

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2008-09 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT Nutrition and Dietetics **DATE** May 6, 2010

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mary K. Askim-Lovseth, Krista Lynn Minnotte

1. STUDENT LEARNING GOALS

- | | | |
|---------------------------------------|-------------------|--|
| • Were any goals referenced? | YES <u> X </u> | NO <u> </u> QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u> </u> | NO <u> </u> QUALIFIED Y/N <u> X </u> |
| • Do goals address student learning? | YES <u> X </u> | NO <u> </u> QUALIFIED Y/N <u> </u> |

Comments:

The Nutrition and Dietetics Department has two undergraduate programs, a BS in Community Nutrition and a BS in Dietetics. The Nutrition and Dietetics’ Plans for Assessment of Student Learning are both posted online but do not appear to have been updated since AY 2004-05. For each program, there are five goals identified; all are identical with the only distinction being the reference to either the nutrition or dietetic profession, and to preparing either competent community nutritionists or generalist dietitians. Four of the goals relate directly to student learning. The fifth is a program goal—“To increase the number of minority students, with particular emphasis on American Indians, who graduate in dietetics at UND.” Though several of the goals are well articulated, some address multiple skills and concepts that would make it difficult, if not impossible, to assess unless subdivided into distinct outcomes (perhaps through ‘objectives’). For example, “Through opportunities in both didactic and supervised practice experiences, students develop critical-thinking, communication, and self-assessment skills, preparing them for lifelong learning, adaptation to change, and self-direction in the dietetic profession.”

- In addition to the Departmental goals, please also consider UND’s Institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to departmental goals.
- | | | |
|---------------|---|--|
| <u> X </u> | 1 | Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”) |
| <u> X </u> | 2 | Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate) |
| <u> </u> | 3 | Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage) |
| <u> </u> | 4 | Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”) |
| <u> </u> | 5 | Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”) |
| <u> X </u> | 6 | Diversity (“demonstrate understanding of diversity and use that understanding...”) |
| <u> X </u> | 7 | Lifelong learning (“commit themselves to lifelong learning”) |
| <u> X </u> | 8 | Service/citizenship (“share responsibility both for their communities and for the world”) |

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Five of the eight Institutional and Essential Studies goals are addressed within the Dietetics and Community Nutrition programs. Diversity and service/citizenship are clearly articulated but as noted above, the others (communication, critical thinking, and lifelong learning) are just referenced broadly as developing the skill or philosophy. It would, for example, be more useful to think about the specifics of the communication skill students are to develop as then faculty might have a clearer sense of what they are looking for when assessing ‘communication.’

2. ASSESSMENT METHODS

- Were any specific assessment methods referenced? YES X NO QUALIFIED Y/N
- If so, were specifically chosen assessment methods appropriately aligned with individual goals? YES X NO QUALIFIED Y/N
 - Were both direct and indirect assessment methods used as components of a “multiple measures” approach? YES X NO QUALIFIED Y/N

Comments:

The Department’s assessment plans identify multiple assessment methods, both direct and indirect. For example, the ServSafe® exam, the Registration Examination (for dietetics students), exit interviews with graduating seniors, graduate and employer surveys, and resume and portfolio assessment for professional and community involvement are noted to be done yearly. In the clinical setting for the Dietetics program, self and preceptor/faculty evaluations regarding ethical performance and preceptor/faculty evaluations regarding interactions with culturally diverse populations are also conducted. There is direct alignment between each goal and the method used to assess it.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES ☒ NO ☐ QUALIFIED Y/N ☐

• If so, were the results clear in terms of how

they specifically affirm achievement of goals? YES ☐ NO ☐ QUALIFIED Y/N ☒

• If so, were the results clear in terms of how

they indicate need for improvement? YES ☐ NO ☒ QUALIFIED Y/N ☐

• Were the results tied to goals for student

learning? YES ☐ NO ☐ QUALIFIED Y/N ☒

Comments:

It appears assessment data are collected every year but some are reviewed on an annual basis while other data are compiled and “examined at least every three years.” In some instances, data were reported and linked directly to achievement of a learning goal (e.g., 100% passage of the IRB exam for students in both programs [ethical practices], 78% passage on the Registration Examination for dietetic students [development of knowledge]); and then in other instances, it was reported that data were collected but no results were provided. The latter relates to critical thinking and communication skills and also data collected from exit interviews with graduating seniors, and graduate and employer surveys. If available, it would be very helpful to link specific results within the Registration Examination if it is segmented and reported by areas of content.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the department presents findings, and, for indicated items, describe findings below.

☐ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)

☐ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)

☐ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)

☐ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)

☐ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)

☐ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)

☐ 7 Lifelong learning (“commit themselves to lifelong learning”)

☐ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

Relating to the five goals that were identified in Section 1 of this report, only one piece of information (a three-year aggregate) was presented and that related to diversity—“100% of CN [Community Nutrition] students enrolled in...demonstrated adequate (29%) or thorough (71%) articulation of concepts in response to final exam question.” A singular data point was also provided for the Dietetics students (“97%...demonstrated adequate [35%] or thorough [62%] articulation...” It was noted that the number of contact hours was tracked and data were collected from preceptors regarding interaction with diverse populations, but no results were reported. It was also noted that data were collected for the communication and critical thinking skills, but no results were reported. No reference was made to findings regarding lifelong learning.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES ☐ NO ☒ QUALIFIED Y/N ☐

• If so, do curricular or other improvements/

changes arising from assessment results

directly address goals for student learning? YES ☐ NO ☐ QUALIFIED Y/N ☐

Comments:

Curricular changes for both programs are forthcoming based on the changes to Essential Studies and accreditation standards (noted as “external forces”). The Department faculty feels that “program evaluations ...are meeting our goals” though limited assessment data were provided in the report to substantiate.

SUMMARY

Strengths	Areas for Improvement
<input checked="" type="checkbox"/> A specific plan for assessment is in place.	<input type="checkbox"/> No specific plan for assessment is in place.
<input type="checkbox"/> Student learning goals are well-articulated.	<input type="checkbox"/> Student learning goals are not well-articulated.
<input checked="" type="checkbox"/> Assessment methods are clearly described.	<input type="checkbox"/> Assessment methods are not clearly described.
<input checked="" type="checkbox"/> Assessment methods are appropriately selected.	<input type="checkbox"/> Assessment methods are not appropriately selected.
<input type="checkbox"/> Assessment methods are well-implemented.	<input type="checkbox"/> Assessment methods are not well-implemented.
<input type="checkbox"/> Direct and indirect methods are implemented.	<input type="checkbox"/> A single type of assessment methods predominates.
<input type="checkbox"/> Results are reported.	<input type="checkbox"/> No results are reported.
<input type="checkbox"/> Results are tied to closing the loop.	<input checked="" type="checkbox"/> Results are not clearly tied to closing the loop.
(Decision-making is tied to evidence.)	(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Though a good assessment plan is in place for the two programs, it appears to have been developed for the 2004-05 academic year and has not been updated. No annual reports were on file for the last three years to access for assessment information and it is imperative to be diligent and conscientious in following through with regular assessment and reporting of findings regarding student learning.

It was noted that data were collected, but it was not apparent that all student learning goals were assessed since the last University Assessment Report in 2005-06; though the plan clearly indicates either an annual review or “reviewed by faculty every third year” or “examined at least every three years.”

MATERIALS REVIEWED

☐ Annual report ☒ Assessment plan (as posted)—AY 2004-05
☐ Appendices (cited in annual report) ☒ Previous assessment review
☒ Other (please describe) *Separate assessment report provided by Judy Hall, Department Chair, on 5/3/10*

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Section 1: ☒Y___ Section 2: ☒Y___ Section 3: ☐?___ Section 4: ☐N___

Coding Key:
Y = yes, this is done appropriately and well
N = no, this is not done at all, or it is not done in relationship to student learning
NA = no information reported
? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done