

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).

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: 10/7/2022

Submitted by: Carrie King, Professor, Dietetics & Nutrition, cdking@alaska.edu

Program(s) covered in this report: Dietetics & Nutrition MS

(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) N/A

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: There are two tracks in the MS Dietetics & Nutrition. The pre-professional track, a combination of courses and supervised experiential learning, is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), as of December 2020. The current RDN track, which requires coursework only, is accredited by NWCCU.

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)**

In DN A650 The Business of Dietetics, the ethics case study assignment continues to facilitate thoughtful discussions on the application of the Code of Ethics for the Nutrition and Dietetics Profession in business settings. Students are able to identify specific principles and standards that have been violated as well as recommend action plans for remedying the situation, and prevention of future occurrences. The topic of the ethics case study is updated to reflect current events.

- **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)**

N/A

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)**

Graduates of our program would hopefully report a plethora of opportunities to develop or sharpen their proficiency in effective communication through patient simulations, class discussions, student presentations and nutrition counseling in supervised experiential learning rotation and in their mentored graduate research experience.

- **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)**

The mentored graduate research experience that is completed by each student includes writing a proposal and final report and an oral defense of their results to their graduate committee. This process is the culmination of a minimum of four semesters of supervised writing and research experience that includes many hours of practice in professional and technical writing and presentation skills.

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.

1. Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, group and organizations. Met faculty expectations.
2. Apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes. Met faculty expectations.
3. Apply food systems principles and management skills to ensure safe and efficient delivery of food and water. Met faculty expectations.
4. Apply community and population nutrition health theories when providing support to community or population nutrition programs. Met faculty expectations.
5. Demonstrate leadership, business and management principles to guide practice and achieve operational goals. Met faculty expectations.
6. Integrate evidence-informed practice, research principles, and critical thinking into practice. Met faculty expectations.
7. Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions. 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)

Summative assessment methods include exams, presentations, projects, case studies, research reports and supervised practice rotation evaluations. Students evaluate each course and rotation to provide feedback to the instructors and preceptors. Program alumni and employers are surveyed, also. At the end of each academic year, the program director collects the aggregate results, completes data analysis and prepares a summary report which is the basis for discussion at the year-end advisory board meeting about program strengths and weaknesses, and changes that will be implemented in the next academic year. At the start of each academic year the DN faculty discuss assessment results and plans for continuous program improvement.

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

The program pass rate on the registered dietitian nutritionist exam is equivalent to the national pass rate, indicating that students continue to be well-prepared for entry-level credentialing requirements. Program alumni and employers of program alumni are satisfied with alumni preparation for entry-level practice. There are opportunities for improvement in the research

question development process (the first step in the research advising process for the program) and this is being addressed through the continuous program improvement plan (i.e., more specific assignment requirements in DN A698/699 in the first semester).

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)**

The application of genetics, anatomy/physiology and biochemistry content (one project) in DN A675 Advanced Nutrient Metabolism will be transferred to DN A642 Advanced Medical Nutrition Therapy -Acute for a trial in spring 2023. Although the original plan was to offer DN A675, a change in program faculty has provided an opportunity to evaluate an alternate pathway for student achievement of student learning outcomes (SLO) 1 and 2. Faculty have identified some overlap in the curriculum for DN A601 Professional Practice in Dietetics and Nutrition with other courses in the overall program curriculum. In AY23, as part of routine curriculum review, this overlap will be explored in regards to SLO 7, for implementation in AY24.

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)

The reordering of the research curriculum that was implemented in AY22, a change in teaching methods to include peer review in DN A630 in SP22, and an overall change in the program procedure for the research advising timeline in AY22 were successful in helping students progress through the research proposal approval process. In spring 2022, 100% of the students in DN A630 Applied Research Methods in Nutrition and Dietetics were ready, at the end of the semester, to defend their research proposal and submit an IRB proposal, as compared to 25% of students the last time the course was taught.

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.	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

Metric	Definition	Rationale
	<i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 ST TO 2 ND 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 st fall to 2 nd 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)

The program graduate pass rate on the registered dietitian nutritionist exam is equivalent to the national pass rate. Program graduates are able to find employment in their field within six months of program completion and more than 75% remain in Alaska to work as registered dietitian nutritionists, for at least one year. One program graduate was hired to fill a rural RDN opening in

summer 2022. These are examples of program mission and goal fulfillment related to training students to meet Alaska's Dietetics and Nutrition workforce needs.

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? (750 characters or less)

The program is commended for maintaining a strong pass rate on the national exam as well as strong post-graduate employment. It is particularly commendable that the large majority of graduates are staying to work in Alaska, helping fulfill the program mission. As a still relatively new degree, the program has articulated thoughtful curriculum and advising changes promoting successful student matriculation (particularly noteworthy is the significant improvement in students ability to prepare an IRB proposal early in the program). Given the two separate tracks, the program may want to consider whether it is worthwhile to disaggregate assessment measures/outcomes by track.

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 recognized for using an assessment process that includes multiple types of assessment strategies (e.g. assignments and exams, student feedback, faculty input, community advisory board feedback). The program has articulated how specific core competencies are integrated throughout the curriculum with multiple opportunities for learning and practice in these critical areas. The program is externally accredited, providing a particularly strong and comprehensive assessment process.

Dean's signature:



Date: 1/9/2023