

**Doisy College of Health Sciences
Saint Louis University
Academic Program Assessment Plan**

Academic Degree Program	BS in Nutrition and Dietetics (BSND) & Certificate in the Didactic Program in Dietetics (DPD)*
Academic Department	Nutrition and Dietetics

*The Bachelors of Science in Nutrition and Dietetics (BSND) and the Certificate in the Didactic Program in Dietetics (DPD) are evaluated using the same PLOs. The DPD Certificate a post-baccalaureate certificate designed for students that already have a bachelor’s degree in a different field and aim to become eligible for a dietetic internship; this certificate includes undergraduate coursework that mirrors the requirements for the bachelor’s degree. Both the BSND and the DPD students complete the program requirements to earn a Verification Statement, a document through the Accreditation Council for the Academy of Nutrition and Dietetics that signals a student’s eligibility for a dietetic internship.

PLO #	Program Learning Outcome (PLO)	Assessment Mapping/Tool(s)	Assessment Methods		Use of Assessment Data		
			**	Program Target	Assessment Data Collection & Initial Data ¹ Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work ²	Timeline (any 12 month period is acceptable)
PLO #1	Demonstrate effective professional communication in the transmission of	DIET 2510 Principles of Food Preparation Food/cooking technique demonstration	D	An average of 85% will achieve a ranking of “introduce” or higher on the corresponding assessment rubric ³	Course Instructor		AY ending in an even number

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	food and nutrition information.	DIET 3600 Food Science Food Science research poster	D	An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric			
PLO #2	Develop patient-centered care plans that reflect a value for the inherent worth of others.	DIET 2100 Nutrition in the Lifecycle Service learning reflection DIET 4110 Clinical Practicum Lab Patient care plans that address the whole person (spirit, mind and body) DIET 4110	I D	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	Course Instructor		AY ending in an even number

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			**	Program Target	Assessment Data Collection & Initial Data ¹ Analysis/Person(s) Responsible	Data Analysis / Action Plan to address changes in pedagogy, curriculum design and/or assessment work ²	Timeline (any 12 month period is acceptable)
PLO #3	Demonstrate nutrition education methods to facilitate diet changes in diverse populations.	<u>DIET 4300</u> Foundations in Community Nutrition Development of a PSA that addresses diverse groups	D	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric	Course Instructor		AY ending in an odd number
		<u>DIET 4500</u> Nutritional Counseling Counseling session final report	D	An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric			
PLO #4	Articulate the value of nutrition and dietetics professionals in an Interprofessional care context.	<u>DIET 1000</u> Contemporary Issues in Food and Nutrition Career exploration reflection paper	D	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric	Course Instructor		AY ending in an odd number
		<u>DIET 4110</u>	D	An average of 85% will achieve a ranking of			

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		Clinical Practicum Lab I Interprofessional teamwork reflection paper		"reinforce" or higher on the assignment rubric higher on the corresponding assessment rubric			
PLO #5	Evidence the proper use of professional literature to make evidence-based nutrition care decisions.	<u>DIET 2080</u> Foundations in Nutrition Diet project paper <u>DIET 4110</u> Clinical Practicum Lab I Case study power point presentation	D D	An average of 85% will achieve a ranking of "introduce" or higher on the corresponding assessment rubric An average of 85% will achieve a ranking of "reinforce" or higher on the corresponding assessment rubric	Course Instructor		AY ending in an odd number

**** D = Direct Measure | I = Indirect Measure**

¹ The sample size for conducting data collection and analysis will be determined and submitted with the assessment rubrics (see note 3 below).

²The program faculty will discuss assessment data, determine action plan(s), and monitor implemented action plans during regularly scheduled dedicated meeting time(s).

³The assessment rubric(s) are complete and attached to this document.

Summary of changes as of 10/11/2019

- Changed timeline to AY ending in even years (PLOS #1 and #2) or odd years (PLOS #3, #4, and #5) per the 2017-2018 report feedback.
- Removed the language of “Demonstrate ability to” on PLO #2 per the 2017-2018 report feedback.
- Provided the appropriate rubric per the 2017-2018 report feedback.

³Assessment Rubric for the Program Evaluation Plan—BSND & DPD Certificate Programs

PLO #1 - Demonstrate effective professional communication in the transmission of food and nutrition information.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify the importance of professional communication	Identifies importance of professional communication.	Explains principles of professional communication.	Demonstrates professional communication skills.
PLO #2 - Demonstrate the ability to develop patient-centered care plans that reflect a value for the inherent worth of others.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify elements of patient-centered care or the inherent worth of others.	Identifies elements of patient-centered care or the inherent worth of others relevant to the assignment.	Explains principles of patient-centered care plans.	Integrates principles patient-centered care into a care plan for a patient.
PLO #3 – Demonstrate nutrition education methods to facilitate diet changes in diverse populations.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify nutrition education methods used to facilitate diet change.	Identifies nutrition education methods used for the delivery of information to diverse populations.	Describes nutrition education methods appropriate for delivery of information to diverse populations.	Delivers nutrition education or counseling to a patient using behavior change principles appropriate to the patient’s culture.
PLO #4 – Articulate the value of nutrition and dietetics professionals in an interprofessional care context.			
Unacceptable	Introduce	Reinforce	Mastery
Unable to identify roles of the nutrition and dietetics professional when working in interprofessional teams.	Identifies the roles of the nutrition and dietetics professional when working in interprofessional teams.	Describes the outcomes of the nutrition and dietetics professional when working in interprofessional teams.	Explains the value of the nutrition and dietetics professional when working in interprofessional teams.
PLO #5 – Evidence the proper use of professional literature to make evidence-based nutrition care decisions.			
	Introduce	Reinforce	Mastery
Unable to identify appropriate sources for	Identifies appropriate sources for citations in professional writing to defend a decision.	Determines suitability of information from sources used for professional writing to make decisions.	Synthesizes information from appropriate sources for evidence-based decisions.