

**2022 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 moved 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 AY22 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."

*Note:* To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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

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### 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:** 10/11/2022

**Submitted by:** Amy Urbanus, MS, RDN, LD, CDCES BS Dietetics Director Assistant Prof.  
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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***
  - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

NA
  - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

Beginning in spring 2023, students enrolled in DN A492 Senior Seminar in Dietetics will choose an Alaskan nutrition related professional health organization (ie. Alaska Academy of Nutrition and Dietetics), and will work with the organization to write an article of the organization's choosing for their member website or newsletter. Students will then write a reflection on their understanding of the mission of the organization, the importance of participation and their overall experience.
  
- B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***
  - **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)**

Students are required to take DN A312 Nutrition Communication and Counseling. Students learn and practice both verbal and written communication skills for group nutrition education as well as learn and practice nutrition counseling skills including motivational interviewing techniques. Scenarios incorporate interaction and communication with diverse populations and health conditions.
  - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

Group Nutrition Education Lesson Plan Project: Incorporates intentional design of a nutrition education lesson plan for a target population. Students record their delivery of this lesson and provide peer feedback. Students develop a nutrition education handout to be utilized in the group lesson. A validated scoring checklist evaluates the handout for content, behavior focus, cultural sensitivity, written word and organization/readability.

## PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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 AY22 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)**

A comprehensive review of data (2015-2022) was completed for outside accreditation self-study and site visit including the development of a continuous program improvement plan with both short and long term goals. ACEND mandates that accredited Didactic 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. Data is collected for each KRDN as well as course and graduate evaluations. Outcomes are reviewed annually with faculty and DN advisory council; any action steps needed to improve learning outcomes are decided by faculty.

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

All SLO's/KRDN's in Domain 1-4 were met in AY22. Comprehensive program review (2015-2022) of SLO data for outside accreditation indicates that any area that fell below targets in previous years now meets and exceeds identified targets through continued improvement of curriculum. This demonstrates to faculty that the current process of program assessment and review is effective in improving student learning. Course and graduate evaluations identified areas for improvement in AY22 including preparation for working with the pediatric and other special populations and nutrition focused physical exam.

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)**

Faculty recommendations based on review of SLO and evaluation data:

Domain 3: Additional learning activities covering people living with disabilities, implemented AY23, review of course and graduate evaluations.

Domain 3: Nutrition Focuses Physical Exam; additional activities added for AY23, review of course and graduate evaluations

Domain 3: Continued focus on pediatric learning activities from AY21; initiated pediatric community advisory subcommittee for continued improvement AY23, review of course and graduate evaluations.

#### 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 AY22.

**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)**

Curriculum and teaching method improvements were made in AY 20 and AY21 in nutrition genomics resulting in a consistent upward trend. The student learning outcome achievement was 70% in AY20, 76% in AY21 and 82% in AY22. Curriculum improvements were made in two courses to allow students the opportunity to build on knowledge learned in the area of genomics.

**STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS**

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

**8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. <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

Metric	Definition	Rationale
		making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1 <sup>ST</sup> TO 2 <sup>ND</sup> FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)

Program evaluation data is reported as a 3 yr rolling average. 75% of program graduates have applied to supervised practice/graduate education; of those graduates, 100% have been accepted into graduate programs. 84% of graduates passed the RDN exam within one year of their first attempt. 100% of DPD alumni indicated they felt at least "well prepared" for their practice as an RDN.

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**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\\_ooo@alaska.edu](mailto:uaa_ooo@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? (750 characters or less)**

The program continues to demonstrate strong student outcomes in terms of acceptance to graduate school and pass rates on the national exam. The program has articulated intentional incorporation of activities which promote engagement with the profession and within the community; the program is commended for prioritizing this and is encouraged to continue that effort. Although the program has not explicitly identified it here, outside discussions have identified an area for growth as being increasing the number of students who matriculate through the pre-dietetics program into application to the full major. I would encourage the program to consider whether one of the metrics in question 8 would be valuable in tracking efforts in that area.

**2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

The program is commended for the strong work in the self-study and accompanying site visit for their external accrediting body. The comprehensive review of the past seven years provides a robust mechanism for identifying longer term trends and achievements which are shown to have been excellent. The program is commended for incorporating a variety of assessment strategies (e.g. course assignment and exams, student surveys, advisory board feedback) across the curriculum into their process. The program also has demonstrated an assessment process that is granular enough to implement changes and track progress toward specific goals (e.g. progress in the area of nutritional genomics knowledge achievement). Core competencies are well-incorporated.

Dean's signature:

  
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Date: 1/9/2023