

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/15/2021

Submitted by: Amy Urbanus, Assistant Professor, Dietetics and Nutrition, alurbanus@alaska.edu

Program(s) covered in this report: Dietetics BS

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Accreditation Council for Education in Nutrition and Dietetics

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Through a program ePortfolio, students demonstrate their professional excellence and achievement of outside accreditation competencies through self-assessment, written

reflection and presentation of an artifact. Competencies are met through academic coursework, volunteer work and outside employment. Areas needing improvement are met through self-study work in the community, the Academy of Nutrition and Dietetics resources and other outside professional resources.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

As the only BS in Dietetics program in the state, student involvement in the professional organization state affiliate activities (AKAND) could develop this competency. Partnership of dietetic students in DN A360 Sports Nutrition and UAA athletics can strengthen professional growth. Students partnering with dietitians in the community they live in to provide point of care testing training (blood glucose monitoring, blood pressure monitoring) to foster community engagement.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Domain 1. Integrate scientific information and the translation of research into practice - Met faculty expectations

Domain 2. Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice - Met faculty expectations

Domain 3. Develop nutrition-related information, products and services to individuals, groups and populations - Met faculty expectations

Domain 4. Apply principles of management and systems in the provision of nutrition-related services to individuals and organizations - Met faculty expectations

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

ACEND mandates that accredited Dietetics Programs in Dietetics (DPD) educate students on specific Knowledge Requirements for Dietitian Nutritionists (KRDNs) and are divided into four domains. The program student learning outcomes represent these four domains. Summative assessment methods include exams, projects, case studies and ePortfolio. Data is collected for each KRDN; outcomes reviewed annually and any action steps needed to improve outcomes that fall below target are decided by faculty. Additional program assessment data are collected and reviewed annually with faculty and advisory committee including program completion rates, supervised practice/graduate school application rates, RDN exam pass rates and program alumni survey data.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

Assessment measure outcomes exceeded targets in program student learning outcomes domains 1,2 & 4 with improvement in oral and written communication and documentation and understanding of cultural competence from AY 19/20 to AY 20/21. In domain 3, only 75.5% of Advanced Nutrition students are able to describe the basic concepts of nutritional genomics; target is > 80%. This SLO has been reviewed and action steps implemented over the past 2 assessment cycles. Program completion was 100%, application to supervised practice/graduate programs was down to 56% of graduates from 88% in 2020. This is thought to be a reflection of COVID-19. Alumni survey data include recommendation for additional exposure to pediatric and sports nutrition.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

1. Domain 3: Incorporate peer review for genomics project. Students will gain better understanding of the concept of genomics through the peer review process. Implementation in spring 2022.

Assessment of exam essay question will be used to evaluate understanding.

2. Domain 2: Improve communication to students about the benefits, expectations and process of graduate education to pursue RDN to increase graduate school application rates. Present to 1st year pre-majors and Senior Seminar in Dietetics students expectations, benefits and process. Implement in fall 2021, assessment of % graduates application in spring 2022.

3. Domain 3: Incorporate additional pediatric content to DN A402. Implement in AY 21/22, assessment graduate exit survey.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

Course curriculum and degree course requirement changes were made in AY 20/21 to meet outside accreditation changes. These changes in curriculum were implemented in Fall 2021 and will be assessed in spring 2022.

Based on AY 18/19 data about nutritional genomics, an OER group project was added to DN A475 Advanced Nutrition in spring 2020. Improvement in understanding was observed (65% to 70%). Past improvements including updated template and instructions to facilitate improved reflections have been made to the high impact practice of utilizing a program ePortfolio. Student feedback is positive regarding ease of use and 1 student used her ePortfolio to apply to a dietetic internship outside of Alaska.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

In AY 20/21, 100% of students who applied to supervised practice/graduate school were accepted and opted to pursue graduate level education at UAA.

3 yr post-graduate survey data indicate that 100% of graduates felt they were well prepared to practice as an RDN.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The program has clearly incorporated the accreditation-mandated PSLO areas into their assessment plan. The assessment tools have been successful in identifying not only strengths and achievement of minimum benchmarks, but also specific areas for improvement which is a critical element of an effective assessment plan. The program has articulated activities to improve areas that aren't meeting program expectations. They have also provided a picture of trends over several years which is valuable. As the program will be going through the accreditation review process in the upcoming year, that will provide a robust and comprehensive opportunity for programmatic assessment and will be the priority for the upcoming year.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

The use of a programmatic ePortfolio is both a high impact teaching practice and can be a valuable tool both for student learning and assessment. The reflective and integrative student learning that can happen through this process is significant and the opportunity for faculty to have a cohesive picture of a given student's overall academic experience can serve as a unique assessment tool.



Dean's signature:

Kendra Steele

Date: 1/14/2022