

Clinical Nutrition (Masters of Science) & Nutrition Education (Masters of Science)

Assessment of Programmatic Outcomes and Actions Taken 2019-2020

Programmatic Outcome: Goal	Methods of Assessment	Responsible for Assessment	Assessment Result Reported To	Reporting Schedule	2019-2020 Outcome Data Analysis	Outcome Action to be taken in 2020-2021 (based on outcome data analysis from 2019-2020)	Follow-up on Previous Outcome Action Taken from report of 2018-2019
<p>Program Completion: At least 90% of matriculated students will graduate within 5 years</p>	Student completion rates	Faculty	Department Chair & Faculty	Program completion rates reviewed annually	<p>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.</p> <p>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</p> <p>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</p> <p>2017: 43% (3/7) graduated in 2 years, 1 active, 1 changed mind, 2 withdraw</p> <p>2018: 33% (3/9) graduated within 2 years, 4 active, 2 transfer</p> <p>2019: 6 Active, 1 Changed mind.</p>	Graduation rates and program withdrawals will continue to be closely monitored to determine any emerging trends.	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.
<p>Student Persistence: During the program, student persistence will be 85%</p>	Student LOA data	Faculty	Department Chair & Faculty	Quarterly LOA data	<p>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</p> <p>Monitoring of reasons for LOAs shows a variety of reasons typical of</p>	LOAs and withdrawals will continue to be closely monitored to determine any emerging trends.	Main reasons given for program LOAs continue to show a wide range of reasons with no predominant cause.

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					adult learners including: other job/education responsibilities (1) financial (1) military obligations (1) and 1 student withdrew from (NE) program for job/education responsibilities		
Faculty report of concerns about individual students.	Department Chair and Faculty	Department Chair and Faculty	Monthly Department Meetings	For the 2019-2020 1CN student concerns was noted in minutes 1CN student issue with ongoing family/medical/pandemic related concerns and did not complete final portfolio.	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.	
Advising notes as intentional touch point at quarterly registration through use of self-service	Faculty Advisors	Department Chair and Faculty	Quarterly	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 Fall19: 40% of students took 1 course, 53% took 2 courses (1LOA) Winter19: 40% of students took 1 course, 40% took 2 courses and 13% took 3 courses (1LOA) Spring20: 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.	

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					Summer20: 38% of students took 1 course, 50% took 2 courses and 13% took 3 courses (1LOA)		
	Graduate Survey question on student satisfaction with ongoing faculty advising	Department Chair and Faculty	Department Chair and Faculty	Survey at time of graduation (19F-20SU)	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	Continue quarterly advising check in email with registration reminders, advisor planning and approving and student registration in self service	Academic advising load more equitably distributed among faculty to reduce advising load on one advisor and self service registration supports positive student advising
Student Success 100% of students will achieve a final grade of C or better in all program courses	Quarterly grade reports and weekly online student status reports	Department Faculty Course Directors and Chair	Department Chair and Faculty	Quarterly	100% of students enrolled in program courses during 2019-2020AY achieved a final course grade of C or better	Continue to monitor quarterly final course grade and identify any students with grade concerns early in the quarter	This was not a goal in the 2018-2019 Plan
Graduate Success: 90%of Program graduates will report employment in the nutrition field or promotion from an existing position, and involvement in professional	Graduate and Alumni Survey Data on Professional Activities and Accomplishments	Department Chair and Administrative Assistant	Department Chair & Faculty	Alumni Surveys at 1, 3, and 5 yrs post-graduation	11 Students completed the Alumni Survey sent in June of 2020. (3HPW, 6 CN, 3 NE). Time since gradation is unknown for individual students in these surveys 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.	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.	Trends in graduate success remain stable. Although numbers of alumni responding are small, employment statistics remain strong for alumni.

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organizations					<p>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.</p>		
	Review of alumni preparation for achievement in nutrition field (Alumni Survey)	Department Chair, Administrative Assistant and Faculty	Department Chair and Faculty	Annually Surveys time of graduation, 1, 3, and 5 yrs post-graduation	Alumni survey data from June 2020 (n =11) Review of the survey results reveals challenges with analyzing the data because the same survey was sent to both nutrition and HPW students and the survey contains questions which would have been applicable to HPW students and therefore skewing the scores.	2 separate surveys need to be developed for the individual programs with questions specific to the competency of each program.	Review of survey implementation indicates it will require additional coordination
Enrollment: Increase enrollment in the Nutrition Certificate for Healthcare Professionals (NCHP) program	Number of students who enroll in the NCHP	Admissions and Registrar's Office	Dept Chair	Each year in the summer for previous the AY	In AY2019-2020 1 concurrent student (PT) participated in the NCHP program as a concurrent student	Work with the Department of Strategic Enrollment Management to market the NCHP Actively market the NCHP to other University programs as a concurrent certificate program	This was not a goal in 2018-2019 Assessment
Increase Nutrition degree program enrollment	Annual degree enrollment data	Department chair	Department Faculty and Chair	Ongoing	In the 2019-2020 AY 4 NE students enrolled and 1 CN student enrolled in the degree program The nutrition programs have seen decreased enrollment since 2006	Formation of an external advisory committee to help identify trends and provide future directions to increase program enrollment. Continue to actively monitor trends and growth in	This was not a goal in the 2018-2019 Assessment

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						<p>nutrition program</p> <p>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</p>	
<p>Enhance the inter-professional opportunities for our students that align with the IP vision and mission of the University</p>	<p>End of course surveys. Final Program Portfolio, Program completion survey, Alumni Survey</p>	<p>Faculty</p>	<p>Department Chair and Faculty</p>	<p>Quarterly and upon each student's completion of the program.</p>	<p>In 2019-2020 all students successfully completed IP analysis & reflection statements as part of their e-portfolios and final presentation requirements.</p> <p>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</p>	<p>Continue guidance/instruction on student reflection in final portfolio to enhance depth of analysis of IPEC core competencies</p>	<p>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</p>

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					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
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