

College of Health and Human Sciences

(School of Health Sciences)

Nutrition and Dietetics

Masters of Science

Josephine Umoren, Coordinator

## **1. Introduction**

The M.S. in Nutrition and Dietetics is a professionally oriented program with a strong emphasis on preparation of graduates for advanced practice and leadership positions in nutrition and dietetics. Admission to the program is limited to those who completed a didactic program in dietetics (DPD) undergraduate program. This limited admission refers to the fact that the program offers a combined MS and dietetic internship program for those who qualify. The internship program is accredited under the accreditation council for education in nutrition and dietetics (ACEND) guidelines, which qualifies graduates to take the national registration examination for registered dietitian nutritionists (RDNs). A plan for the data collection cycle was developed to assess attainment of each student learning outcome program objective. Assessment in required program courses only. Since required courses were not taught by all faculty it was up to the few who taught the required courses to collect the data. Oral comprehensive exam was measured through oral comprehensive exams for the non-thesis option and thesis defense for the thesis option students.

## **2. Student Learning Outcomes (SLOs)**

1. Integrate knowledge of nutritional needs and human behavior, as well as the economic and management aspects of health.
2. Guide change in dietary behavior for both the treatment of disease and the promotion of health.
3. Design and implement programs to provide nutrition care in acute care community agencies, and educational programs.
4. Practice as good consumers of research information, as well as being adept in interpreting, designing, and conducting research in nutrition and dietetics.
5. Demonstrate a scientific and ethical approach to the acquisition and use of knowledge regarding nutrition and dietetics.
6. Practice appropriate use of cognitive, communication, and technological skills in professional practice in nutrition and dietetics.

**3. Program-by-Baccalaureate Student Learning Outcomes Matrix: N/A**

#### 4. Curriculum Map

| Course    | Program Student Learning Outcomes   |  |  |   |   |  |  |
|-----------|---|--|--|---|---|--|--|
|           | Integrate knowledge of nutritional needs and human behavior, as well as the economic and management aspects of health | Guide change in dietary behavior for both the treatment of disease and the promotion of health | Design and implement programs to provide nutrition care in acute care community agencies, and educational programs | Practice as good consumers of research information, as well as being adept in interpreting, designing, and conducting research in nutrition and dietetics | Demonstrate a scientific and ethical approach to the acquisition and use of knowledge regarding nutrition and dietetics | Practice appropriate use of cognitive, communication, and technological skills in professional practice in nutrition and dietetics |  |
| FCNS 529  | D   | D  | D  | D   | D   | D  |  |
| FCNS 600  | D   | P  | P  | D   | P   | D  |  |
| FCNS 604  | D   |  |  | D   | D   | D  |  |
| FCNS 611  | P   |  |  | D   |   | D  |  |
| FCNS 612  | P   |  |  |   |   | P  |  |
| FCNS 613  | P   |  |  | D   | P   | P  |  |
| FCNS 615  | P   | P  | P  |   | P   | P  |  |
| FCNS 616  | P   | P  | P  |   | P   |  |  |
| FCNS 645  | D   | D  |  | D   | D   |  |  |
| FCNS 646  | D   |  |  | D   | D   |  |  |
| FCNS 698  | P   | P  | P  | P   | P   | P  |  |
| FCNS 699A | P   | P  | P  | P   | P   | P  |  |

*Note.* Course supports the outcome at the B=beginning, D=developing, or P=proficient level.

## UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

### 5. Assessment Methods

*Explanation of Assessment Methods Table*

| Assessment Method   | Explanation  |   |  |                                       |                    |      |
|---|--|---|--|---------------------------------------|--------------------|------|
|   | Description  | Student-Level Achievement <sup>a</sup>  | Program-Level Target <sup>b</sup>  | When Data Will be Collected           | Person Responsible | SLOs |
| Selected questions of final course exams. In FCNS 645 and 646   | Students answer a question on the comprehensive final exam on used to assess the student learning outcome, in which they are able to a) accurately assess the nutrient needs of altered nutrient metabolism status, b) explain why that particular nutrient is needed and c) provide a plan to adequately meet the nutrient needs. | Each student is expected to earn a score of 4 or better out of 5 in each of the 3 parts of the question that measure the learning outcome.  | 90% of all students will meet the student-level target by receiving a score of 4 or better out of 5 on each of the 3 performance criteria. | During the last week of each semester | instructor         | 1, 2 |
| Projects assigned to students in Nutrition and Dietetics seminar on Program Planning and Assessment FCNS 600A | Student groups evaluated nutrition education needs of community programs for different age groups and developed educational programs based on identified needs.  | Each group is expected to earn a score of 8 out of 10, or better on a) ability to identify the community's nutrition problem, b) ability to design a nutrition education program to meet identified needs | 90% of the groups should be able to meet the student-level target.   | End of fall semester                  | Instructor         | 2, 3 |

### UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

| Assessment Method                      | Explanation  |  |   |                                 |                         |         |
|--|--|--|---|---------------------------------|-------------------------|---------|
|  | Description  | Student-Level Achievement <sup>a</sup>   | Program-Level Target <sup>b</sup>                           | When Data Will be Collected     | Person Responsible      | SLOs    |
| Research and Review papers<br>FCNS 604 | Students are required to formulate a question on a nutrition hot topic on a nutrient and then write a review paper to answer the question using research articles within the last 5 years. | Each student should earn a “complete” in a) the introduction formulating an appropriate question b) integrate the findings from research articles reviewed in the body of the paper, c) provide a conclusion based on the findings and, d) use the appropriate citation and format | 80% of the students should be able to meet the target       | End of fall and spring semester | instructors             | 4       |
| Class research projects.<br>FCNS 645   | Students in groups asked to design and conduct a research project.   | Each group should earn 8 out of 10 points in each area of research paper assessment  | 80% of the student groups should be able to meet the target | Fall semester                   | Instructor responsible  | 4, 5, 6 |
| Non-thesis project<br>FCNS 698         | Students complete an assigned research project in the last semester of their program.  | A student is expected to earn 8 points or better in each target area.  | 80% of students should meet the target.                     | Fall, spring, summer            | Project committee chair | 4, 5, 6 |

**UAP Academic Program Assessment Plan and Status Report Rubric-Checklist**

| Assessment Method                   | Explanation   |   |  |                             |                        |         |
|-------------------------------------|---|---|--|-----------------------------|------------------------|---------|
|                                     | Description   | Student-Level Achievement <sup>a</sup>  | Program-Level Target <sup>b</sup>                            | When Data Will be Collected | Person Responsible     | SLOs    |
| Thesis Defense results<br>FCNS 699A | Thesis option students present an oral defense of their thesis to their thesis committee members. | Each student should earn a meet expectations from all three committee members in a) overall quality of presentation, b) quality of response to questions/critical thinking c) hypothesis testing d) quality of the results and discussion | 100% of thesis students should meet target                   | Fall , Spring semester      | Thesis committee Chair | 4, 5, 6 |
| Comprehensive exam results          | Students in the non-thesis option complete written comprehensive exams                            | Each student should earn a pass on questions on a) program planning, b) program assessment, C) macronutrient metabolism, d) micronutrient metabolism, and e) applying research methods and statistics in nutrition research               | 100% of the students should meet the target in each category | November                    | Area coordinator       | 5,6     |



