

# Nutrition and Dietetics (BS)

 Program-76

## Annual Assessment Plan

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2 **4.2 - PLO 1**

Students will integrate scientific information and research into practice scenarios.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NUTR 322 -- Assessment project	At least 85% percent of the students will earn at least 80% of the points for the literature search aspect of the assessment project	F20 (every fall?)
NUTR 426 -- Final Paper	At least 85% of students will earn at least 80% of the points for the discussion section of their nal research report	S18



- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

NUTR 322 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

3 **4.4 - PLO 2**

Students will demonstrate the values, attitudes and behaviors expected of a food and nutrition professional.

### Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.



**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NUTR 322 – Assessment project	At least 85% of the students will earn at least 80% of the points for the client letter part of their nutrition assessment project.	F20 (every fall?)

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

NUTR 322 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A



4 **4.3 A - PLO 3**

Students will demonstrate the development and delivery of information, products, and services to individuals, groups and populations.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NUTR 410 -- Recordings	At least 85% of the students will earn at least 80% of the points on their counseling recordings	F20 (every fall?)
NUTR 412 -- Exam 2	At least 85% of the students will earn at least 80% on the Medical Nutrition Therapy II final exam	S20

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



NUTR 412 100% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

5 **4.3 B - PLO 4**

Students will strategically apply management and systems principles in the provision of services to individuals and organizations.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.



Measures	Targets	Timeline
NUTR 215 -- ServSafe Exam	At least 85% of students will pass the National Restaurant Association ServSafe Manager Exam	S22

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

NUTR 215 93.3% met goal

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

6 **4.5 - PLO 5**

Students will apply biblical principles as they make ethical decisions and describe how nutrition and food service skills may be used in service to their communities.

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NUTR 426 -- Research Project Mock Interview	At least 85% of students will earn at least 80% of the points for describing how the knowledge and skill developed in their research project can serve others	S18
NUTR 493 -- Christian Vocation/Ethics Reflection	At least 85% of students will earn at least 80% of the points for applying a biblical principle in their ethics assignment	F20 (every fall?)

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.



- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

N/A

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

## Assessment Rubric

- 1 **Process**

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	<input type="radio"/> Assessment plan is not implemented.	<input checked="" type="radio"/> Most aspects of plan are being implemented or all aspects are implemented to some degree.	<input type="radio"/> Assessment plan is fully implemented.	<input type="radio"/> Plan is faithfully executed and modified/evaluated as needed.

- 2 Explanations:

The timeline needs to be updated. Rather than 'S22, F18, etc' the timeline should indicate something timeless, ie 'Odd springs'.

3

### Engagement

	1	2	3	4
<p><b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b></p>	<p style="text-align: center;">○</p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;">○</p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;">●</p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;">○</p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>


4

Explanations:

Knowing the faculty in NUTR, I am confident that Amy and Kaitlin, perhaps with Michelle, give appropriate attention to assessment, in alignment with ACEND accreditor requirements.

5





### Program Learning Objectives

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4





	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p style="text-align: center;"></p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

**8** Explanations:

I would like to see more of a variety of measures than strictly course assignments.

**9** **Targets**

	1	2	3	4





	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p style="text-align: center;"></p> <p>Some targets are missing.</p>	<p style="text-align: center;"></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p style="text-align: center;"></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p style="text-align: center;"></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

**10** Explanations:

I have greater confidence with accredited programs such as NUTR (than other programs) that targets are rigorous and meaningful.

**11** **Timeline**

	1	2	3	4

	1	2	3	4
<p><b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b></p>	<p></p> <p>Not identified clearly for all measures.</p>	<p></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

The timeline needs to be updated. Rather than 'S22, F18, etc' the timeline should indicate something timeless, ie 'Odd springs'.

13 Action Plan

	1	2	3	4

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p style="text-align: center;"></p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p style="text-align: center;"></p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p style="text-align: center;"></p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

**14** Explanations:

There are no action plans in this cycle.

**15** **Dissemination**

	1	2	3	4

	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

### Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT