

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: Julie Dietz, Ph.D. Graduate Coordinator

Years Included: AY 23-24

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Students will demonstrate knowledge of nutrition needs and processes through the life cycle in health and disease.
How are learners assessed?	<ol style="list-style-type: none"> 1. Mini Case Study assignment in NTR 5154 Medical Nutrition Therapy 2. Major Case Study presentation during supervised practice 3. Comprehensive Knowledge (CCK) Written Paper in NTR 5610 (Systematic Review) 4. Staff relief performance final evaluation during supervised practice 5. RDN exam yearly pass rate
What are the expectations for the students?	<ol style="list-style-type: none"> 1. NTR 5154 mini-case study: Score of 3 or greater on a 4-point 2. Supervised practice major case study: Score of 3 or greater on a 4 points scale 3. NTR 5610 Systematic Review/CCK: Score at least 80% or greater 4. Staff relief rotation during supervised practice: score 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.
What are the expectations for the program?	<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"> 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. 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"> 2023: 6/7 (86%) 2024: 10/13 (77%) 2023: 11/12 (92%) 2024: 8/8 (100%) 2023: 9/11 (82%) 2024: 5/7 (71%) 2023: 12/12 (100%) 2024: 8/8 (100%) Most recent available data: Jan. 1, 2022-Dec. 31, 2022: 17/19 (88.42 %) Jan. 1, 2023-Dec31, 2023: 13/15 (86.67%)
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"> Performance on Charleston Transitional Facilities (CTF) education session in NTR 5150 Major Case Study Presentation during supervised practice; Themed-meal assessment during supervised practice: Diabetes Rotation during supervised practice.
What are the expectations for the students?	
What are the expectations for the program?	<ol style="list-style-type: none"> 85% of students will score at least 80% (out of 100%) or higher. 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. 90% of students must receive a mean score of 3 or greater on all relevant questions from the themed-meal assessment. 90% of students must receive an average score of 3 or greater across all questions on the diabetes rotation assessment.

What were the results?	1. 2023: 8/9 (89%) 2024: 13/13 (100%) 2. 2023: 11/12 (92%) 2024: 8/8 (100%) 3. 2023: 7/7 (100%) 2024: 8/8 (100%) 4. 2023: 18/18 (100%) 2024: 8/8 (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?	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?	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?	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?	1. 2023: 9/11 (82%) 2024: 5/7 (71%) 2. 2023: 9/11 (82%) 2024: 6/7 (86%) 3. 2023: 8/9 (89%) 2024: 13/13 (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 #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?	2023: 9/11 (82%) 2024: 6/7
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 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?	2023: 12/12 (100%) 2024: 6/6 (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.

Part 2 Program's Assessment Accomplishments

Since the last assessment report, significant changes have occurred in the discipline as well as the accreditation status of several of our regional neighboring programs. A significant move toward online graduate courses emerged post-COVID, and January 1, 2024,

ushered in the requirement of a master's degree to be eligible to sit for the RDN credentialing exam. In the wake of these changes, EIU Nutrition & Dietetics saw an immediate decrease in the quality and number of applicants to the graduate program.

As a result, the NTR faculty explored several curricular changes based on the previous assessment report and intermediary data. All of this culminated in the changes/improvements noted below.

Of particular note: the program had previously been approved to admit cohorts in both fall and spring semesters. A deeper drill down into the data above documented very clearly that students admitted in the spring cohort, which was always a small number of students, consistently performed at lower levels than students admitted in the fall cohort. As a result, we are moving to a fall-only admission policy in the new Coordinated Program.

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

The following changes and improvements were made as a direct result of the assessment data and reports, and discussions concerning the data collected each semester since the last assessment report. As ACEND crafted sweeping changes to available forms of accreditation status in preparation for the master's degree requirement which went into effect 1/1/2024, a clear picture emerged of what EIU NTR wanted, and needed, to do to ensure our ability to provide the best learning experience possible for our NTR graduate students.

- Fall 2023
 - Submit request to ACEND for distance education (up to 100% online course delivery) approval. Approved January, 2024.
 - Initiate conversations with new ACEND liaison about coming changes to available accreditation status models.
 - December 1: submit request to ACEND to migrate undergraduate DPD program to a graduate Coordinated Program, sunsetting the DPD program effective May 31, 2026.
 - Accreditation standards shift from undergrad curriculum to grad curriculum.
 - Permits us to admit students to the graduate program even if they do not have a DPD verification statement.
 - Makes it easier to work with international students (who don't have a DPD verification statement).
- Spring 2024
 - Submit proposal to create EIU's first 3+2 curriculum which permits students to complete both bachelor's and master's degree in under 5 years, including 18 credits of shared coursework between the two programs. Proposal approved.

- Unit A search for a 12 month Director of Dietetics Program approved and successfully completed with the hiring of Dr. Casey Strawser. Start date: May 16, 2024.
- Summer 2024
 - ACEND approves migration to a Coordinated Program.
- Fall 2024
 - Review of data indicates that MSND:DI and MSND:CP were completely duplicative, and there was no justifiable reason to maintain two separate accreditations for essentially the same curriculum when the CP can accommodate all types of students we would wish to admit.
 - Request to ACEND to sunset MSND:DI effective May 31, 2025
 - Review of MSND:CP curriculum has begun, and will continue in Spring 2025 as we prepare for our site visit.

Further points under review:

1. Admitting both a fall and spring cohort is not tenable from a resource management standpoint, and the quality of students seeking spring admission is noticeably lower than those seeking the more traditional fall admission.
2. Online delivery of the DI program, while attractive to prospective students immediately post-COVID, does not yield the level of performance from students we expect, and focus group discussions with current students in online delivery modality made it clear that while content CAN be delivered via online learning modalities, the loss of practical exposure and experience negatively affects student preparation for the supervised practice component.
3. In early Spring 2025, a comprehensive review of the current Coordinated Program curriculum (which is identical to the DI program which is being sunsetted) will take place to ensure appropriate alignment with credentialing standards/content areas. Under consideration:
 - a. Remove NTR Leadership Development from required course list
 - b. Revise/rename 5155: Principles of Nutrition Education & Behavior to Advanced Nutritional Assessment & Counseling
 - c. Revise/rename 5153: Nutrition Education Throughout the Lifecycle to Advanced Lifecycle Nutrition
 - d. Consider crosslisting NTR 5600 Research Methodologies with PUBH 5800: Research Methods.
 - e. Develop additional 5000-level, 3 credit elective courses on specific high value topics.
 - f. Revise course names to more accurately reflect course content and placement in the curriculum.

Note: for Academic Year 25, we are running the DI program in parallel with a soft launch of the CP program. The DI will sunset no later than May 31, 2025, and we are not currently admitting any new students to the DI. All students seeking the RDN credential are being admitted to the CP.

The first application cycle for student to enter the 3+2 Pathway to the Coordinated Program takes place this spring for FA25 cohort start. Moving forward, the application cycle will be moved to Fall to better align with mandated application processes for external candidates from ACEND (notable the DICAS match process each Spring). We will need to know how many candidate slots we have available before the DICAS match cycle opens each spring, so a fall application cycle for our internal 3+2 pathway applicants is necessary.