<table>
<thead>
<tr>
<th>Programmatic Outcome: Goal</th>
<th>Methods of Assessment</th>
<th>Responsible for Assessment</th>
<th>Assessment Result Reported To</th>
<th>Reporting Schedule</th>
<th>2019-2020 Outcome Data Analysis</th>
<th>Outcome Action to be taken in 2020-2021 (based on outcome data analysis from 2019-2020)</th>
<th>Follow-up on Previous Outcome Action Taken from report of 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Completion:</strong> At least 90% of matriculated students will graduate within 5 years</td>
<td>Student completion rates</td>
<td>Faculty</td>
<td>Department Chair &amp; Faculty</td>
<td>Program completion rates reviewed annually</td>
<td>Results of program completion rate data for students beginning the program in 2014 (available 2/14/2021) show an 81% graduation rate with an 65% graduation rate within 5 years (n = 11) and a 35% (n = 6) graduation rate within 2 years. For students beginning the program in 2015: show a 62%(8/13) graduation rate with an 31% (4/13) graduation rate within 2 years and 31% (n=4/13) graduation rate within 5 years 2016: 78%( 7/9) students graduated, 22% (2/9) students graduated within 2 years, 55%( 5/9) students graduated within 5 years, 1 active and 1 withdrew 2017: 43% (3/7) graduated in 2 years, 1 active, 1 changed mind, 2 withdraw 2018: 33% (3/9) graduated within 2 years, 4 active, 2 transfer 2019: 6 Active, 1 Changed mind.</td>
<td>Graduation rates and program withdrawals will continue to be closely monitored to determine any emerging trends.</td>
<td>Graduation rates are variable from year to year, reasons for variance possibly a result of the variation in numbers graduating and characteristics of the annual student cohort.</td>
</tr>
<tr>
<td><strong>Student Persistence:</strong> During the program, student persistence will be 85%</td>
<td>Student LOA data</td>
<td>Faculty</td>
<td>Department Chair &amp; Faculty</td>
<td>Quarterly LOA data</td>
<td>2019-2020 AY Persistence rate was 67%. 1 out of 12 students withdrew from the program for job/educational reasons and 3 out of 12 (25%) students requested an LOA for 1 quarter each Monitoring of reasons for LOAs shows a variety of reasons typical of</td>
<td>LOAs and withdrawals will continue to be closely monitored to determine any emerging trends.</td>
<td>Main reasons given for program LOAs continue to show a wide range of reasons with no predominant cause.</td>
</tr>
<tr>
<td>Faculty report of concerns about individual students.</td>
<td>Department Chair and Faculty</td>
<td>Department Chair and Faculty</td>
<td>Monthly Department Meetings</td>
<td>Portfolio student was given an incomplete which is ongoing with continued family/medical/pandemic related challenges and continues to be monitored. Continue to discuss student of concern at monthly department meetings and plans for follow up recorded in minutes to monitor concern and include inquiry and plans for student follow up summarized in department meeting minutes. Reviews of student concerns continue to be conducted at department meetings with follow up by appropriate dept personnel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising notes as intentional touch point at quarterly registration through use of self-service</td>
<td>Faculty Advisors</td>
<td>Department Chair and Faculty</td>
<td>Quarterly</td>
<td>Self Service notes were used to indicate what courses students were advised to take every quarter. Advising notes in self service include information on courses students were advised to register and future program planning. Self service student course plans indicate that for each quarter <strong>Fall19</strong>: 40% of students took 1 course, 53% took 2 courses (1LOA) <strong>Winter19</strong>: 40% of students took 1 course, 40% took 2 courses and 13% took 3 courses (1LOA) <strong>Spring20</strong>: 50% of students took 1 course, 43% took 2 courses and 7% took 3 courses. Continue to utilize the notes section in self service to document advising notes related to student registration conversations, course plans, and support student persistence. Students respond positively to faculty expressing interest in their progress. Continue quarterly personalized check in with student registration.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Clinical Nutrition (Masters of Science) & Nutrition Education (Masters of Science)**

**Assessment of Programmatic Outcomes and Actions Taken 2019-2020**

<table>
<thead>
<tr>
<th>Graduate Survey question on student satisfaction with ongoing faculty advising</th>
<th>Department Chair and Faculty</th>
<th>Department Chair and Faculty</th>
<th>Survey at time of graduation (19F-20SU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer20: 38% of students took 1 course, 50% took 2 courses and 13% took 3 courses (1LOA)</td>
<td>4 students completed the graduation survey which includes a question about student satisfaction with faculty advising. Experience with faculty and academic advisor remains a highly rated student experience. All graduate survey respondents indicated that their experience with their academic advisor was excellent</td>
<td>Continue quarterly advising check in email with registration reminders, advisor planning and approving and student registration in self service</td>
<td>Academic advising load more equitably distributed among faculty to reduce advising load on one advisor and self service registration supports positive student advising</td>
</tr>
</tbody>
</table>

**Student Success**

100% of students will achieve a final grade of C or better in all program courses

<table>
<thead>
<tr>
<th>Quarterly grade reports and weekly online student status reports</th>
<th>Department Faculty Course Directors and Chair</th>
<th>Department Chair and Faculty</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students enrolled in program courses during 2019-2020AY achieved a final course grade of C or better</td>
<td>Continue to monitor quarterly final course grade and identify any students with grade concerns early in the quarter</td>
<td>This was not a goal in the 2018-2019 Plan</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate Success:**

90% of Program graduates will report employment in the nutrition field or promotion from an existing position, and involvement in professional activities and accomplishments

<table>
<thead>
<tr>
<th>Graduate and Alumni Survey Data on Professional Activities and Accomplishments</th>
<th>Department Chair and Administrative Assistant</th>
<th>Department Chair &amp; Faculty</th>
<th>Alumni Surveys at 1, 3, and 5 yrs post-graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Students completed the Alumni Survey sent in June of 2020. (3HPW, 6 CN, 3 NE). Time since graduation is unknown for individual students in these surveys</td>
<td>Employment Advancement: 100% of alumni responded that they are currently employed (clinical dietitian/nutritionist, clinical nutrition manager, WIC, Nutrition and/or Health promotion educator, and other) 75% of graduates started a new job or received a promotion since beginning the program.</td>
<td>Data for Nutrition and HPW data are combined into 1 survey which could affect responses. Separate out data based on program for future surveys Distribute future surveys based on program and year since graduation.</td>
<td>Trends in graduate success remain stable. Although numbers of alumni responding are small, employment statistics remain strong for alumni.</td>
</tr>
</tbody>
</table>
## Professional Engagement and Leadership

- **78%** alumni are involved in 1 or more professional organizations.
- **75%** of alumni hold a leadership role or office in a professional organization.
- **50%** have given an oral or poster presentation at a professional meeting.
- **89%** of alumni said they would recommend this program to others interested in the degree.

## Review of Alumni Preparation for Achievement in the Nutrition Field (Alumni Survey)

- **部门主管** and **行政助理**
- **每年（毕业时间，1, 3, 和 5 年后）**
- **2020年6月**的校友调查数据显示，分析数据的挑战在于发送相同的调查给营养和HPW学生，调查包含的问题适用于HPW学生，因此会歪曲分数。

## 2 separate surveys need to be developed for the individual programs with questions specific to the competency of each program.

## Enrollment: Increase enrollment in the Nutrition Certificate for Healthcare Professionals (NCHP) program

- **年度学位入学数据**
- **持续**
- **2019-2020学年**：4名NE学生和1名CN学生在学位项目中注册。

## Increase Nutrition degree program enrollment

| 组织 | 增加入学人数 | 部门主管或注册处 | 每年（毕业前的夏季） | 在2019-2020学年，有1名并发学生（PT）参加了NCHP项目作为并发学生。
| 部门战略招生管理部与NCHP合作营销
| 主动宣传NCHP到其他大学项目作为并发证书项目

## This was not a goal in 2018-2019 Assessment

| 本学年未达成目标

---

**Page 4 of 6 - 2/25/2021**

Rosalind Franklin University of Medicine and Science
### The Nutrition Program

The program is in the process of submitting an IBHE program modification which will change the current Masters in Nutrition Education degree to a Masters in Nutrition with 2 concentration areas; 1 in Education and 1 in Lifestyle Medicine, with the goal of creating attractive areas of specialization in the field. The program hopes to launch this revision beginning Fall 2021 and believes it will increase department enrollment.

### End of Course Surveys

End of course surveys. Final Program Portfolio, Program completion survey, Alumni Survey

### Faculty

Department Chair and Faculty

### Quarterly and upon each student's completion of the program

In 2019-2020 all students successfully completed IP analysis & reflection statements as part of their e-portfolios and final presentation requirements.

At the end of the program 100% (n=4) of students reported that they had IP experiences in their classes including group discussions, group exercises, discussions of professional roles and responsibilities in healthcare, values and ethics in healthcare and effective communication for healthcare professionals.

75% that they had IP in their classes including reported teams and teamwork.

50% reported that they had IP

### Continue guidance/instruction on student reflection in final portfolio to enhance depth of analysis of IPEC core competencies

IPEC competencies were added as a component of the standardized syllabus in courses to add emphasis to this component of the curriculum. IP reflection instructions in the final portfolio course were revised to provide more in-depth instructions and students are required to directly address each of the core IPEC competencies. This guidance/instruction
| experiences in their classes including quality improvement and healthcare policy | Alumni rated their ability to demonstrate leadership in an interprofessional setting as intermediate (33%) or advanced (67%). | on student reflection enhanced depth of analysis of IPEC core competencies |