilities (CTF) education session in NTR 5150 2. Major Case Study Presentation in NTR 5894 3. Themed-meal assessment in NTR 5894: 4. Diabetes Rotation in NTR 5894
What are the expectations for the students?	
What are the expectations for the program?	<ol style="list-style-type: none"> 1. 85% of students will score at least 80% (out of 100%) or higher. 2. All students must receive a rating of meets expectations or greater. Students will be instructed to repeat the case study until the requirement has been met. 3. 90% of students must receive a mean score of 3 or greater on all relevant questions from the themed-meal assessment.

	4. 90% of students must receive an average score of 3 or greater across all questions on the diabetes rotation assessment.
What were the results?	<ol style="list-style-type: none"> 1. 2020: 17/20 (75%) 2021: 15/20 (75%) 2. 2020: 16/18 (89%) 2021: 17/18 (94%) 3. 2020: 18/18 (100%) 2021: 15/15 (100%) 4. 2020: 18/18 (100%) 2021: 20/20 (100%)
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Students will demonstrate effective oral and written communication about nutrition education topics.
How are learners assessed?	<ol style="list-style-type: none"> 1. CCK Written Paper Total Score in NTR 5610 2. Systematic Review Oral Presentation Score in NTR 5610 3. CTF Education Session in NTR 5150
What are the expectations for the students?	<ol style="list-style-type: none"> 1. Students complete the systematic review paper in NTR 5610. 2. Students complete the systematic review oral presentation in NTR 5610. 3. Students complete a education session at CTF for NTR 5150
What are the expectations for the program?	<ol style="list-style-type: none"> 1. At least 80% of the students will receive a total score greater than 80% on the systematic review paper in the NTR 5610 course. 2. At least 80% of the students will score at least an 80% or greater on the systematic review oral presentation assignment as graded by the course instructor. 3. At least 85% of the students will score 80% or greater on this session as graded by the course instructor.
What were the results?	<ol style="list-style-type: none"> 1. 2020: 16/19 (84%) 2021: 15/19 (79%) 2. 2020: 16/19 (84%) 2021: 10/19 (53%) 3. 2020: 16/20 (80%) 2021: 16/19 (84%)

How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will demonstrate advanced scholarship through research projects that advance the body of knowledge in nutrition and dietetics.
How are learners assessed?	NTR 5610 Research Methods in Nutrition and Dietetics Poster Presentation
What are the expectations for the students?	Students develop and implement a research poster presentation on a nutrition education topic.
What are the expectations for the program?	At least 80% of the students will receive a score of 80% or greater for this assignment.
What were the results?	2020: 16/17 2021: 19/19
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Students will demonstrate professional practice in compliance with current federal regulations and state statues and rules, as applicable, in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
How are learners assessed?	Final Clinical Evaluation – NTR 5894 Dietetic Internship
What are the expectations for the students?	Student are evaluated at during the clinical rotation by the DI Site Director.
What are the expectations for the program?	90% of interns will have a mean score of 3 points of a 4 point Likert scale (meets expectations)
What were the results?	2020: 18/18 2021: 18/18
How are the results shared? How will these results be used?	Results are reviewed yearly during Nutrition faculty meetings to determine if program improvements are needed.

Part 2 Program's Assessment Accomplishments

The last graduate assessment report was submitted October 2020 for AY 2019. The results of this assessment were reviewed leading to several updates in assessment. The assessment and learning outcomes were revised in the Summer of 2022 to update ACEND accreditation learning standards and to merge new reporting standards with the student outcome metrics of the graduate school. This resulted in updates of the assessment of the dietetic internship rotations. Learning goal number 5 was added to reflect ethical conduct and professionalism. Wording of assessment goals were edited to increase alignment with the assessments in the courses, and assessments from group assignments were eliminated to reflect individual-level achievement in the program. The feedback from this assessment will be reviewed and incorporated into the assessment plan for AY22-23.

Part 3 Changes/Improvements in curriculum, instruction, and learning due to the assessment plan. Future plans.

The NTR curriculum committee began meeting in Spring 2020 to evaluate curriculum and student evaluation data. The MSND-DI graduate program curriculum was reviewed with several changes to the graduate curriculum initiated in FA21:

- 1- Program changed from 33 to 36 credits, separating content from the original NTR 5600 Research Methods course to 2 distinct courses: Revised NTR 5600 Research Methods and NTR 5610 Systematic Reviews in Nutrition. This change was instituted to address difficulties experienced by students due to the scope of the original course, and the need for more time to adequately cover foundational research concepts.
- 2- NTR 5153 Nutrition in the Life Cycle was eliminated.
- 3- A new course NTR 5151 Nutrition and Public Health was developed and initiated in FA21.
- 4- RDN review software temporary licenses are purchased as a part of NTR 5894 to assist students in reviewing for the RDN examination. This change was implemented in response to first time RDN exam pass rates. The national first-time pass rates are low as well, 68.4% in 2020 and 62.3% in 2021.
- 5- The BS in Nutrition and Dietetics is a significant contributor to graduate student enrollment. The undergraduate curriculum has been revised in order to ensure adequate preparation of BS students at graduation for graduate school or other endeavors. Additional revisions are in progress to be incorporated in the AY23-24 school year.
- 6- An Accelerated Masters program has been developed.
- 7- The program has been amended to allow for online delivery of NTR 5150 and NTR 5154 Medical Nutrition Therapy to allow flexible delivery of course content (e.g. all classes online). All other required courses were already available online prior to this. This allows a DI student to take all of their courses online, then move to complete the internship component in-person at the assigned internship site.
- 8- Medical Nutrition Therapy courses NTR 5150 and NTR 5154 incorporate more in-person counseling and medical nutrition therapy training with clients in the course.

- 9- The dietetic internship has been modified to decrease the number of Food Service rotation hours and increase the number of Community rotation hours to provide a more balanced experience in all sectors of dietetic practice.
- 10- The Renal and Mental Health rotations were amended to improve the experience for interns in these content areas.

Future planned changes include:

- 1- Additional case study and content was added to NTR 5150/NTR 5154 Medical Nutrition Therapy to increase student preparation for the Dietetic Internship and the RDN examination.