

## Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: Nutrition and Dietetics

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Submission Date: October 13, 2023

Review Cycle:

- Even Year
- Odd Year

### Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
  - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
  - annual (or periodic) accreditation report submitted to agency
  - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data\*
  - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

*\*If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.***

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15<sup>th</sup>** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

**PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES**

Student Learning Outcome (SLO)	What <b>measures and instruments</b> are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b> , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b> : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
Scientific and Evidence Base of Practice: integration of scientific information and translation of research into practice	<p><b>1.1 Nutrition Across the Lifespan Case Study:</b> Students in NTR 3755 complete a case study on the older adult, evaluated by the NTR 3755 instructor.</p> <p><b>1.2 Nutrition in the Lifespan Infancy Case Study:</b> Students in NTR 3755 complete an infancy case study using the latest data, evaluated by the NTR 3755 instructor.</p> <p><b>1.3 Advanced Nutrition Final Examination:</b> Students in NTR 4750 complete a comprehensive examination, evaluated by the NTR 4750 instructor.</p>	<p>1.1 100% of students will score an 80% or higher on the older adult case study (KRDN 1.1b). 57% received a score of 80% or higher on the older adult case study.</p> <p>1.2 100% of students will score an 80% or higher on the infancy case study (KRDN 1.2b). 57% received a score of 80% or higher on the infancy case study.</p> <p>1.3 100% of students will score an 80% or higher on the comprehensive final examination (KRDN 1.3a). 100% received a score of 80% or higher on the comprehensive final examination.</p>	<p>critical thinking, writing</p> <p>writing, quantitative reasoning, critical thinking</p> <p>quantitative reasoning, critical thinking</p>

<p>Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.</p>	<p><b>2.1 Nutrition Assessment and Counseling Cultural Humility Presentation:</b> Students in NTR 2750 complete a presentation on a culture of their choice, evaluated by the NTR 2750 instructor.</p> <p><b>2.2 Nutrition Assessment and Counseling Scope of Practice in Dietetics Discussion:</b> Students in NTR 2750 complete a discussion on the dietetics scope of practice, evaluated by the NTR 2750 instructor.</p> <p><b>2.3 Community Nutrition Public Policy Paper:</b> Students in NTR 3756 write a letter to a local representative regarding a current piece of legislation, evaluated by the NTR 3756 instructor.</p> <p><b>2.4 Community Nutrition Cultural Competency Assignment:</b> Students in NTR 3756 complete an assignment to better understand and improve on cultural competency evaluated by the NTR 3756 instructor.</p> <p><b>2.5 Nutrition Therapy First Examination:</b> Students in NTR 4751 answer an essay question on exam one regarding medical teamwork, evaluated by the NTR 4751 instructor.</p>	<p>2.1 100% of students will score an 80% or higher on the Cultural Presentation (KRDN 2.1b). 96% received a score of 80% or higher on the cultural humility presentation.</p> <p>2.2 100% of students will score an 80% or higher on the scope of practice in dietetics discussion (KRDN 2.2a). 93% received a score of 80% or higher on the discussion.</p> <p>2.3 100% of students will score an 80% or higher on the public policy letter paper (KRDN 2.3b). 92% received a score of 80% or higher on the paper</p> <p>2.4 100% of students will score an 80% or higher on the cultural competency assignment (KRDN 2.6b). 96% received a score of 80% or higher on the assignment.</p> <p>2.5 100% of students will score an 80% or higher on the essay question regarding medical teamwork on the first exam (KRDN 2.5a). 67% received a score of 80% or higher on the assignment.</p> <p>2.6 100% of students will score an 80% or higher on the Cultural Competency</p>	<p>speaking</p> <p>writing</p> <p>responsible citizenship, writing</p> <p>responsible citizenship</p> <p>writing, critical thinking</p>
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	<p><b>2.6 Community Nutrition Cultural Competency</b>  <b>Assignment:</b> Students in NTR 3756 complete the Cultural Competence Checklist and write a personal reflection on their findings, evaluated by the NTR 3756 instructor.</p> <p><b>2.7 Nutrition Across the Lifespan Hunger Challenge:</b>  Student in NTR 3755 complete a 3-day SNAP hunger challenge and post discussions throughout the experience, evaluated by the NTR 3755 instructor.</p> <p><b>2.8 Profession of Dietetics Professional Development</b>  <b>Activities:</b> Students in NTR 3500 participate in 3 professional development activities and write a reflection on the activities, evaluated by the NTR 3500 instructor.</p> <p><b>2.9 Community Nutrition Legislative Assignment:</b>  Students in NTR 3756 research and present on a piece of nutrition legislation, evaluated by the NTR 3756 instructor.</p>	<p>assignment (KRDN 2.6b). 67% received a score of 80% or higher on the assignment.</p> <p>2.7 100% of students will score an 80% or higher on the SNAP Hunger Challenge assignment (KRDN 2.7). 33% received a score of 80% or higher on the assignment.</p> <p>2.8 100% of students will participate in 3 professional development activities (KRDN 2.8b). 83% participated in 3 professional development activities.</p> <p>2.9 100% of students will score an 80% or higher on the legislative assignment. 67% received a score or 80% or higher on the assignment.</p>	<p>writing, responsible citizenship</p> <p>quantitative reasoning, critical thinking, writing</p> <p>writing</p> <p>writing, responsible citizenship</p>
<p>Development and delivery of information, products and services to individuals, groups and populations.</p>	<p><b>3.1 Nutrition Therapy Case Studies:</b> Students in NTR 4751 complete 5 case studies throughout the semester evaluated by the NTR 4751 instructor.</p>	<p>3.1 100% of students will score an average of 80% or higher on the ADIME process of the 5 case studies (KRDN 3.1a). 75% received a score of 80% or higher on the ADIME portion of the 5 case studies.</p>	<p>quantitative reasoning, critical thinking, writing</p>

	<p><b>3.2 Community Nutrition, Nutrition Education Final Plan:</b> Students in NTR 3756 organize and implement a nutrition education project throughout the semester evaluated by the NTR 3756 instructor.</p> <p><b>3.3 Nutrition Therapy Case Studies:</b> Students in NTR 4751 complete 5 case studies throughout the semester evaluated by the NTR 4751 instructor.</p> <p><b>3.4. Nutrition Assessment and Counseling Calculations Worksheet:</b> Students in NTR 2750 complete a comprehensive assignment on nutrition calculations, evaluated by the NTR 2750 instructor.</p> <p><b>3.5 Advanced Human Nutrition Second Examination:</b> Students in NTR 4750 complete at essay question regarding nutritional genomics and chronic disease states, evaluated by the NTR 4750 instructor.</p> <p><b>3.6 Nutrition Across the Lifespan Infant Case Study:</b> Students in NTR 3755 provide a meal plan for an infant to promote health, evaluated by the NTR 3755 instructor.</p>	<p>3.2 100% of students will score an 80% or higher on the Final Nutrition Education Program Plan (KRDN 3.2a). 67% received a score of 80% or higher on the nutrition education final plan.</p> <p>3.3 100% of students will score an 80% or higher on the Stages of Change assignment (KRDN 3.3a). 75% received a score of 80% or higher on the Stages of Change assignment.</p> <p>3.4 100% pf students will score an 80% or higher on the nutrition assessment calculations worksheet (KRDN 3.4). 100% received a score of 80% or higher on the worksheet.</p> <p>3.5 100% of students will score an 80% or higher on the essay question regarding nutritional genomics and a chronic disease state on the 2nd exam (KRDN 3.5a). 67% received a score of 80% or higher on the essay question.</p> <p>3.6 100% of students will score an 80% or higher on the infant case study (KRDN 3.6). 57% received a score of 80% or higher on the infant case study.</p>	<p>critical thinking, speaking</p> <p>critical thinking, writing</p> <p>quantitative reasoning, critical thinking</p> <p>critical thinking, writing</p> <p>quantitative reasoning, critical thinking</p>
<p><b>Practice Management and Use of Resources: Strategic</b></p>	<p><b>4.1 Food Service Systems Cost Worksheet:</b> Students in NTR</p>	<p>4.1 100% of students will score an 80% or higher on the work schedule and cost</p>	<p>quantitative reasoning, critical thinking</p>

<p><b>application of principles of management and systems in the provision of services to individuals and organizations</b></p>	<p>4940 complete an assignment related to business costs and work schedules, evaluated by the NTR 4940 instructor.</p> <p><b>4.2 Food Service Systems Purchasing Application:</b> Students in NTR 4940 complete an assignment on budgeting and business concept recommendations, evaluated by the NTR 4940 instructor.</p> <p><b>4.3 Nutrition Therapy Coding and Billing Worksheet:</b> Students in NTR 4751 complete an assignment related to billing, coding, and reimbursement, evaluated by the NTR 4751 instructor.</p> <p><b>4.4 Food Systems Management Interview Assignment:</b> Students in NTR 4940 complete an interview assignment, evaluated by the NTR 4940 instructor.</p> <p><b>4.5 Foodservice Sanitation Serv Safe Managerial Examination:</b> Students in NTR 1121 complete the Serv Safe exam, evaluated by the National Restaurant Association.</p> <p><b>4.6 Commercial Quantity Food Production Presentation:</b> Students in HTM 3784 research and present on delivering quality food and nutrition services,</p>	<p>assignment/ Organizational Design application (KRDN 4.1b). 83% received a score of 80% or higher on the assignment.</p> <p>4.2 100% of students will score an 80% or higher on the budget section of business concept recommendation/ Purchasing application (KRDN 4.2a). 100% received a score of 80% or higher on the assignment.</p> <p>4.3 100% of students will score an 80% or higher on the Coding and Billing worksheet (KRDN 4.3). 100% received a score of 80% or higher on the assignment.</p> <p>4.4 100% of students will score an 80% or higher on the Interview Assignment/ social media assignment (KRDN 4.4). 100% received a score of 80% or higher on the assignment.</p> <p>4.5 100% of students will score an 80% or higher on the Serv Safe exam (KRDN 4.5a). 81% received a score of 80% or higher on the exam.</p> <p>4.6 100% of students will score an 80% or higher on the discussion post related to delivering quality food and nutrition services (KRDN 4.6). No data available.</p>	<p>quantitative reasoning, critical thinking</p> <p>critical thinking</p> <p>writing, speaking</p> <p>critical thinking</p> <p>critical thinking, writing</p>
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	<p>evaluated by the HTM 3784 instructor.</p> <p><b>4.7 Commercial Quantity Food Production Discussion:</b> Students in HTM 3784 research and write a discussion on continuous quality improvement, evaluated by the HTM 3784 instructor.</p>	<p>4.7 100% of students will score an 80% or higher on the discussion related to decision making for continuous quality improvement (KRDN 4.7). No data available.</p>	<p>critical thinking, writing</p>
<p><b>Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.</b></p>	<p><b>5.1 Nutrition Assessment and Counseling Reflection Paper:</b> Students in NTR 2750 complete the Implicit Association Test and write a reflection paper, evaluated by the NTR 2750 instructor.</p>	<p>5.1 100% of students will score an 80% or higher on the Implicit Association Tests reflection paper (KRDN 5.1). New SLO, no data available.</p>	<p>critical thinking, writing</p>
	<p><b>5.2 Nutrition Assessment and Counseling Discussion:</b> Students in NTR 2750 complete a discussion on career exploration, evaluated by the NTR 2750 instructor.</p>	<p>5.2 100% of students will score an 80% or higher on the Career Exploration Discussion (KRDN 5.2). 83% received a score of 80% or higher on the discussion.</p>	<p>critical thinking, writing</p>
	<p><b>5.3 Nutrition Assessment and Counseling Presentation:</b> Students in NTR 2750 will present on the importance of self-advocacy and discuss ways to self-advocate in their final presentation, evaluated by the NTR 2750 instructor.</p>	<p>5.3 100% of students will score an 80% or higher on the final presentation as it relates to self-advocacy (KRDN 5.3) 100% received a score of 80% or higher on the self-advocacy portion of the final presentation.</p>	<p>critical thinking, speaking</p>
	<p><b>5.4 Food Science Weekly Reflection:</b> Students in NTR 1120 will complete a weekly reflection regarding differences and how to overcome those differences within the lab team, evaluated by the NTR 1120 instructor.</p>	<p>5.4 100% of students will complete a weekly reflection question regarding differences and how to overcome those difference within the lab team (KRDN 5.4). New SLO, no data available.</p>	<p>writing</p>

	<p><b>5.5 Food Science Weekly Reflection:</b> Students in NTR 1120 will complete a weekly reflection regarding the recognition of team members' skills, evaluated by the NTR 1120 instructor.</p> <p><b>5.6 Nutrition Assessment and Counseling Professional Interview:</b> Students in NTR 2750 conduct an interview with a professional in the field and write a reflection paper, evaluated by the NTR 2750 instructor.</p>	<p>5.5 100% of students will complete a weekly reflection question regarding the recognition of team members skills (KRDN 5.5a). New SLO, no data available.</p> <p>5.6 100% of students will score an 80% or higher on the Professional Interview Assignment (KRDN 5.6b). 79% received a score of 80% or higher on the professional interview assignment.</p>	<p>writing</p> <p>writing, speaking</p>
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## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

In January 2022, the NTR program joined the Department of Public Health and formed the new Department of Public Health & Nutrition, which provided a permanent chair, and support for curricular development and innovation. Dietetics is the science of how food and nutrition affect human health so it was vital to incorporate additional courses to the curriculum such as Practical Microbiology (BIO 1004G), Food and Agriculture (GEO 2000G), and Introductory Psychology (PSY 1879G) to prepare students for the scientific and clinical rigor of the graduate program [which is required for licensure as an RDN. Research Methods was required in both the PUBH and the NTR curricula, so to allow the NTR faculty to prioritize teaching the NTR-specific content, the Nutrition & Dietetics students now take the PUBH Research Methods course (PUBH 2800). We also updated the 4000 level sequence to ensure students take Advanced Human Nutrition (NTR 4750) prior to Nutrition Therapy (formerly NTR 4749, and now NTR 4751). NTR 4751 was also approved as a Capstone Course, replacing the University Senior Seminar graduation requirement, which saves NTR students 3 semester hours in their overall study plan.

The NTR Program also added an Accelerated Graduate Program option for current undergraduate students which permits students to take 9-12 semester hours of graduate coursework during their undergraduate curriculum, double counting the coursework toward both degrees. As the ACEND accreditation standards change to requiring a Master's Degree to sit for the RDN exam effective January 2024, the AP program provides a significant advantage for our undergraduate students.

ACEND updated undergraduate student learning outcomes this past year, requiring discussions concerning incorporating the new SLOs into our curriculum. Changes were discussed and finalized in Spring 2023, and implemented in Fall 2023. The SLOs have been evaluated and updated to reflect the changes in the curriculum and to ensure students are prepared for the rigors of the now-required graduate degree. We will evaluate the new SLOs in the next assessment cycle.



- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Historically, the NTR program was part of the School of Family & Consumer Sciences, which included a Hospitality Management program. The two programs partnered to provide a Commercial Quantity Food Production course (HTM 3784). The College realignment of 2018 separated FCS, and the HTM program moved to the School of Business. Enrollment in the HTH program has declined over the past few years, and when the faculty person who taught HTM 3784 retired, they were not replaced. The course was not taught for 3 semesters. As a result, beginning Fall 2023, the NTR DPD coordinator initiated an collaboration with the Charleston School District, and students are now working within five schools in the district in order to meet the related SLOs. Because the course was not taught, we do not have any assessment data concerning those SLOs. We are currently revising one of our existing courses to include a lab component which will encompass the Commercial Quantity Food Production SLOs, and the new version of that course will start in Fall 2024.

As our chair becomes more familiar with the operation of the NTR program, and ACEND accreditation standards, we anticipate additional changes in order to make curricular improvements and stay abreast of ACEND accreditation changes.

### C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

<b>Date of annual (or periodic) review</b>	<b>Individuals or groups who reviewed the assessment plan</b>	<b>Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)</b>
January 2022	DPD Coordinator	Data added
May/June 2022	DPD Coordinator	Data added
6/5/2022	NTR Faculty	Updated SLO Plan to meet 2022 accreditation Requirements (new SLO Plan completed separately).
January 2023	DPD Coordinator	Data added
6/17/2023	NTR Faculty	Updated course numbers for NTR 4751 (Previously NTR 4749) and added data.

Nutrition and Dietetics merged with Public Health and Nutrition since the last review, and they have successfully continued to revise the curricula to adhere to ASCEND accreditation standards and adequately prepared students for careers in nutrition and dietetics or graduate school. The development of the accelerated graduate track and online delivery mode enhances opportunities for accessibility in the students learning. The Department included a variety of assignments to assess students' learning across all areas, and on most assignments, the majority of the students passed the assignment with an 80% or higher. The Department has continued to assess necessary curricula changes to optimize student learning outcomes.

Dean or designee

Jill Bowers

Date 11/1/23

**VPAA Office Review and Feedback (for "Round B" SLO report only)**

**B.S. Nutrition and Dietetics**

The B.S. in Nutrition and Dietetics program has achieved not only the implementation of its student learning outcomes, but also the program curriculum's integration into and complementary partnership with the Public Health program. Both programs—and the students they serve—will benefit from the sharing of expertise and resources. The program also works closely with the local school district and with prioritization of curricular needs that help meet accreditation standards.



VPAA or designee

Dr. Suzie Park, Interim Asst VPAA

Date 8/21/24