

Program: MS Nutrition and Dietetics	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Master’s Program
Department: Nutrition and Dietetics	
Date (Month/Year): 8/2021	College/School: Doisy College of Health Sciences
	Primary Assessment Contact: Rabia Rahman

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Program Target	Assessment Methods		Use of Assessment Data	Timeline
				Student Artifacts (What)	Evaluation Process (How)		
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>		<p>1. Which student artifacts will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the student artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<p>1. How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>2. How and when will the program evaluate the impact of assessment-informed changes made in previous years?</p>	<p>(any 12-month period is acceptable)</p> <p><u>Example:</u> <i>Academic years ending in an odd number</i></p>
1	Demonstrate nutrition-related, client-centered communication skills.	1.DIET 5100 Human Nutrition Metabolism & Physiology/Reinforce	1. An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric.	1.DIET 5100 Human Nutrition Metabolism & Physiology Interprofessional Team Seminar participation and critical reflection	1.Data is reviewed by course faculty (who is also the program director) using the IPTS reflection rubric and the assessment rubric	1.Program faculty will examine each action item of the associated course or program. Review of course evaluations and course related documents is included in the review. If necessary, a plan for change implementation is discussed with N&D	<p>1.Every year (as dictated by our accrediting body).</p> <p>2.Fall semester even years</p>

		2.DIET 5480 Nutrition Education and Counseling/Mastery	2.An average of 85% of students will achieve a ranking of “mastery” on the corresponding assessment rubric	2.DIET 5480 Nutrition Education and Counseling HRC counseling Project.	2.Data is reviewed by A graduate assistant the course faculty and provided to the program director using course evaluation tools and assessment rubric.	faculty and implemented by specific program faculty. Program faculty members will review and discuss the results and findings of each assessment cycle in the fall, during a faculty meeting. Action items are identified as appropriate 2.Same as 1.	
2	Demonstrate compassion in the nutritional care of clients	1.DIET 5910 Dietetic Internship/Reinforce 2.DIET 5480 Nutrition Education and Counseling/Reinforce	1.An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric. 2. An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric.	1.DIET 5910 Dietetic Internship Health Fair Project, Critical Reflection 2.DIET 5480 Nutrition Education and Counseling HRC counseling Project.	1.Data is reviewed by course faculty (who is also the program director) using the critical reflection tool and assessment rubric 2.Data is reviewed by a graduate assistant the course faculty and provided to the program director using course evaluation tools and assessment rubric.	1. Same as above 2.Same as above	1.Every year (as dictated by our accrediting body) 2.Every year (as dictated by our accrediting body)
3	Evidence counseling methods to facilitate changes	1.DIET 5910 Dietetic Internship/Introduce	1. An average of 85% of students will achieve a ranking of	1. DIET 5910 Dietetic Internship Professional Self-Assessment Project,	1.Data is reviewed by a graduate assistant and the course faculty (who is also the	1. Same as above	1.Every year (as dictated by our accrediting body).

	in nutrition-related behaviors	2.DIET 5480 Nutrition Education and Counseling/Reinforce	“introduce” or higher on the corresponding assessment rubric. 2. An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric	audio recording 2.DIET 5480 Nutrition Education and Counseling HRC counseling Project	program director) using the project rubric and the assessment rubric. 2.Data is reviewed by a graduate assistant the course faculty and provided to the program director using course evaluation tools and assessment rubric.	2.Same as above	2.Every year (as dictated by our accrediting body)
4	Demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.	1.DIET 5910 Dietetic Internship/Introduce 2.DIET 5100/5130 Human Nutrition Metabolism and Physiology I and II/Introduce/Mastery	1. An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment rubric. 2a. An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment rubric. 2b. An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment	1.DIET 5910 Dietetic Internship Preceptor Evaluations 2. DIET 5100/5130 Human Nutrition Metabolism and Physiology I& II Post-Clinical Project	1. Data is reviewed by program director from Preceptor Evaluations and the assessment rubric 2. Data is reviewed by course faculty (who is also the program director) using the project evaluation tool and assessment rubric	1.Same as above 2. Same as above	1. Every year (as dictated by our accrediting body) 2.Every year (as dictated by our accrediting body)

			rubric.				
5	Evaluate emerging research for application in nutrition and dietetics practice.	1. DIET 5100 Human Nutrition, Metabolism and Physiology I/Introduce 2. DIET 5960 Capstone/DIET 5990 Thesis/Reinforce	1. An average of 85% of students will achieve a ranking of "introduce" or higher on the corresponding assessment rubric. 2. An average of 85% of students will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	1. DIET 5100 Human Nutrition, Metabolism and Physiology Debate Project 2. DIET 5960 Capstone/DIET 5990 Thesis Capstone or Thesis Project	1. Data is reviewed by course faculty (who is also the program director) using the debate project evaluation tool and assessment rubric 2. Data is reviewed by the chair of the capstone or thesis projects and provided to the program director using course evaluation tools and assessment rubric.	1. Same as above 2. Same as above	1. Every year (as dictated by our accrediting body). 2. Every year (as dictated by our accrediting body)

Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.)

Most of the MS-ND learning outcomes are reviewed and assessed yearly as prescribed by our accrediting body. PLO 1 is measured using two different artifacts, therefore one of those is assessed Fall Semester of every even academic year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.
This plan was formulated by the Program Director in collaboration with faculty as needed.

**Master of Science in Nutrition and Dietetics (MS-ND)
Program Assessment Rubrics**

PLO #1: Demonstrate nutrition-related, client-centered communication skills.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify elements of client centered communication	Identifies elements of client-centered communication	Describes the principles of nutrition-related, client-centered communication	Demonstrates nutrition-related, client-centered communication through patient interactions during clinical rotations
PLO #2: Demonstrate compassion in the nutritional care of clients.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify the importance of compassion in the delivery of nutritional care to clients	Identifies importance of compassion in the delivery of nutritional care to clients.	Describes methods that demonstrate compassion when providing nutritional care to clients.	Demonstrates compassion in the provision of nutritional care to clients during a counseling session.
PLO #3: Evidence counseling methods to facilitate changes in nutrition-related behaviors.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify effective counseling methods	Identifies effective counseling methods to facilitate nutrition-related behavior changes.	Describes effective counseling methods to facilitate nutrition-related behavior changes.	Applies effective counseling methods during a counseling session to facilitate nutrition-related behavior changes in clients.
PLO #4: Demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify the professional attributes of a nutrition and dietetics professional.	Identifies the professional attributes of a nutrition and dietetics professional.	Describes the importance of embodying professional attributes in a variety of settings.	Demonstrates professional attributes fitting of a nutrition and dietetics professional when presenting case patient and interventions.
PLO #5: Evaluate emerging research for application in nutrition and dietetics practice.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify appropriate sources for emerging nutrition research.	Identifies appropriate sources for emerging nutrition research.	Describes research methodology that is the basis for sound evidence-based practice.	Evaluates emerging research from appropriate sources, with strong research methodology, to provide sound evidence-based nutrition care.

