

**UAA Faculty Senate Academic Assessment Committee**

Agenda: October 7, 2016

11:15a – 12:45p (*note time change*), ADM 204

Call: (866) 832-7806 and enter Participant Code: 6243209

1. Approval of Agenda
2. Approval of Minutes
3. Vice Provost report and discussion
  - Accreditation: Self Study
  - Reminder: Annual Academic Assessment Reports due by October 30, SharePoint site [Link](#)
  - NWCCU Assessment Rubric (informational item below)
4. Assessment Plan Reviews
  - 11:15am: Dietetics & Nutrition MS, Program Representative: Carrie King (page 5)
5. Next Meeting
  - Assessment plan reviews in the queue: N/A
6. Information Items
  - NWCCU Assessment Rubric (page 22)
  - Institutional Self-Study Open Forums (page 23)
  - General Education Assessment Workshop1: Curriculum Mapping and Shared Assessment; Friday, October 14<sup>th</sup>, 10:00am -11:30am, RH 101.

*Committee Members*

Tim Benningfield, Faculty Senate
Rachel Graham, Faculty Senate
Jeff Hollingsworth, Faculty Senate
Brian Bennett, Faculty Senate
Bill Myers, CAS
Christina McDowell, CBPP

Kathi Trawver, COH
Deborah Mole, Library
Jennifer McFerran Brock, CoEng
Holly Bell, Mat-Su
Scott Downing, KPC
Cynthia Falcone, Kodiak

*X = Attendance*

Scheduled Meeting Dates Academic Year 2017		
Date	Time	Location
9/2	11:00-12:30p	ADM 204



<b>Scheduled Meeting Dates Academic Year 2017</b>		
<b>Date</b>	<b>Time</b>	<b>Location</b>
<b>9/9</b>	<b>Assessment Seminar 9:00-12:30</b>	<b>LIB 307</b>
9/16	<del>11:30-1:00</del> (time change)	ADM 201 (room change)
10/7	11:15-12:45 (time change)	ADM 204
10/21	11:00-12:30p	ADM 204
11/4	11:00-12:30p	ADM 204
11/18	11:00-12:30p	ADM 204
12/2	11:00-12:30p	ADM 204
12/16	Cancelled	-
1/6	Cancelled	-
1/20	11:00-12:30p	ADM 204
2/3	11:00-12:30p	ADM 204
2/17	11:00-12:30p	ADM 204
3/3	11:00-12:30p	ADM 204
3/18	Cancelled	-
4/7	11:00-12:30p	ADM 204
4/21	11:00-12:30p	ADM 204
5/5	11:00-12:30p	ADM 204
Academic Year 2017 schedule: 1 <sup>st</sup> & 3 <sup>rd</sup> Fridays unless otherwise noted		

**UAA Faculty Senate Academic Assessment Committee MINUTES/DRAFT**

Agenda: September 16, 2016

11:30a – 1:00p, ADM 201

Call: (866) 832-7806 and enter Participant Code: 6243209

1. Approval of Agenda
2. Approval of Minutes
3. Vice Provost report and discussion
  - Accreditation
    - Forum today was well attended and well received. Faculty engaged and asked excellent questions that help us understand what might be clear in the data presentation. Community campuses did a great job of bringing out faculty to participate.
    - Schedule of Open Forums: GER Open Forum, Friday, September 30, 10:00-11:30 in LIB 307.
    - Robert Stein will hold a follow-up session to talk about the input from the Kick Off and next steps. Friday, September 30, 3:30-5:00 in LIB 307.
    - Annual Academic Assessment Reports are due to be posted by October 30, SharePoint site [Link](#)
    - AAC participation in the Self-Study will be important.
4. Assessment Plan Reviews
  - 11:40am: Reviewed Pharmacy Tech OEC, Program Representative: Robin Wahto presented.
    - Will be seeking national accreditation so much of this plan may change when program is required to provide a practicum and certification/exam
    - Suggestion that once accreditation secured/changes to SLOs suggest change assessment plan to include national exam scores/pass rates and practicum evaluation/move to direct measures.
  - 12:00pm: Reviewed. Medical Coding OEC, Program Representative: Robin Wahto presented.
5. Next Meeting
  - Plans from the following list will be reviewed at the next meeting. The documents will be sent by Wednesday, before the meeting.
    - Civil Engineering MS
    - Dental Hygiene AAS
    - Human Services AAS
    - Nursing AAS
6. Information Items
  - N/A

*Committee Members*

X	Tim Benningfield, Faculty Senate
x	Rachel Graham, Faculty Senate
x	Jeff Hollingsworth, Faculty Senate
x	Brian Bennett, Faculty Senate
x	Bill Myers, CAS
x	Christina McDowell, CBPP
	<del>Adrainne Thomas, COE</del>
x	Thomas Harman, CTC

x	Kathi Trawver, COH
x	Deborah Mole, Library
x	Jennifer McFerran Brock, CoEng
x	Holly Bell, Mat-Su
x	Scott Downing, KPC
x	Cynthia Falcone, Kodiak
x	Susan Kalina, Vice Provost, <i>Ex-Officio</i>

*X = Attendance*

Scheduled Meeting Dates Academic Year 2017		
Date	Time	Location
9/2	11:00-12:30p	ADM 204
<b>9/9</b>	<b>Assessment Seminar 9:00-12:30</b>	<b>LIB 307</b>
9/16	11:30-1:00 (time change)	ADM 201 (room change)
10/7	11:00-12:30p	ADM 204
10/21	11:00-12:30p	ADM 204
11/4	11:00-12:30p	ADM 204
11/18	11:00-12:30p	ADM 204
12/2	11:00-12:30p	ADM 204
12/16	Cancelled	-
1/6	Cancelled	-
1/20	11:00-12:30p	ADM 204
2/3	11:00-12:30p	ADM 204
2/17	11:00-12:30p	ADM 204
3/3	11:00-12:30p	ADM 204
3/18	Cancelled	-
4/7	11:00-12:30p	ADM 204
4/21	11:00-12:30p	ADM 204
5/5	11:00-12:30p	ADM 204
Academic Year 2017 schedule: 1 <sup>st</sup> & 3 <sup>rd</sup> Fridays unless otherwise noted		



UNIVERSITY *of* ALASKA ANCHORAGE

**M.S. Dietetics and Nutrition  
Academic Assessment Plan**

**Adopted by**

**The Dietetics and Nutrition faculty: 9-9-16**

**Submitted to the Academic Assessment Committee via:  
[ayaac@uaa.alaska.edu](mailto:ayaac@uaa.alaska.edu)**

## MISSION STATEMENT

The mission of the UAA Master of Science (MS) in Dietetics and Nutrition is to guide and advance the practice of dietetics and nutrition in Alaska. The MS in Dietetics and Nutrition prepares program graduates to sit for the national registered dietitian nutritionist (RDN) exam.

## PROGRAM INTRODUCTION

UAA is the exclusive education and training program provider of registered dietitian nutritionists in Alaska. Prior to the development of the MS Dietetics and Nutrition, the entry-level pathway to becoming a registered dietitian nutritionist, provided at UAA, included a bachelor's degree in dietetics and a graduate certificate dietetic internship (supervised practice). In 2016, in response to changes in requirements from the Commission on Dietetic Registration (the national credentialing body for the profession of dietetics), requests from students and preceptors, and to meet the needs of Alaska's dietetics and nutrition industry, a graduate degree combining the didactic and supervised practice requirements was developed. The new requirement for a graduate degree for entry-level practice will better provide the depth of knowledge and skills registered dietitian nutritionists will need for current and future dietetics practice.

## PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a MS in Dietetics and Nutrition will be able to:

1. Integrate and apply scientific information and research into professional dietetics and nutrition practice. [*Professional practice skills*]
2. Exhibit beliefs, values, attitudes and behaviors that are at the professional dietitian level of practice. [*Professional practice skills*]
3. Provide clinical and customer services by developing and delivering information, products and services to individuals, groups and populations. [*Client Care Skills; Public/Population Health and Community Nutrition Skills*]
4. Utilize strategic application of principles of management and systems in the provision of food and nutrition services to individuals and organizations. [*Organizational Leadership/Management Skills; Food and Food Systems Skills*]
5. Demonstrate an understanding of Alaska Native culture and Alaska's unique healthcare delivery system. [*Concentration area: Alaska Native culture and Alaska's unique healthcare delivery system*]

## PROCESS

This document defines the student learning outcomes for the MS Dietetics and Nutrition. Furthermore it outlines the plan for assessing the achievement of the stated outcomes.

The student learning outcomes were developed by Dietetics and Nutrition program faculty, in accordance with the accreditation standards from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, professional standards of practice and input from program alumni and preceptors in the supervised practice advisory council ("Preceptor Council"). Although this is a new academic assessment plan, academic assessment has been an ongoing program activity in order to meet UAA and external program accreditation requirements.

The UAA Dietetics and Nutrition program faculty present this academic assessment plan to document the systematic process of gathering and analyzing data on students' performance in relation to the competencies and knowledge statements required by ACEND. The assessment measures and their relationship to the student learning outcomes is provided in Table 1. In Table 2 the implementation of the assessment plan is described. An appendix is provided with a copy of each measure.

## MEASURES

**Table 1: Association of Assessment Measures to Student Learning Outcomes**

<b>MS Dietetics and Nutrition Student Learning Outcomes</b>  Upon completion of MS Dietetics and Nutrition the graduate will be able to:	Evidence Based Practice Manuscript Grade Report	Clinical Case Study Grade Report	Management Capstone Project Evaluation	Rural Rotation Capstone Project Evaluation	National Registered Dietitian Nutritionist Exam
1. Integrate and apply scientific information and research into professional dietetics and nutrition practice. <i>[Professional practice skills]</i>	1	1	1	0	1
2. Exhibit beliefs, values, attitudes and behaviors that are at the professional dietitian level of practice. <i>[Professional practice skills]</i>	0	1	0	1	0
3. Provide clinical and customer services by developing and delivering information, products and services to individuals, groups and populations. <i>[Client Care Skills; Public/Population Health and Community Nutrition Skills]</i>	0	1	1	0	1
4. Utilize strategic application of principles of management and systems in the provision of food and nutrition services to individuals and organizations. <i>[Organizational Leadership/Management Skills; Food and Food Systems Skills]</i>	0	0	1	0	1
5. Demonstrate an understanding of Alaska Native culture and Alaska's unique healthcare delivery system. <i>[Concentration area: Alaska Native culture and Alaska's unique healthcare delivery system]</i>	0	0	0	1	0

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.



**Table 2: Program Outcomes Assessment Measures and Administration**

<b>Measure</b>	<b>Description</b>	<b>Frequency/ Start Date</b>	<b>Collection Method</b>	<b>Administered by</b>
Evidence Based Practice (EBP) Manuscript Grade Report	Measures students' ability to search for, evaluate and apply peer-reviewed literature on an assigned dietetics and nutrition professional practice topic.	End of DN A630 Applied Research in Nutrition and Dietetics	EBP Manuscript	Program Coordinator
Clinical Case Study Grade Report	Measures students' ability to provide patient care within professional practice expectations.	End of DN A642 Advanced Clinical Nutrition	Clinical Case Study Presentation	Program Coordinator
Management Capstone Project Evaluation	Measures students' ability to evaluate an operation that delivers food and nutrition services and provide evidence-based recommendations for improvement.	End of DN A650 Dietetics Organizational Leadership and Management	Management Capstone Project	Program Coordinator
Rural Rotation Capstone Project Evaluation	Measures students' ability to apply knowledge of specialized populations to practice recommendations.	End of DN A695D Practicum in Community Nutrition	Rural Rotation Capstone Project	Program Coordinator
National Registered Dietitian Nutritionist Exam	National certification exam.	After graduation from MS Dietetics and Nutrition	Report from Commission on Dietetic Registration	Program Coordinator

## **APPENDIX A: EVIDENCE BASED PRACTICE MANUSCRIPT GRADE REPORT**

### **Measure Description:**

Due to the utilization of Evidence Based Practice (EBP) by the dietetics profession and an increased emphasis on research knowledge and skills in the required curriculum for dietetics education programs, the students complete an EBP literature review on an assigned dietetics and nutrition professional practice topic. The goal of this project is to study a topic in-depth using the EBP approach and present such information to colleagues and peers. Hence, submission of a written paper suitable for publication in a peer-reviewed journal is required. This project is completed throughout the DN A630 Applied Research in Nutrition and Dietetics course. The grade report for this project measures student achievement of the project requirements and ultimately the students' progress with the "professional practice skills" program student learning outcome.

### **Factors that affect the collected data:**

This is an intensive writing project that culminates with the production of a professional manuscript. Students begin the MS Dietetics and Nutrition program after completion of a minimum of a baccalaureate degree. If the students didn't have much practice in their undergraduate program with literature searching or writing that could impact their performance in this learning activity.

### **How to interpret the data:**

This evaluation tool will provide the course instructor with guidelines for evaluating student performance on this activity. The purpose of this assignment and evaluation tool is to determine if students are meeting the program student learning outcome in the "professional practice skills". Individual students can be assessed using this evaluation form and the progress of the entire class can be evaluated collectively as well. The results can assist the course instructor with making modifications to this course.

As for the competency level it is expected that students would be competent at these score levels which are derived from this assignment evaluation:

- 270-300 points = 90-100%    Excellent
- 240-269 points = 80-89%    Good
- 210-239 points = 70-79%    Adequate
- 180-209 points = 60-69%    Poor

**UAA MS Dietetics and Nutrition Program  
EBP Paper Grade Report**

<b>SECTION</b>	<b>POINTS</b>	<b>CRITERIA</b>
<b>Introduction</b>	/45	1. Topic is clearly identified 2. Focus narrowed to problem area (why the PICO questions needs to be addressed) 3. Clear statement of the problem or issue (state the PICO question) 4. Research trends related to problem are provided  <i>Comments:</i>
<b>Methods Section</b>	/45	5. Detailed description of the 6S search process (databases used, #s of articles found) 6. Inclusion and exclusion criteria are provided 7. Final search strategy provided separately to instructor  <i>Comments:</i>
<b>Review of Literature</b>	/150	8. Well-organized 9. Major studies re: PICO questions are reviewed 10. Literature matrix with quality ratings for each article included 11. AND quality worksheets provided to instructor for all articles in review of literature section 12. Conclusive/controversial or conflicting findings highlighted 13. Findings integrated and synthesized (articles are tied together)  <i>Comments:</i>
<b>Conclusions</b>	/30	14. Recommendations for further research on topic 15. Unresolved questions clearly identified 16. Overall summary of studies—did one method work better than another?  <i>Comments:</i>
<b>Mechanical and Stylistic Criteria</b> Note: passing grade cannot be assigned if unacceptable in this category)	/30	17. AMA style format strictly followed, including references 18. Others' work properly acknowledged 19. Proper grammar is used 20. Presentation well-organized 21. 20-25 references were used 22. Word count = 3000-4000 words  <i>Comments:</i>
<b>Summary Comments:</b>		
Final grade: /300		

## APPENDIX B: CLINICAL CASE STUDY GRADE REPORT

### **Measure Description:**

Students complete two clinical case study presentations during DN A642 Advanced Clinical Nutrition. The case study presentation evaluates the student's presentation skills, ability to apply Medical Nutrition Therapy for a specific patient, critical thinking skills, patient advocacy and the ability to adhere to professional practice standards and guidelines. The grade report evaluates the student's achievement of the "professional practice skills," "client care skills," and "public/population health and community nutrition skills" program student learning outcomes.

### **Factors that affect the collected data:**

As this is a presentation to peers and dietetics professionals, the student's comfort with professional presentations will potentially impact their score. Also, the student's preparation in clinical nutrition courses in their undergraduate program could affect their grade on this assignment.

### **How to interpret the data:**

This evaluation tool will provide the course instructor with guidelines for evaluating student performance on this activity. The purpose of this assignment and evaluation tool is to determine if students are meeting the student learning outcomes in the "professional practice skills," "client care skills," and "public/population health and community nutrition skills." Individual students can be assessed using this evaluation form and the progress of the entire class can be evaluated collectively as well. The results can assist the course instructor with making modifications to this course.

As for the competency level it is expected that students would be competent at these score levels which are derived from this assignment evaluation:

- 90-100 points = 90-100%      Excellent
- 80-89 points = 80-89%        Good
- 70-79 points = 70-79%        Adequate
- 60-69 points = 55-69%        Poor

**UAA MS Dietetics and Nutrition Program  
Clinical Case Study Grade Report**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Rotation: \_\_\_\_\_

Title: \_\_\_\_\_

Item	Comments	Points Possible	Points Earned
Appropriate <u>inpatient</u> (review of MNT applied to a specific patient case) or <u>outpatient</u> (review of MNT for a specific disease or condition) focus		5	
Student consideration of the following items: -Information needs of the audience -"Disease Overview" section wasn't too elementary. -Other healthcare professionals in the audience know more about RD services and scope of practice.		5	
Student followed the timeline as instructed (Note: requires feedback from preceptors).		5	
Pre and Post Test met requirements.		5	
Abbreviations met the guidelines.		P/F	
I. Introduction (inpatient only): A. Patients age and sex B. Admitting diagnosis C. Special history and background - include life style and possible problems pertaining to present condition D. Medical history, as related to present condition		5 (Inpatient only)	
II. Disease overview: A. Etiology B. Pathophysiology C. Signs and symptoms - including onset of symptoms		10	

<p>III. MNT and Disease:</p> <p>A. Based on a review of the literature. References and what is current in the literature on the MNT for topic are discussed.</p> <p>B. Discussion on what the AND Evidence Analysis Library (EAL) includes on the topic.</p> <ol style="list-style-type: none"> <li>i. One slide (minimum) re: EAL.</li> <li>ii. Search terms Used in the EAL</li> <li>iii. Discussion of the conclusion statements and grades for the evidence on the topics selected.</li> </ol> <p>C. Review of <u>national nutrition guidelines</u> for the disease (if available). If so, audience is referred to them and they are discussed.</p>		<p>20-inpt 45-outpt</p>	
<p>IV. Current Treatment (inpatient only):</p> <p>A. Medical - what was done from the time of admission to discharge</p> <ol style="list-style-type: none"> <li>i. Use of "Hospital Day #" approach</li> </ol> <p>B. Medication - include purpose and possible nutritional implications</p> <p>C. Laboratory tests - compare pertinent labs with norms and explain their interpretation and nutrition implications</p> <ol style="list-style-type: none"> <li>i. Use of appropriate table format</li> </ol> <p>D. Barriers to current treatment – including psych/social aspects</p> <p>E. Diet Therapy</p> <ol style="list-style-type: none"> <li>1. Nutrition Care Process – inclusion of the following in ADIME format: <ol style="list-style-type: none"> <li>a. Assessment (ht, wt, kcal needs)</li> <li>b. Nutrition diagnosis in the form of a PES statement</li> <li>c. Interventions (recommendations and goals) and the rationale for what was selected</li> <li>d. Plans for or actual monitoring</li> <li>e. Evaluation and reassessment as necessary</li> </ol> </li> <li>2. Diet Counseling – inclusion of goals, purpose of diet, points to emphasize, written materials include meal pattern if appropriate, discharge planning for nutrition interventions</li> </ol>		<p>20 (Inpatient only)</p>	

<p>V. Summary and Conclusions</p> <p>A. Discussion of what was learned about this topic through this process.</p> <p>B. Inpatient: Describe how you met competencies DI 2.12 and DI 2.14 while working with your case study patient.</p> <p><small>DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.</small></p> <p><small>DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background</small></p>		5	
<p>VI. References</p> <p>A. Use of at least 10 current <u>research</u> journal articles from <u>peer-reviewed</u> journals (within past 5-10 years) which directly relate to subject's case.</p> <p>B. A copy of each article is available at the case study presentation for questions and answers.</p> <p>C. Use of AND format for referencing .</p> <p>D. Websites aren't included in the 10 reference requirement.</p> <p>E. Quality of your references (i.e. use of research articles).</p> <p>F. Textbooks aren't used in the 10 reference requirement.</p> <p>G. Evidence Analysis Library isn't used in the 10 reference requirement.</p> <p>H. Separate bibliography of references provided to the audience.</p> <p>I. Citation in the slides correlates with the reference numbers listed in the reference list.</p> <p>J. No bibliography bluffing.</p>		10	
<p>VII. Format Guidelines</p> <p>A. Power point used to present the presentation.</p> <p>B. Presentation is ~ 45 minutes with an additional 15 minutes for questions and answers.</p> <p>C. Minimum of 24 point font on all slides—tables might be an exception to this rule.</p> <p>D. Familiar with the content of the presentation – NOT reading word for word from the slides.</p> <p>E. Limit of 50 slides</p>		5	

<p>VIII. Avoidance of Common Mistakes:</p> <ul style="list-style-type: none"> <li>A. Spending too little time discussing nutrition (this is what your audience is there to hear about!)</li> <li>B. Reading word for word from your slides vs. discussing the information</li> <li>C. Not relating the content of the presentation to what the RD does in practice</li> <li>D. Too many words per slide</li> <li>E. Not searching for (and discussing) national nutrition recommendations and practice guidelines (especially ones that are evidence based).</li> </ul>		5	
	Total Points Earned:	100	

Comments:

Signature: \_\_\_\_\_



## APPENDIX C: MANAGEMENT CAPSTONE PROJECT EVALUATION

### **Measure Description:**

The MS Dietetics and Nutrition students complete DN A650 Dietetics Organizational Leadership and Management which takes a systems approach to the delivery of food and nutrition services. In order to better understand the delivery of these services, students collect answers to a series of evaluative questions from food or nutrition service employees and write a paper providing recommendations for change or improvements to the operation based on current management literature. This assignment demonstrates student achievement of the “organizational leadership/management skills” and “food and food systems skills” program student learning outcomes.

### **Factors that affect the collected data:**

If the students didn't have much practice in their undergraduate program with literature searching or writing that could impact their performance in this learning activity.

### **How to interpret the data:**

This evaluation tool will provide the course instructor with guidelines for evaluating student performance on this activity. The purpose of this assignment and evaluation tool is to determine if students are meeting the program student outcomes in “organizational leadership/management skills” and “food and food systems skills.” Individual students can be assessed using this evaluation form and the progress of the entire class can be evaluated collectively as well. The results can assist the course instructor with making modifications to this course.

As for the competency level it is expected that students would be competent at these score levels which are derived from this assignment evaluation:

- 90-100 points = 90-100%      Excellent
- 80-89 points = 80-89%      Good
- 70-79 points = 70-79%      Adequate
- 60-69 points = 55-69%      Poor

**UAA MS Dietetics and Nutrition Program  
Management Capstone Project Evaluation**

**Student:**                      **Date:**                      **Score:**                      **/100**

- How did the student's performance on this project demonstrate their ability to analyze and evaluate a foodservice operation?
  
- Did the student list areas for improvement and offer meaningful suggestions for change or improvement based on Systems Theory?
  
- Were management articles used to provide support for recommended changes?
  
- Which of the following aspects of foodservice operations were covered in the paper (all are required)?
  - Food delivery system
  - Human resource management issues
  - Cost-effectiveness of MNT/nutrition care
  - Facility management and equipment layout
  - Safety and sanitation
  - QI processes
  - Purchasing, delivery, distribution services
  - Role of the RD in Foodservice
  - Marketing
  - Sustainability
  
- Did this project satisfy fulfillment of the following competencies:
  - Demonstrate initiative by proactively developing solutions to problems (DI 2.8)
  - To demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods (DI 3.3)
  - To apply systems theory and a process approach to make decisions and maximize outcomes (DI 4.3).
  
- Comments:

## **APPENDIX D: RURAL ROTATION CAPSTONE PROJECT EVALUATION**

### **Measure Description:**

Students complete a three-week rural rotation (Bethel, Nome, Barrow, etc.) as a part of the DN A695D Practicum in Community Nutrition and the concentration area of the program: Alaska Native culture and the Alaska healthcare delivery system. At the conclusion of the three-week rural rotation, students are responsible for demonstrating to their preceptor, program faculty and preceptor council (program advisory committee) their newly gained knowledge within the concentration area of the MS Dietetics and Nutrition program through an oral report addressing specific aspects of their rural rotation. This assignment demonstrates student achievement of the “Alaska Native Culture and the Alaska healthcare delivery system” program student learning outcome.

### **Factors that affect the collected data:**

The student’s comfort with delivering presentations to groups will potentially affect the collected data.

### **How to interpret the data:**

This evaluation tool will provide the course instructor with guidelines for evaluating student performance on this activity. The purpose of this assignment and evaluation tool is to determine if students are meeting the program outcome on the concentration area. Individual students can be assessed using this evaluation form and the progress of the entire class can be evaluated collectively as well. The results can assist the course instructor with making modifications to this course.

As for the competency level it is expected that students would be competent at these score levels which are derived from this assignment evaluation:

- 90-100 points = 90-100%      Excellent
- 80-89 points = 80-89%      Good
- 70-79 points = 70-79%      Adequate
- 60-69 points = 55-69%      Poor

## Rural Rotation Capstone Project Evaluation

### Rural Rotation Capstone Project

At the conclusion of the three-week rural rotation, students will be responsible for demonstrating to their preceptor, program faculty and preceptor council their newly gained knowledge within the special emphasis area of the UAA MS Dietetics and Nutrition program, "Alaska Native Culture and the Alaska Healthcare Delivery System."

Project guidelines:

- Oral presentation of up to 30 minutes in length
- Students can create a story board or use a power point presentation (maximum 10 slides) to describe their experiences in their rotations.
- The format of the presentation can be tailored to the presentation style preferences of the student
- Share the patient education material(s) created during the rotation
- Focus of presentation:
  - a. Alaska Native Culture
    - \*Report on two (2) Alaska Native teaching tools that you learned about at your rotation. How will these help you in future rotations and RD practice?
    - \*What have you learned that will help you provide excellent dietetics care for Alaska Native clients?
  - b. Alaska Healthcare Delivery System
    - \*What is unique to healthcare practice in Alaska? What issues do healthcare practitioners face in Alaska?
- Provide the presentation at the end of the rotation as well as at the first student seminar class when back in Anchorage.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Points: 100 Total Points Earned: \_\_\_\_\_

Student is well prepared for presentation. (10 points) \_\_\_\_\_

---

Student displays professional presentation skills (i.e. freedom of unpleasant mannerisms, appropriate visual aids). (10 points).

---

---

Presentation displays increased knowledge of Alaska Native Culture. (40 points) \_\_\_\_\_

---

---

Presentation displays increased knowledge of the Alaska Healthcare Delivery System. (40 points)

---

---

## **Appendix E. National Registered Dietitian Nutritionist (RDN) Exam**

### **Measure Description:**

The national Registered Dietitian Nutritionist (RDN) exam is administered by the Commission on Dietetic Registration (CDR). Applicants must register for the exam and take it at a Pearson VUE testing center. The multiple-choice computer-based examination will be variable length. Each examinee will be given, and must receive, a minimum of one hundred and twenty-five questions: one hundred (100) scored questions and twenty-five (25) pretest questions in order for the examination to be scored. The maximum number of questions possible is one hundred and forty-five (145): one hundred and twenty (120) scored questions, and twenty-five (25) un-scored pretest questions. The examinee receives their score immediately upon exam completion.

### **Factors that Affect the Collected Data:**

There could be variability in the baccalaureate preparation of the students entering the MS Dietetics and Nutrition program that impacts the pass rate on the RDN exam.

### **How to Interpret the Data:**

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires that programs monitor and evaluate the number of program graduates who complete the national exam within 12 months of program completion and develop an objective that states at least 80% of graduates over a five- year period pass the credentialing exam for dietitian nutritionist within one year following first attempt. The program is provided with an annual report from the Commission on Dietetic Registration with their program pass-rate for that year and the current five-year period.

# Rubric for Evaluating Outcomes Assessment Plan and Progress

## DRAFT ONLY for NWCCU 2016 MCE Workshop

Criterion	Initial	Emerging	Developed	Highly Developed
<b>Assessment Planning</b>	No formal assessment plan	Relies on intermittent planning	Clear regular plan	Clear multi-year plan with several years of implementation
<b>Assessable Outcomes</b>	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	Outcomes describe demonstration of student learning. Outcomes used for improvement.
<b>Assessment Implementation</b>	Not clear that assessment data is collected	Evidence collected Faculty have discussed relevant criteria for reviewing	Evidence is collected and faculty use relevant criteria	Evidence collected, criteria determined and faculty discuss multiple sets of data. Data is used.
<b>Alignment</b>	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	Clear alignment between curriculum and outcomes	Curriculum, grading and support services are aligned with outcomes
<b>Valid Results</b>	Little to no evidence that measures are valid	Majority of measures are valid	Valid measures in regular use	Multi-year use of valid measures
<b>Reliable Results</b>	No process to check for inter-rater reliability	Faculty preparing inter-rater reliability	Faculty check for inter-rater reliability	Multi-year use of process and evidence of good inter-rater reliability
<b>Annual Feedback on Assessment Efforts</b>	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and institutional support.
<b>Results are Used</b>	Results for outcomes are collected but not discussed.	Results collected, discussed but not used.	Results collected, discussed and used.	Results collected, discussed, used and evidence to confirm that changes lead to improved learning
<b>Planning and Budgeting</b>	Outcomes not integrated into planning and budget	Attempts at aligning outcomes and planning and budget	Alignment of outcomes and planning and budget occurs informally	Alignment of outcomes and planning is systematic and intentional

## Register Now

### Reaffirmation of Accreditation Core Theme Three Open Forum: Student Success

**Friday, October 7, 2016  
9:00 -11:00 a.m. in LIB 307**

### Registration and Coffee Starting at 8:30

How are we doing?  
What are our hidden stories about student success at UAA?  
How does this affect our planning?

RSVP today through the links below

### Core Theme Open Forum Series

Date	Open Forum	Register
Friday 10/7	Student Success (Core Theme 3)	<a href="#">Register</a>
Friday 10/21	Public Square (Core Theme 5)	<a href="#">Register</a>
Friday 10/28	UAA Community (Core Theme 4)	<a href="#">Register</a>
Friday 11/4	Research, Scholarship, & Creative Activity (Core Theme 2)	<a href="#">Register</a>
Friday 12/2	Bringing It All Together: Summary of All Core Theme Sessions	<a href="#">Register</a>
Friday 2/24	Core Theme Discussion of Findings	<a href="#">Register</a>

Unless otherwise indicated, the open forums will be held from 9:00-11:00 in LIB 307.

The open forums will be available by distance to the community campuses.

*Questions? Please contact Academic Affairs at [uaa\\_oaa@uaa.alaska.edu](mailto:uaa_oaa@uaa.alaska.edu).*