

Program Name: **MS in Nutrition and Dietetics: Nutrition Education**
Report Submitted October 15, 2020, including student outcomes from Fall 2019 and Spring 2020.

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MSND Graduate Coordinator

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. Content Area Knowledge: Students will demonstrate knowledge and understanding representing appropriate depth of knowledge related to nutrition requirements through the life cycle, and principles of nutrition education.</p>	<p>a) Certification of Comprehensive Knowledge (CCK) Written Paper: Students completing the written CCK will be directly evaluated on their depth of content knowledge of a nutrition topic. Evaluation of content knowledge will be on a 4-point scale: 4=highly competent 3=competent 2=minimally competent 1=not competent</p> <p>b) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their appropriate content knowledge of nutrition topics. Evaluation of content knowledge will be on a 4-point scale: 4=highly competent 3=competent</p>	<p>a) At least 80% of the evaluations submitted by faculty reviewer will rate students as competent (3 on a 4-point scale) or higher in their knowledge and understanding of nutrition topics and theories.</p> <p>b) At least 80% of the evaluations submitted by faculty reviewers will rate students as competent or greater (3 of 4 on a 4-point scale)</p>	<p>a) Using the CCK rubric, 50% (4/8) of the evaluations rated depth of content knowledge as competent or greater.</p> <p>b) No Nutrition Education students completed a thesis during AY 19-20.</p>	<p>a) The CCK capstone is evaluated by the NTR 5600 instructor and/or the graduate coordinator. If needed (e.g., average rubric rating below a 3, unforeseen problematic circumstances), additional Nutrition faculty reviewers will evaluate the CCK.</p> <p>Results are disseminated to the Nutrition faculty during semester meetings and discussed to determine where and how changes or improvements need to be made.</p> <p>b) Thesis committee members evaluate the student's performance. (Each thesis committee consists of 3 faculty members). Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain</p>

	<p>2=minimally competent 1=not competent</p> <p>c) Systematic Review Oral Presentation Score [direct measure; course embedded]: Students enrolled in the NTR 5600 Research Methods (a required course) will be evaluated on their content knowledge of nutrition research.</p> <p>d) NTR 5155 Principles of Nutrition Education and Behavior Nutrition Education Program Prospectus: Students will demonstrate understanding of behavior change theories utilized in the design of nutrition education programs. This knowledge will be assessed on through the evaluation of the theory section of a nutrition education program prospectus developed for a class project.</p>	<p>c) 80% of students will score at least 80% or greater on the oral presentation of the systematic review paper.</p> <p>d) At least 80% of the students will score at least 80% of the total points or greater for the behavior change theory section of the prospectus.</p>	<p>c) 4/7 (57.1%) of students received a score of 80% or greater on the systematic literature review oral presentation. Scores ranged from 64-91% (mean=81%).</p> <p>d) 57.1% (4/7) of students received a score of 80% or greater on the Nutrition Education Program Prospectus assignment in NTR 5155. Scores ranged from 70-94% (mean=82.5%).</p>	<p>where, how, and if changes or improvements need to be made.</p> <p>c) The Systematic Review Oral Presentation is evaluated by NTR 5600 course instructor and the student's advisor/graduate coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>d) Faculty teaching NTR 5155 evaluate each student's assignment. Course assignment outcomes are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as well.</p>
<p>2. Critical Thinking: Students will demonstrate critical thinking skills with regards to nutrition topics.</p>	<p>a) Comprehensive Knowledge (CCK) Written Paper Critical Thinking Assessment: Students completing the CCK written component will be directly evaluated on critical thinking</p>	<p>a) At least 80% of students will be rated as competent (3 on a 4-point scale) or greater on critical thought displayed in their CCK of the written component. This rating will be provided by the NTR 5600 course instructor.</p>	<p>a) Using the CCK rubric, 63% (5/8) of the evaluations rated depth of content knowledge as competent or greater.</p>	<p>a) The CCK capstone is evaluated by NTR 5600 course instructor and the student's advisor/graduate coordinator. Results are disseminated to the Nutrition faculty during</p>

	<p>skills in regard to nutrition education topics. Evaluation of critical thinking will be on a 4-point scale: 4=highly competent 3=competent 2=minimally competent 1=not competent</p> <p>b) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their ability to think critically regarding nutrition topics.</p> <p>c) NTR 5153 Nutrition Education in the Life Cycle Program Prospectus submission: Students will develop and submit a program plan or prospectus on a nutrition education topic. This project will be scored by the instructor of the course.</p>	<p>b) At least 80% of the evaluations submitted by faculty will rate students as competent (3 on a 4-point scale) in their ability to think critically regarding nutrition topics.</p> <p>c) At least 80% of the students will receive a score of 80% or greater for this assignment as graded by the course instructor.</p>	<p>b) No Nutrition students completed a thesis during AY 19-20.</p> <p>c) 100% of NE students (6/6) received a score of 80% or greater for the Program Prospectus submission in NTR 5153.</p>	<p>semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>b) Thesis committee members evaluate the student's performance. (Each thesis committee consists of 3 faculty members). Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c) Faculty teaching NTR 5153 evaluate student performance on this assignment. Course assignment outcomes are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as well.</p>
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<p>3. Oral and written communication skills: Students will demonstrate effective oral and written communication about nutrition education topics.</p>	<p>a) CCK Written Paper Total Score: Students will develop a systematic literature review paper for the CCK in NTR 5600. This paper is evaluated on writing focus (4pts), organization (4pts), style (4pts), mechanics (4pts), use of APA format for references and citations (2pts), depth of content knowledge (8pts), tables and figures (4pts), formatting of tables (2pts), appropriate sources (4pts), critical thought (8pts), and articulation of the methodology (6pts). Each of these categories are evaluated on a 4-point scale: 4=highly competent 3=competent 2=minimally competent 1=not competent The number of points given for each section is proportional to the total number of points in each section. The maximum score is 50/50.</p> <p>b) Systematic Review Oral Presentation Score: Students in NTR 5600 Research Methods (a required course) will be evaluated through an oral presentation of a systematic literature review conducted by the student.</p>	<p>a) At least 80% of the students will receive a total score greater than 70% (required score to pass) as scored by the instructor of the NTR 5600 course.</p> <p>b) At least 80% of the students will score at least an 80% or greater on the assignment as graded by the course instructor.</p>	<p>a. 88% of students (7/8) received a total score greater than 70% (the score required to pass) in FA19 and SP20.</p> <p>b. 4/7 (57.1%) of students received a score of 80% or greater on the systematic literature review oral presentation. Scores ranged from 64-91% (mean=81%).</p>	<p>a) The systematic literature review paper is evaluated by NTR 5600 course instructor and the student's advisor/graduate coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>b. The systematic literature review oral presentation is evaluated by NTR 5600 course instructor. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>
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	<p>c) NTR 5153 Nutrition Education in the Life cycle Facilitated Discussion assignment. Students will provide a presentation and lead a class discussion on a nutrition education topic. This assignment will be graded by the course instructor.</p>	<p>c) At least 80% of the students will receive a score of 80% or greater for this assignment.</p>	<p>c. 100% of NE students (6/6) received a score of 80% or greater on the Facilitated Discussion assignment in NTR 5153.</p>	<p>c. The Facilitated Discussion presentation is evaluated by NTR 5153 course instructor. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>
<p>4. Advanced scholarship: Students will demonstrate an understanding of nutrition principles and advanced scholarship through the dissemination of results through poster presentations, journal articles, and other scholarly products.</p>	<p>a) NTR 5600, Research Methods in Nutrition and Dietetics Students will develop a poster presentation on a nutrition education topic. This presentation will be graded by the instructor of the course.</p>	<p>a) At least 80% of the students will receive a score of 80% or greater for this assignment.</p>	<p>a. 5/7 (71.4%) of students received scores of 80% or greater on the poster assignment in NTR 5600. Scores ranged from 72-100% (mean=87.1%).</p>	<p>a. The poster assignment is evaluated by NTR 5600 course instructor. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>

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

The reporting form has been edited to reflect previous comments regarding the assessment of oral and written communication, which is assessed in our program, but was not evident in previous reports. In addition, additional detail was provided for measures, and additional assessment items were added for each objective, per previous recommendations. An additional column was added to indicate how the information is used, indicating a mechanism for addressing results that do not meet program expectations, and plans to address concerns and make improvements. As changes have been made as recently as FY2018 in the program delivery and faculty, we will continue to review assessment data to determine if changes are needed to address any potential issues.

The program created a newly form curriculum committee. The DPD, DI faculty and interim chair have continued to meet on a frequent basis to discuss the curriculum, issues/potential issues with graduate students and methods to enhance the classroom experience to ensure students are well-prepared

upon entering their internships. During AY 2020-2021, students in NTR 5153 Nutrition Education in the Life Cycle and 5155 Principles of Nutrition Education and Behavior will complete projects related to faculty research in food security to provide hands-on community nutrition education experience working with community partners in the East Central Illinois area. A mentoring experience has been added to NTR 5155 Principles of Nutrition Education and Behavior, where students were paired with undergraduate students in NTR 2750. In one strategy to address weaknesses in research skills, writing and communication, a new, required, undergraduate research methods course is being planned for SP2022 to help build research methods competency among EIU undergraduate students. This will improve their ability to interpret and translate research, a vital skill for all sectors of nutrition and dietetics as well as preparation for graduate education.

**Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
March 9, 2021**

Department: **Nutrition and Dietetics**

Degree and Program Name: **MS in Nutrition and Dietetics: Nutrition Education**

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies.
How, Where, and When Assessed	The assessment plan is clear. Students are assessed using a variety of methods: CCK paper, an oral presentation, and optional thesis to name a few.
Expectations	Expectations are included and are reasonable.
Results	The program is meeting and exceeding some of the learning goals, but the data presented indicates that more than 20% of students are falling short of program expectations for several assessments. Fewer students than expected met expectations for the poster presentation, the oral presentation (systematic review), critical thinking, the prospectus, depth of knowledge.
How Results Will be Used	Results of each assessment are shared at faculty meetings, and changes are discussed. It is clear changes have been made in the reporting form (adding assessments you were utilizing, but not including in the report), but have there been changes based on the results of the assessment as opposed to feedback from previous reports?
Recommendations	You conduct assessment throughout the program, and you use more than one faculty person to evaluate many of the assignments used for this report. You have made a lot of changes from your previous assessment report to reflect some of the assessment work you are doing, but were not reporting. This is helpful in painting a better picture of student learning in your program. One change you have implemented is adding an undergraduate research class, which may better prepare students who enter your graduate program from your undergraduate program, but if the students who are underperforming are from other programs, this change will not assist those students unless you require that undergraduate research class or the equivalent for all students in the program. Do you have data to suggest that students from only your own undergraduate program do not have the necessary research skills to succeed in your graduate program, or does the evidence suggest this challenge cuts across your entire graduate cohort? If it is the latter, you may wish to consider different solutions that would have a broader positive impact. You have also made significant programmatic

	<p>revisions, including the inclusion of a research methods course and additional critical thinking activities. These changes will be useful to track to determine their effectiveness. As you add more requirements and increase costs, it will also be important to measure the accessibility of your graduate program as time progresses.</p>
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The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.