

# Contents

Program-Level Assessment: Annual Report.....	2
Appendices.....	12
PLO 1: Artifact Description and Rubrics.....	13
PLO 2: Artifact Description and Rubrics.....	14
PLO 3: Artifact Description and Rubrics.....	17
PLO 4: Artifact Description and Rubrics.....	19
PLO 5: Artifact Description and Rubrics.....	22

## Program-Level Assessment: Annual Report

Program Name (no acronyms): MS Nutrition and Dietetics	Department: Nutrition and Dietetics
Degree or Certificate Level: MS	College/School: : Doisy College of Health Sciences
Date (Month/Year): September 2023	Assessment Contact: Rabia Rahman

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program’s assessment plan most recently reviewed/updated? Reviewed August 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? Yes

If yes, please share how this affects the program’s assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.): Our accrediting body requires that all student learning outcomes be assessed annually and that 100% of students meet all student learning outcomes. If students do not achieve student learning outcomes on first attempt, the program is required to work with the student until the student learning outcome has been met.

### 1. Student Learning Outcomes

Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program’s learning outcome statements and **bold** the SLOs assessed in this cycle.)

The Program Learning Outcomes assessed for the academic year 2022-2023 were #s 1, 23, 4 and 5 as dictated by our accrediting body.

PLO 1: At the completion of this program of study, students will demonstrate nutrition related, client-centered communication skills.

PLO 2: At the completion of this program of study, students will demonstrate compassion in the nutritional care of clients.

PLO 3: At the completion of this program of study, students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

PLO 4: At the completion of this program of study, students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

PLO 5: At the completion of this program of study, students will evaluate emerging research for application in nutrition and dietetics practice.

### 2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

PLO 1: Collected from **DIET 5100**, a course that is taken by **all graduate** nutrition students: Interprofessional Team Seminar Participation and Reflection Paper. Participation in the Interprofessional Team Seminar requires students to work with other healthcare professions on a case as the registered dietitian on the care team. Students are evaluated on their ability to communicate nutrition information to other health care providers as well as the “patient” in this scenario. Students are also asked to complete a reflection paper where their ability to demonstrate client-centered

nutrition related is further evaluated by the prompt: “how will you incorporate this experience into your future actions to ensure that you are able to communicate nutrition-related information in a clear and concise way while keeping the client’s needs at the center”.

**PLO 2:** Collected from two courses: DIET 5910 (taken by students in the MS Dietetic Internship Program) and DIET 5480 (taken by majority of graduate nutrition students). Between these two courses, all graduate students are evaluated on meeting this student learning outcome.

**DIET 5910:** Confirmation of Health Fair Participation and Critical Reflection. All MS Dietetic Internship students are required to participate in a number of community health fairs through the program. These health fairs are designed to provide nutrition services/screening/counseling to participants. During their time at the health fair, they are evaluated by either their preceptor or the program director to ensure that the care provided is appropriate and compassionate. The provision of compassionate nutrition care is further evaluated by the reflection paper which asks students to discuss the importance of engaging with underserved communities.

**DIET 5480:** HRC Counseling Sessions, Graduate Assistant Evaluation of Student, Student Self-Evaluation. Students are directly observed during their counseling of patients at the Human Resource Center and evaluated for how they interact with clients. Specific areas that are assessed using a rubric are:

Responses of the Counselor					
Affirming: Counselor effectively used affirmation (commenting appropriately and favorably on a client characteristic)	1	2	3	4	5
	Comments:				
Conveyed Empathy: Counselor showed active interest in understanding the client’s perceptions, situation, meanings and feelings.	1	2	3	4	5
	Comments:				

There is also a specific self-evaluation question that asks students: “Can you describe, using specific examples from your counseling session, how you demonstrated compassion, empathy, and understanding while working with your client?”

**PLO 3:** Collected from **DIET 5910** (taken by students in the MS Dietetic Internship Program): Professional Self-Assessment Project, Audio recording, and Critical Reflections. All students in DIET 5910 are in clinical rotations and are required to audio record two nutrition counseling sessions with a patient. These recordings are evaluated by the program director and/or the students’ clinical preceptors. The rubrics for evaluating the students contain a section specifically assessing whether students are using evidence-based counseling methods to facilitate nutrition related behavior change. The associated rubric items are as follows: “Is able to employ evidence-based strategies to effectively negotiate behavior change with the client” and “Can provide evidence-based answers to client questions, even those regarding emerging trends”.

**PLO 4:** Collected from two courses. **DIET 5910** (taken by students in the MS Dietetic Internship Program) and **DIET 5100/5130** taken by all nutrition and dietetics graduate students.

**DIET 5910:** Clinical/Community/Foodservice Rotations, final rotation evaluations. Dietetic interns engage in a variety of rotations in different areas of nutrition practice through their time in the program (clinical, community, foodservice). They are evaluated by each preceptor at the end of their rotations on professionalism and other attributes important in the nutritional care of patients and clients. Specific components of the rubric include a section on professional responsibility (student maintains professional conduct with preceptor and clients; student demonstrates professional poise in presentation and language), professional competence (maintains high standards of performance and ethics, applies didactic skills to clinical practice at level appropriate to experience) and question related to overall professionalism: “How would you rate the overall professionalism of this intern” with defining criteria for the rating scale (Highly unprofessional, somewhat unprofessional, developing in professionalism, professional, consummate professional).

**DIET 5100/5130:** Post-Clinical Assignment. The post clinical assignment evaluates professional competence specifically related to clinical care. Students present a patient they worked with and are evaluated on the appropriateness of the care provided as well as their professionalism in engaging with the patient.

PLO 5: Collected from two courses **DIET 5100** (taken by **all** graduate nutrition students) and **DIET 5960/DIET 5990** (all graduate students either complete a capstone or thesis project).

**DIET 5100:** Debate Project. Students engage in a classroom debate which also has an associated position paper. The debate topic is chosen to reflect new areas of research in the field of nutrition. The debate itself and paper require evaluating emerging research in the specific area of the debate. The debate rubric assesses the students' ability to evaluate emerging research. The rubric assesses this by the following criteria: There is evidence of in-depth research and evaluation of recent research publications, ability to respond to rebuttals using appropriate scientific references, ability to draw from research and form position and responses/rebuttals, position is clearly stated/argued with appropriate citations from recent research (past 3 years).

**DIET 5960/5990:** Capstone or Thesis Project and Presentation. The thesis (DIET 5990), by nature of the project, requires students to evaluate emerging research for application. The thesis manuscript is the artifact and is evaluated using a rubric "Student demonstrated ability to evaluate emerging research and application of evidence-based guidelines, systematic reviews and/or scientific literature for specific project completion". The capstone project (DIET 5960) is evaluated using similar criteria: "Student demonstrated ability to evaluate emerging research and application of evidence-based guidelines, systematic reviews and/or scientific literature for successful project completion".

None of these courses were offered online, in Madrid, or any other location.

### 3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

For all PLO's for the 2022-2023 academic year, the Program Director gathered results and data for each respective artifact. The Program Director reviewed all information for each student as required by our accrediting body.

For all PLOs associated with **DIET 5480 (PLO 2)**, the course instructor evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

For all PLOs associated with **DIET 5100/5130 and 5910 (1, 3, 4, 5)** the Program Director, who is also the instructor for these courses evaluated the artifacts, documented the results, and assessed that the outcomes were met per the rubric and stated learning outcomes.

For the **PLO (5) For DIET 5960 and DIET 5990**, thesis and capstone project chairs evaluated the artifacts, reported the results to the program director who assessed that the outcomes were met per the rubric and stated learning outcomes.

**PLO 1:** Interprofessional Team Seminar Participation and Reflection Paper. Data from the Interprofessional Team Seminar (Rubric and Artifact Description Included in Appendix) was reviewed by the course instructor for each student. Review included demonstration of client-centered oral communication skills with other health care students and the development of self-reflection.

**PLO 2:** Confirmation of Health Fair Participation and Critical Reflection. Health Fair attendance was confirmed via students sending a picture of themselves at the health fair to a graduate assistant. The critical reflection was

evaluated by the program director who is also the course instructor to assess that outcomes were met per the rubric and stated learning outcomes.

PLO 2: HRC Counseling session, GA and Student Self-Evaluation. Data from the HRC Counseling Session GA and Self-Evaluation (Rubric included in the appendices) was reviewed for each student. Review included demonstration of oral communication and the development of critical thinking with respect to the provision of compassionate care to clients.

PLO 3: Professional Self-Assessment Project, critical reflection. The audio recordings were reviewed to ensure inclusiveness of necessary patient information, appropriate communication with the patient, and the utilization of counseling methods to facilitate behavior change. The evaluation was completed utilizing the grading rubric (rubric included in Appendix).

PLO 4:

- 1) Clinical/Community/Foodservice Evaluations. Data from the final rotation evaluations was reviewed. Particular attention was given to specific questions in the evaluation tool that related to professionalism. The evaluation was completed using both the rotation evaluation form and the grading rubric (rubric included in the appendix)
- 2) Post-Clinical Assignment. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as professionalism in their application of patient care.

PLO 5:

- 1) Debate Project. The presentations were reviewed and graded utilizing the specific assignment rubric as well as the rubric included in the Assessment Plan. Evaluation included the students' ability to demonstrate oral communication skills as well as their competence in evaluating emerging research as it relates to provision of nutrition-related care.
- 2) Capstone or Thesis Assignment. All graduate students complete either a capstone or a thesis project. The papers/projects/presentations were reviewed and graded utilizing the specific assignment rubrics as well as the rubric included in the Assessment Plan. Papers and presentations were evaluated by the chairs of the capstone or thesis projects. Evaluation included student's ability to demonstrate effective written and oral communication as well as their ability to analyze emerging research in the area of nutrition and dietetics.

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

**PLO 1:** At the completion of this program of study, students will demonstrate nutrition related, client-centered communication skills.

**Program Target for PLO 1:** An average of 85% of students will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric.

**PLO 1 Results:** DIET 5100: An average of 100% (28/28) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

14% of students (4/28) achieved a ranking of reinforce, while 86% of students (24/28) achieved a ranking of mastery on the corresponding assessment rubric.

**PLO 2:** At the completion of this program of study, students will demonstrate compassion in the nutritional care of clients.

**Program Targets for PLO 2:**

- a) Health Fair Project: An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric.
- b) HRC/Nutrition Counseling Project: An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric.

**PLO 2 Results:**

- a) DIET 5910: An average of 100% of students (25/25) achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

96% of students (24/25) achieved a ranking of mastery, while 4% (1/25) achieved a ranking of reinforce.

- b) DIET 5480: An average of 100% (16/16) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

81% of students (13/16) achieved a ranking of mastery, while 19% achieved a ranking of reinforce.

**PLO 3:** At the completion of this program of study, students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

**Program Targets for PLO 3:** An average of 85% of students will achieve a ranking of “introduce or higher on the corresponding assessment rubric.

**PLO 3 Results:** DIET 5910: 100% of students (25/25) achieved a ranking of “introduce” or higher on the corresponding assessment rubric. The goal was exceeded for this PLO.

84% of students (21/25) were able to achieve a ranking of mastery by effectively applying counseling methods, while 16% achieved a level of reinforce where they weren’t able to apply the counseling methods as effectively but were able to describe the methods in their self-assessment.

**PLO 4:** At the completion of this program of study, students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

**Program Targets for PLO 4:**

- a) DIET 5910: An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment rubric.
- b) DIET 5100/5130: An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment rubric.

**PLO 4 Results:**

- a) DIET 5910: 100% of students (25/25) achieved a ranking of “mastery” on the corresponding assessment rubric. The goal was exceeded for this PLO.
- b) DIET 5100/5130: An average of 100% (28/28) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.

89% of students (25/28) achieved a ranking of mastery, while 11% (3/28) achieved a ranking of reinforce.

**PLO 5:** At the completion of this program of study, students will evaluate emerging research for application in nutrition and dietetics practice.

**Program Targets for PLO 5**

- a) DIET 5100: An average of 85% of students will achieve a ranking of “introduce” or higher on the corresponding assessment rubric.
- b) DIET 5960/5990: An average of 85% of students will achieve a ranking of “reinforce” or higher on the corresponding assessment rubric.

**PLO 5 Results:**

- a) An average of 100% (28/28) students achieved a ranking of reinforce or higher using the corresponding assessment rubric. The goal was exceeded for this PLO.  
96% (27/28) of students achieved a ranking of mastery, while 4% (1/28) achieved a ranking of reinforce.
- b) 100% (28/28) students achieved a ranking of reinforce or higher using the corresponding assessment rubric.  
The goal was exceeded for this PLO.

25 students were enrolled in DIET 5960 Nutrition Capstone, while 3 were enrolled in DIET 5990 Nutrition Thesis.

DIET 5960: Nutrition Capstone: 92% of students (23/25) achieved a ranking of mastery, while 8% (2/25) achieved a ranking of reinforce. This was primarily a result of the type of capstone project they completed.

DIET 5990: Nutrition Thesis: 100% of students (3/3) achieved a ranking of mastery.

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

**PLO 1:** Interprofessional Team Seminar Project (IPTS). The students’ reflection papers from previous years indicated that they benefitted from participating in the IPTS project. The reflection prompt was modified slightly for the 2022-2023 academic year to better assess the learning outcome. **Previous prompt:** “How will you incorporate this experience into future actions?”

**New prompt:** “How will you incorporate this experience into your future actions to ensure that you are able to communicate nutrition-related information in a clear and concise way while keeping the client’s needs at the center?”

With this revision, it was even more evident that working on a case study with health care students from other disciplines allowed students to hone their communication skills with respect to client-centered nutrition care. Many of the students specifically commented on developing a deeper appreciation for the patient’s needs as opposed to what the health care provider deems appropriate.

**Learning Gaps:** While not large, some learning gaps are evident between students in the class who are on the path to becoming registered dietitians (RD) and those who are not. Those on the RD track are in clinical rotations and better able to articulate nutrition care information in a team environment and their reflections. This academic year, the course instructor will meet with the students who are not on the RD track to better prepare them for the IPTS sessions.

**Strengths:** The strengths of interdisciplinary healthcare education have been well established. In the context of our student learning outcomes, this project encourages a holistic approach to patient care. When students collaborate on a case, they gain a deeper understanding of how different health care disciplines contribute to a patient’s well-being. More importantly, interprofessional collaboration in this manner emphasizes patient engagement and involvement in care decisions. As students learn to work collaboratively, they also develop skills in involving patients in their care plans.

**PLO 2:**

- 1) Health Fair Project. The reflection papers submitted by the students underscore the significance they attribute to their involvement in health fairs, community outreach, and interactions with patients or clients who often lack access to healthcare services. In their reflections, a recurring theme centers on the profound impact of collaborating with individuals from diverse backgrounds and with varying healthcare needs. This collaborative experience emerges as a valuable contributor to the students' growing confidence. Yet, what they perceive as the most substantial advantage is that this comfort enables them to deliver care with compassion, even to those whose circumstances and backgrounds differ significantly from their own.

**Learning Gaps:** No learning gaps were identified.

**Strengths:** Having health care students participate in community health fairs provides an opportunity for students to apply their theoretical knowledge and clinical skills in real life settings, bridging the gap between the classroom and health care settings. Because this also involves interacting with diverse patient/client populations, this allows for students to improve their interpersonal and communication skills. Exposure to a diverse population promotes cultural competence and fosters empathy as students gain a deeper understanding of the challenges and perspectives of clients.

- 2) HRC Counseling Project. Conducting nutrition at the Human Resources Center (HRC), a free primary health care clinic, is a valuable experience for the students. This project enhances students' communication skills and their capacity to deliver patient-centered empathetic care. An essential element of this experience is the direct assessment of students' demonstration of compassion in nutritional care. A graduate assistant and/or faculty is present during each session to evaluate and provide feedback on the students' sessions. The HRC project offers a unique opportunity for students to receive direct evaluation on their provision of care.

**Learning Gaps:** Disparities exist among students in the class, particularly between those pursuing the RD path and those who are not. Some of our non-RD students have not interacted with patients prior to this experience. Therefore, students on the RD track demonstrate a more advanced ability to provide compassionate care to clients. To address these gaps, the course instructor provides additional opportunities for students to provide counseling at the HRC to strengthen their skills. The instructor also provides more one-on-one feedback and works with the students to improve their skills through the semester.

**Strengths:** Any opportunity for hands-on learning is a benefit to students. Similar to the health fairs, counseling allows students to apply theoretical knowledge in real-world scenarios, enhancing their clinical, communication, and problem solving skills. The more experience students have, the better they can become at providing patient-centered compassionate care.

**PLO 3:** Professional Self-Assessment Project. Students find this project helpful in improving their counseling skills. This project involves audio-recorded sessions between the student and a patient during a clinical rotation. This recording is reviewed by the program director who provides feedback to the student. The program director is able to directly evaluate whether students are able to effectively use appropriately counseling methods that promote behavior change in the patient.

**Learning Gaps:** No learning gaps were identified.

**Strengths:** This project stands out as an effective tool that enables the program director to assess counseling techniques utilized by the students. Having the sessions recorded and evaluated by the program director allows for objective assessment of students' counseling and communication skills. The intended outcome of a nutrition counseling session is behavior change. Since this project specifically assesses students' abilities to facilitate changes in nutrition-related behaviors, it is helpful in gauging the potential impact a student can make on future patients/clients.

**PLO 4:**



- 1) DIET 5910 Rotation Evaluations. Following each rotation, students undergo evaluations conducted by their on-site preceptors. These preceptors play an important role in directly assessing student performance and professionalism. Our students complete rotations in a variety of different settings: clinical, foodservice, and community. The preceptor evaluations provide a comprehensive perspective on professionalism across different contexts.

**Learning Gaps:** While not all students exhibit the same level of professionalism at all times, most demonstrate professionalism consistently. The program director works with students to develop professionalism should they need more guidance in that area.

**Strengths:** Ensuring that our students are able to demonstrate professionalism across different settings is a positive attribute of the curriculum because professionalism is essential in all career fields

- 2) DIET 5100/5130. Post-Clinical Project. In this project, students share insights about a patient they treated during their clinical or community rotations, offering comprehensive details about their interactions with the patient, healthcare team, and the nutrition care provided. The program director uses this information to evaluate professionalism in patient care. This is a project that is enjoyed by students.

**Learning Gaps:** Learning gaps are not often evident in this project, however, when they do emerge, they tend to be in the areas of communication skills and/or clinical skills. At times students struggle to effectively convey their patient interactions and care experiences in a way that is easily understood by others. Similarly, gaps in clinical knowledge or understanding of medical conditions may become evident if students provide incomplete or inaccurate information. The project has at times also exposed gaps in professionalism with students who haven't maintained patient confidentiality, or a respect for diversity. In those cases, the course instructor who is also the program director, provides extensive written feedback, but also meets with the student to address any issues. While there are no plans to change the project overall, the instructor plans on modifying the project guidelines to make some of the expectations more explicit. The nature of any project is such that some gaps will be evident based on skill levels of the students, but there doesn't appear to be programmatic, curricular or pedagogical changes needed at this time.

**Strengths:** A project of this nature allows for students to see the gaps that can exist between learning about evidence based practice in the classroom and what happens in the real-world. This project fosters a lot of discussion on the professional care of a patient from the theoretical and practical aspect.

#### **PLO 5:**

- 1) DIET 5100: Debate Project. This project relies primarily on students' ability to evaluate emerging research on a particular topic and advocate for their position during a debate. This project is enjoyed by students and measures the intended PLO. No changes are recommended at this time.

**Learning Gaps:** No learning gaps have been identified at this time.

**Strengths:** Debates require students to critically evaluate and analyze emerging research, which fosters the development of strong analytical skills. By examining the methodology, evidence, and potential biases in research studies, students become more discerning consumers of scientific literature.

- 2) DIET 5960/DIET 5990: Capstone or Thesis Project. No changes were made to the project. However, this past academic year (2022-2023) was our first with our revised graduate curriculum which was extended to span 2 years. Some students are in their second year and the feedback with respect to the extended program time has been positive from the students and the faculty.

**Learning Gaps:** The primary learning gap has been observed in disparities regarding research methodology where students some students struggle with selecting appropriate research methods and

tools. However, this has been addressed by pairing students with experienced faculty members as thesis mentors. The department has a procedure by which students and faculty mentors are paired together and this seems to have reduced some of the challenges. These mentors have been able to identify potential gaps in knowledge early in the process and have been able to better guide the students in selecting appropriate methods and trouble shooting research-related challenges. Additionally, the department has engaged with SLUCOR who offer the research methods and biostatistics course that our graduate students take prior to enrolling in thesis credits. They are working with our department to strengthen the curriculum so our students have a stronger foundation of research methodology prior to starting their thesis project.

**Strengths:** Extending the program to two years for our thesis track students is a modification that allows them to engage with the research process more meaningfully than trying to complete everything in one year.

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

### A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

The program director is responsible for collecting the data and artifacts associated with this assessment. The overall process and findings from the assessment were shared with faculty at a faculty meeting on September 29, 2023. Faculty were asked to review the results and provide feedback and suggestions on possible curricular or pedagogical revisions that could positively impact results in the upcoming assessment cycle.

### B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

These findings specifically did not identify a need for corrective actions; however, we have been tracking the impact of curricular changes on these findings. Our new graduate curriculum was implemented in Fall 2022, therefore enough information is not yet available to inform the need for corrective action. We will continue to track the learning outcomes required by the University as well as our accrediting body to determine if changes are needed.

If no changes are being made, please explain why.

No changes have been made in direct response to this assessment cycle. However, as stated above, we continue to assess the impact of our curricular changes to determine whether revisions will become necessary. Our college is poised to start the strategic planning process which may necessitate curricular changes that may alter our assessment plan and/or artifacts used to measure learning outcomes. A continued consideration when making changes to our assessment process remains the requirements from our accrediting body on data collection. Changes to this assessment process need to be considered in the context of accreditation requirements.

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

### A. What is at least one change your program has implemented in recent years as a result of previous assessment

**data?**

The biggest change that our program has implemented as a result of the assessment data remains the revisions to the capstone and thesis process and guidelines, which now also includes lengthening of the thesis project.

**B.** How has the change/have these changes identified in 7A been assessed?

The success or impact of these changes have been assessed largely using the course evaluations, verbal feedback from students, feedback from the faculty and the quality of the student projects.

**C.** What were the findings of the assessment?

Students were able to meet/exceed the PLOs assessed using this assessment cycle as well as the student learning outcomes required by our accrediting body.

**D.** How do you plan to (continue to) use this information moving forward?

Outcomes will be continually reviewed, along with different outcomes required by the specific accrediting body for the program. Currently, the program enjoys a 100% employment rate and higher than the national average credentialing pass rate. To remain competitive, this review will be ongoing.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.**

## Appendices

**MS-ND Artifact Description and Rubrics for PLO 1**

**PLO 1:** Students will demonstrate nutrition related, client-centered communication skills.

**Artifact:** Interprofessional Team Seminar (IPTS) and Reflection Paper

Students participated in IPTS and submitted a reflection paper based on their experience. Students were observed during their case participation by the faculty moderator of the session. The faculty moderator evaluated the interaction to assess the students’ ability to engage in client-centered communication while providing nutrition related care. The reflection paper was evaluated by the course faculty to assess whether students were able to articulate how they engaged in client-centered communication to other members of the “healthcare team”.

**Diet 5100 Human Nutrition Metabolism and Physiology  
IPTS Reflection Prompt**

Please write a 1-2 page reflection paper discussing your IPTS experience using the prompts/questions below.

**What?**

Document the experience and what happened/what did you do in the specific IPTS sessions. Please be sure to identify how you specifically used client-centered communication to advocate for the best care for this patient.

**So What?**

Describe the aspects of the IPTS experience that impacted you and why. What was/will be the impact on the patient/client in the case study? How did your communication with other members of the “healthcare team” contribute to potential improved nutrition related outcomes for this patient? What was your experience, attitudes, or emotions about the project?

**Now What?**

Apply your experience to your future clinical practice. **How will you incorporate this experience into your future actions to ensure that you are able to communicate nutrition-related information in a clear and concise way** while keeping the client’s needs at the center? If you are currently in clinical rotations, did it help you identify any insights to experiences you are having during clinical rotations? How may this event inform your knowledge, attitudes and behaviors as a developing health professional? How did this experience help you identify anything you would like to learn or do going forward as a health professional, particularly as it related to client-centered communication?

Please submit this via **email** no later than **November 30<sup>th</sup>**.

<b>DIET 5100 IPTS Reflection Rubric</b>			
PLO #1: Demonstrate nutrition-related, client-centered communication skills.			
<b>Unacceptable</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
Unable to identify elements of client centered communication	Identifies elements of client-centered communication	Describes the principles of nutrition-related, client-centered communication	Demonstrates nutrition-related, client-centered communication through patient interactions during clinical rotations

**MS-ND Artifact Description and Rubrics for PLO 2**

**PLO 2:** Students will demonstrate compassion in the nutritional care of clients

**Artifact:** HRC Counseling Session Participation and Student Self Evaluation

In alignment with the Jesuit value of being men and women for and with others, students provided nutrition counseling to patients at the Health Resources Center which offers free primary care services to underserved patients. Their counseling sessions are evaluated by graduate assistants to assess for a variety of different skills, including their ability to demonstrate compassion to diverse clients. Students also completed a self-evaluation of their sessions which included a section evaluating their own assessment of compassion (see highlighted section below). The self-evaluation was assessed by the course faculty who shared the outcome data with the program director.

Counselor Name \_\_\_\_\_

**DIET 5480 Counseling Self Evaluation Form**

Involving Phase	1	2	3	4	5
<b><i>Opening the interview</i></b>					
Introduced self to client					
Established rapport with the client Use small talk, if appropriate Explain the counseling process					
Review of nutrient analysis:					
Set agenda with the client What brings you here today? Client's concerns for health					
Comments: It is helpful to note examples and what to work on to build for the next session.					
Exploration-Education Phase					
Organized (had interview guide & materials ready)					
Directed interview in a logical sequence and provided structure.					
Used open-ended questions Provide an example and when one was or could have been used.					
Use of leading questions					
Use of closed-ended questions					
Explored nutrition issues and concerns of client Assessed the following:					

MI Ruler of Importance for Behavior Change MI Ruler of Confidence in Behavior Change					
Exploration of Importance and Confidence *See bottom of form					
Tailored education to client					
Developed a plan with the client Short & long-term goals Barrier identification Measureable behavioral plan					
<b>Responses of Counselor</b>					
<i>Affirming</i> : Give an example of an affirmation or when one could have been used. Do not confuse with support. Affirming is commenting favorably on a client characteristic.					
Counselor effectively used affirmation (commenting appropriately and favorably on a client characteristic)					
<i>Confrontation</i> or expert role exhibited: Example The counselor directly disagrees, argues, corrects, shames, seeks to persuade, or questions the client's honesty.					
<b>Reflections</b>					
Simple Reflection: Conveys understanding by repeating or rephrasing. Provide one example of one used or where one could have been used.					
Complex Reflection: Adds substantial meaning or emphasis. Contains more or different content from what client actually said. Provide one example of one used or where one could have been used					
Summary: pull together points from two or more prior client statement, can help with transition.					
<b>Closing Phase</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Expressed appreciation					
Reviewed goals and plan for behavior change					
Developed a plan with the client Short & long-term goals Barrier identification Measureable behavioral plan					
Brought closure to interview without rush					

Comments:					
<b>Communication</b>					
Maintained good eye contact					
Maintained open body language					
Maintained pleasant tone of voice, leaving out sarcasm.					
Conveyed empathy: Counselor showed active interest in understanding the client's perceptions, situation, meaning and feelings					
Comments:					
<b>Explore Ambivalence or Resistance to Behavior Change</b>					<b>Used by Counselor</b>
<b>Explored importance</b>					
In low importance, used "do little more"					
Explored the importance and confidence scale responses					
Examined the pros and cons of change					
Explored concerns about the behavior					
Hypothetical look over the fence					
<b>Explored resistance and building confidence</b>					
Emphasized personal choice and control					
Reassess readiness, importance or confidence					
Back off and come alongside the client					

What did you do especially well during the interview?

Would you do anything differently?

How could you get more involved with the client?

If you could change something about your counseling approach in this session, what would it be?

Can you describe, using specific examples from your counseling session, how you demonstrated compassion, empathy, and understanding while working with your client?

If you could change something about the client, what would it be?

What is the main thing you want to focus on next counseling session?

<b>DIET 5480 HRC Counseling Session</b>			
PLO #2: Students will demonstrate compassion in the nutritional care of clients			
<b>Unacceptable</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
Unable to identify the importance of compassion in the delivery of nutritional care to clients	Identifies importance of compassion in the delivery of nutritional care to clients.	Describes methods that demonstrate compassion when providing nutritional care to clients.	Demonstrates compassion in the provision of nutritional care to clients during a counseling session.



**MS-ND Artifact Description and Rubrics for PLO 3**

**PLO 3:** Students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

**Artifact:** Professional Self-Assessment Project

Students were asked to voice record two of their counseling sessions at their clinical rotations. These were evaluated by the program director to assess for a variety of skills, including students' ability to use counseling methods to facilitate changes in nutrition-related behaviors.

Total Possible Points: 165

SKILLS	Possible Points	Points Earned
<u>Introduction:</u> 1. Introduces self to client and establishes the purpose for the interaction	5	
2. Outlines the process of how the interaction is expected to proceed	10	
3. Defined the expected outcomes at the completion of the interaction	5	
4. Establishes rapport with room arrangement, verbal exchanges, eye contact and body language so client can relax and be comfortable in the session.	5	
COMMENTS:		
<u>Attending:</u> 1. Encourages the client to continue expressing his/her ideas and feelings.	5	
2. Allows client to explore ideas and feelings in his/her own way and provides client with opportunity to direct the session.	5	
3. Can give client a sense of responsibility for what happens in the session	5	
4. Helps client relax and be comfortable in the counseling session.	5	
5. Contributes to the client's trust of the counselor and sense of security.	5	
6. Enables the counselor to draw more accurate inferences about the client.	5	
COMMENTS:		
<u>Reflection of Feeling:</u> 1. Conveys to the client that the counselor understands or is trying to understand what the client is experiencing and feeling.	5	
2. Clarifies the client's feelings and attitudes by mirroring them in a nonjudgmental way.	5	
3. Brings to the surface feelings of the client that may have been expressed only vaguely.	5	
4. Can bring out problem areas without the client feeling pushed.	5	
5. Helps the client infer that feelings are causes of behavior.	5	
COMMENTS:		
<u>Paraphrasing:</u> 1. Communicates to the client that the counselor understands or is trying to understand what he/she is saying.	5	
2. Clarifies clients words and encourages the client to expand his/her discussion	5	

COMMENTS:		
<b><u>Summarizing:</u></b>	5	
1. Can ensure continuity in the direction of the session by providing a focus.		
2. Can clarify a client's meaning by having his/her scattered thoughts and feelings	5	
3. Often encourages the client to explore an issue further once a central theme has been identified.	5	
4. Enables the counselor to verify his/her perceptions of the content and feelings discussed or displayed by the client during the session. The counselor can check out whether he/she accurately attended and responded without changing the meanings expressed.	5	
5. Provides a sense of movement and progress to the client by drawing several of his/her thoughts and feelings into a common theme.	5	
6. Can close discussion on a given topic and introduce new topics. Can terminate a session in a logical way through review of the major issues discussed in the entire session.	5	
7. <b>Can provide evidence-based answers to client questions, even those regarding emerging trends</b>	10	
COMMENTS:		
	5	
<b><u>General Behaviors:</u></b>		
1. Can help focus the client's attention on a feeling or content area.		
2. May help the counselor better understand what the client is describing by giving him/her more information about the client's situation.	5	
3. May encourage the client to elaborate, clarify, or illustrate what he/she has been saying.	5	
4. Sometimes enhances the client's awareness and understanding of his/her situation or feelings.	5	
5. Directs the client's attention to areas the counselor thinks need attention.	5	
6. <b>Is able to employ evidence-based strategies to effectively negotiate behavior change with the client</b>	5	
<b><u>Self-Assessment Reflection</u></b>	5	
Thoughtfully assesses the strengths and challenges of the interaction, sets goals for self-improvements based on reflection of this session.		
COMMENTS:		
INTERN: _____ EVALUATOR: _____ DATE: _____		

**DIET 5910 Professional Self-Assessment Project**

PLO #3: Students will use evidence-based counseling methods to facilitate changes in nutrition-related behaviors.

<b>Unacceptable</b>	<b>Introduce</b>	<b>Reinforce</b>	<b>Mastery</b>
Unable to identify effective counseling methods	Identifies effective counseling methods to facilitate nutrition-related behavior changes.	Describes effective counseling methods to facilitate nutrition-related behavior changes.	Applies effective counseling methods during a counseling session to facilitate nutrition-related behavior changes in clients.

**MS-ND Artifact Description and Rubrics for PLO 4**

**PLO 4:** Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings.

**Artifact:** Clinical, Foodservice, and Community Rotation Evaluations

After each rotation, students were evaluated by their preceptor and assessed for a variety of skills and characteristics, including their professionalism. The preceptor evaluations were submitted electronically and reviewed by the program director for each student to assess for professional attributes.

**SAINT LOUIS UNIVERSITY  
DIETETIC INTERSHIP PROGRAM  
CLINICAL EVALUATION FORM**

Intern: \_\_\_\_\_ Evaluator- \_\_\_\_\_

Rotation/Site: \_\_\_\_\_ Dates of Rotation: \_\_\_\_\_

Below are the series of descriptive statements. Based on your knowledge of the intern, please use the following scale to evaluate progress:

- 4 = Meets objectives all the time without assistance (Excellent).
- 3 = Meets objectives most of the time without assistance (Very good/Good).
- 2 = Meets objectives some of the time with assistance.
- 1 = Does not meet objectives
- NA = Not Applicable (please comment).

Place a check mark in the appropriate column. Use the "Not Applicable" column only when the intern has not been required to demonstrate this characteristic on your service, and please comment. All skills should be evaluated against the expected performance for the level of the internship.

4	3	2	1	NA
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**I. PLANNING, ORGANIZATION, APPLICATION**

1. Comes prepared daily for the rotation					
2. Makes appropriate decisions based on facts, observations, and assessments.					
3. Uses time efficiently to complete tasks as assigned.					
4. Appropriately prioritizes work assignments and tasks.					
5. Completes work thoroughly and accurately.					

Comments:

4	3	2	1	NA
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**II. ADAPTABILITY**

1. Shows poise and confidence in new or stressful situations.					
2. Seeks new and innovative ways of doing things.					
3. Uses good judgment in decision making process.					
4. Is flexible in approach to patient care.					

Comments:

4	3	2	1	NA
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**III. PROFESSIONAL COMPETENCE**

1. Maintains high standards of performance and ethics.					
2. Applies didactic skills to clinical practice at level appropriate to experience.					

3. Evaluates own strengths and weaknesses.					
4. Compliant with HIPPA requirements and PPI					
5. Accepts responsibility for continuing development of personal competence.					
6. Is able to efficiently and effectively use the EMR system to retrieve and communicate relevant patient and care information.					

Comments

4	3	2	1	NA
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**IV. PROFESSIONAL RESPONSIBILITY**

1. Is willing to assume responsibility.					
2. Takes responsibility for the recommendations/actions.					
3. Is dependable, honest, and trustworthy.					
4. Asks question and/or seeks advice when needed.					
5. Is prompt and works diligently until completion of shift.					
6. Maintains professional conduct with preceptor and clients					
7. Demonstrates professional poise in presentation and language					

Comments:

4	3	2	1	NA
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**V. COMMUNICATION SKILLS**

1. Writes clearly, concisely, and grammatically correct					
2. Speaks articulately and effectively.					
3. Practices good listening skills.					
4. Recognizes when oral or written communication would be most effective and proceeds appropriately					
5. Interacts appropriately with health care team.					
6, Responds appropriately to nonverbal cues.					

Comments:

4	3	2	1	NA
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**VI. INTERPERSONAL SKILLS**

1. Works well with other staff and fellow interns.					
2. Is tactful, courteous and considerate of others.					
3. Is flexible and cooperative with change.					

Comments:

4	3	2	1	NA
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**VII. PATIENT RAPPOR**

1. Builds rapport with patient and patient families.					
2. Communicates with language suitable to patient.					
3. Asks appropriate questions to gather pertinent information.					
4. Demonstrates empathy, cultural competence, and concern.					
5. Makes appropriate observations during patient interview (i.e., physical signs, family dynamics, body language).					
6. Remains objective to lifestyle, cultural, and religious choices.					

4	3	2	1	NA
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**VIII. KNOWLEDGE BASE**

1. Demonstrates capacity to acquire knowledge and grasp concepts					
2. Demonstrates appropriate knowledge and expertise in assigned tasks					
3. Applies principles of nutritional care in acute care settings.					

**How would you rate the overall professionalism of this intern? Please check the most appropriate.**

<b>Highly unprofessional.</b> Often arrives late or leaves early; often arrives without necessary materials or preparation; often disruptive or uncooperative; seems disengaged.	
<b>Somewhat unprofessional.</b> Sometimes arrives at the last minute or leaves early; sometimes arrives without necessary materials, sometimes disruptive or uncooperative, occasionally appears to be disengaged or focused on other things	
<b>Developing in professionalism.</b> Arrives on time and doesn't leave on time but can appear to be disengaged, distracted or uninterested. Generally demonstrates a cooperative attitude but does not push to learn more than what is provided by preceptor ie does the bare minimum	
<b>Professional.</b> Mostly arrives in plenty of time to get settled and does not leave early; comes mostly prepared; is cooperative and respectful most of the time; usually demonstrates overall awareness of what's appropriate; seems engaged and usually makes the best of time to learn.	
<b>Consummate Professional.</b> Always arrives in plenty of time to get settled; always comes prepared with necessary materials; always cooperative and respectful; demonstrates an overall sense of awareness of what's appropriate; always contributes, asks thoughtful questions and always makes the best use of time to learn and engage with others	

Did the intern meet their personal objectives during the rotation? Why or why not?

Does the intern demonstrate critical thinking and application of the principles of nutrition in patient care plans for this stage in the internship? If not, what specific areas need to be addressed?

Does the intern demonstrate mastery of clinical skills for this stage of the internship? If not what specific clinical skills need to be addressed?

How would you rate the intern on their ability to perform the Nutrition Care Process and use standardized nutrition language across a variety of patient/population types?

Outstanding

Satisfactory

Unsatisfactory

Identify 3 primary strengths, which meet or exceed practice level?

Identify areas needing further development?

What recommendations do you have for the intern as he/she progresses into other clinical rotations to assure competency at the completion of the internship?

EVALUATOR: \_\_\_\_\_ INTERN: \_\_\_\_\_ DATE \_\_\_\_\_

DIET 5910 Clinical, Foodservice and Community Rotation Evaluations			
PLO #4: Students will demonstrate professional attributes of a nutrition and dietetics professional in a variety of settings .			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify the professional attributes of a nutrition and dietetics professional.	Identifies the professional attributes of a nutrition and dietetics professional.	Describes the importance of embodying professional attributes in a variety of settings.	Demonstrates professional attributes fitting of a nutrition and dietetics professional when presenting case patient and interventions.

**MS-ND Artifact Description and Rubrics for PLO 5**

**PLO 5:** Students will evaluate emerging research for application in nutrition and dietetics practice.

**Artifact:** Debate Project

All students completed the debate project which included an in-class debate and research position paper. The project and paper were graded by the course instructor who is also the program director, and assessed for students' ability to critically evaluate emerging research and craft a position based on evidence-based research.

DEBATE RUBRIC	Levels of Performance				Possible Points	
	Criteria	1-Weak	2-Fair	3-Average	4-Above Average	100 Pro / Con Points Awarded
<b>Research</b> <ul style="list-style-type: none"> <li>Evidence of in-depth research and recent research publications</li> <li>Clear understanding of topic and position</li> <li>Number of concept points utilized</li> <li>Ability to respond to rebuttals using appropriate scientific references</li> <li>Use of examples and facts</li> </ul>	Research is weak. Group has difficulty presenting concept points and provides below average responses to rebuttals. Examples and facts are used infrequently if at all	Some research effort is evident. Group presents 1 to 2 concept points and provides below average to average responses to some rebuttals. Examples and facts are used infrequently.	Some group members demonstrate a profound understanding of the topic. Group presents 2 to 3 concept points and provides average or above average responses to most rebuttals. Some examples and facts are cited.	All group members demonstrate a profound understanding of the topic. Group presents 4 to 5 concept points and responds exceptionally well to all rebuttals. Numerous examples and facts are cited.	20	
<b>Organization and Clarity:</b> <ul style="list-style-type: none"> <li>Clarity and organization of debate outline, view points, and responses</li> <li>Participation of all group members</li> <li>Evidence of group rehearsals</li> </ul>	Group appears disorganized in most areas. One or more group members do not present. Material is unclear and difficult to understand.	Group appears disorganized in at least one area. One or more group members do not present. Material is unclear but one can follow the presentation with great effort.	Group may have rehearsed. Most group members are at least moderately aware of the process and material. All group members present. Most categories are presented in a fairly organized fashion.	Group rehearsals are obvious. All group members are keenly aware of debate process. All members participate in the presentation. All debate categories presented in a superbly clear and orderly fashion.	10	
<b>Presentation Etiquette:</b> <ul style="list-style-type: none"> <li>Professional Powerpoint</li> <li>Proper Attire</li> <li>Verbal/non-verbal communication</li> <li>Flow of statements and rebuttals</li> <li>Maintaining the attention of the audience</li> </ul>	The Powerpoint is of poor quality or absent. At least one member is not in professional attire. One member appears to be 'carrying' the group. Other group members are not adequately prepared. An outburst occurs during the debate. Verbal and Non-Verbal manners are embarrassingly frequent. Audience is falling asleep.	A poor quality Powerpoint or average quality visuals are utilized. At least one member is not in professional attire. Two to three members are well prepared but other group members are not. An outburst occurs during the debate. Inappropriate Verbal and Non-Verbal manners are utilized often. Audience's attention is spotty despite the group's best attempts.	An adequate powerpoint or exceptional visuals are utilized. All members are dressed in professional business attire. Most members are well spoken and the group appears to be working together. There are no outbursts during the debate process. Verbal and Non-Verbal manners are mostly acceptable. Group is energized and maintains the audience's attention through most of the	The Powerpoint is exceptional. All member are dressed in professional business attire. All members are well spoken, the group presents itself as a well oiled machine. There are no interruptions or outbursts during the debate process. Verbal and Non-Verbal manners are acceptable for a 'real world' career related presentation. Group is enthusiastic and maintains the audience's attention throughout debate.	5	

			debate.			
<b>Debate Process:</b> Opening/Closing Statements <ul style="list-style-type: none"> <li>Statements are given to support position</li> <li>Relevancy of supporting documents</li> <li>Content comprehension of members</li> </ul>	Statements and knowledge of topic is not clear. Member does not appear knowledgeable on topic. Most examples are not relevant to the topic.	Preparation of role is evident however, member is unable to elaborate, challenge or answer opponent due to a minimal level of knowledge. Some examples are not relevant.	Most statements are relevant. Evidence is shown using at least one relevant example, quote, statistic, or graph. Member appears knowledgeable.	All statements are relevant and support the position. Evidence is shown using relevant examples, quotes, statistics and graphs. Member appears knowledgeable.	15	
<b>Debate Process:</b> Rebuttal/Response <ul style="list-style-type: none"> <li>Response to arguments made by the opposing side are relevant, evidenced, and clear.</li> <li>Ability to draw from research and form responses</li> </ul>	Few arguments made to the opposing side are relevant. Evidence is not provided in support of argument. Member is not able to make a nutrition connection in the form of a rebuttal or response. Audience is confused as to the members response.	Some arguments made to the opposing side are relevant. If evidence is provided in support of an argument it is inaccurate or has previously been stated. Member has difficulty making nutrition connections and responding to opposing team without further research.	Most arguments made to the opposing side are relevant, effective, and fact based. At least one argument is evidenced utilizing an example, statistics, or graph. Members appear knowledgeable about topic, position.	All arguments made to the opposing side are relevant, effective, insightful, and fact based. Most arguments are evidenced utilizing examples, statistics, or graphs. Members appear exceptionally knowledgeable and are able to make nutrition connections quickly.	15	
<b>Critical Thinking</b>	Information was not presented in a way that clearly articulated a position, appropriate research was not used to examine evidence, conclusions were not based on information presented.	Some information was synthesized to present a position but the information was not organized nor presented in a manner making the position obvious, some research lacking in strength to make strong conclusions	Information was synthesized to present a position but the position wasn't clearly stated, research used to examine evidence was not strong and conclusions were unclear.	Information was synthesized into a persuasive, well-developed position, using appropriate research to examine evidence critically and draw appropriate conclusions.	10	
<b>Position Paper/Statement</b> <ul style="list-style-type: none"> <li>Position is clearly stated/argued and supported, both sides of issue are presented. Paper is free of grammatical errors and spelling mistakes</li> </ul>	Paper is poorly prepared and is missing many areas. Position is not clearly stated or supported. Grammar errors	Paper is adequately prepared but is missing some of components. Position is stated but is not clearly supported.	Paper is adequately prepared and contains all components, is supported by some good evidence but needs more.	Paper is exceptionally prepared and contains all components. Position is clearly stated and strongly supported by evidence. Free of grammatical errors.	25	

**DIET 5100 Debate Project; DIET 5960 Capstone; DIET 5990 Thesis**

PLO #5: Students will evaluate emerging research for application in nutrition and dietetics practice.

Unacceptable	Introduce	Reinforce	Mastery
Unable to identify appropriate sources for emerging nutrition research.	Identifies appropriate sources for emerging nutrition research.	Describes research methodology that is the basis for sound evidence-based practice.	Evaluates emerging research from appropriate sources, with strong research methodology, to provide sound evidence-based nutrition care.