

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>Applied Human Sciences</i>
<i>Certificate of Dietetic Practice</i>	
<i>Ann E. Embry</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Competently perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.
Evaluation	The Medical Nutrition Therapy case study continues to be a very good way to evaluation SLO1. Dr. Mason has modified the assignment to align with current practice; however, the evaluation process remains the same.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? Yes, the instrument measures the stated outcome. If you change the SLO, is this still the best instrument to use? No expected change to SLO. Is this a direct or indirect measure? This is a direct measure. Is your artifact appropriate? Yes. If not, what other options are there? N/A Will the rise in the use of AI affect the assignment and measurement? Not sure, maybe in the assimilation of information however, a component of the assignment and what is measured is the student's ability to communicate the information to an audience and to be able to field questions regarding their plan of care choices. If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? There is no planned change to the rubric for the assignment.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? No What about targets? Not at this time. If you have successfully made your targets consistently, consider a more challenging target. Now that the program has a full co-hort of students we will be better able to determine if the target needs to be modified.
Results & Conclusion	Results: Are the results what was expected or not? Yes What stood out in the assessment cycle over the past three years? Explain Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.
--	---

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate the functions of Management
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Yes, the program outcome is still relevant; however, it could be more tailored to “Apply the principles of food systems management” Other things to examine: Is the outcome measurable? Yes Is it double or triple barreled? Does it include measurable verbs following Bloom’s Taxonomy?
Measurement Instruments	Are the measurement instruments actually measuring the outcome? yes If you change the SLO, is this still the best instrument to use? Yes Is this a direct or indirect measure? Direct Is your artifact appropriate? Yes If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? I do not believe it will. If there are rubrics, do they need to be altered to better fit the learning outcome? No. Does the rubric (if using) work or does it need to be adjusted? It works. A second instrument can be added to ensure students can demonstrate and apply the principles of food systems management.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? No What about targets? No
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Yes and no, the assessment and the assignment are good, the instructor of the Food Systems Management Course needs to be present at more of the special events. Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. The food systems management course is adding more fundamental content in the course which will allow the interns to have a broader knowledge base to pull from when they start their foodservice management rotations.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:

	• collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.
--	--

Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate competency to become an entry level Registered Dietitian Nutritionist in the workforce.
Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? Yes Other things to examine: Is the outcome measurable? Yes Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? Yes
Measurement Instruments	Are the measurement instruments actually measuring the outcome? Yes If you change the SLO, is this still the best instrument to use? N/A Is this a direct or indirect measure? Direct Is your artifact appropriate? Yes If not, what other options are there? None Will the rise in the use of AI affect the assignment and measurement? No If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? n/a
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? No What about targets? No
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain We have not met our target; however, the target cannot be changes because it is set by our accredidating body. We have added an exam prep to our program to help students with studying for the RDN national exam. Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to

	implement any needed changes before the next assessment cycle.
--	--

To add more outcomes, if needed, select the table above and copy & paste below.