

Georgia State University

Assessment Data by Section

2014-2015 Health Science-Nutrition MS

As of: 3/15/2016 02:47 PM EST

Mission / Purpose

To prepare professionals who enhance individual and community health through dietetics practice and to contribute to professional and scholarly knowledge in the fields of nutrition and dietetics.

Goals

G 1: Knowledge of Research Techniques

Candidates in the Master of Science in Health Sciences with a concentration in Nutrition program are entry-level researchers who have knowledge of research techniques needed to interpret and conduct nutrition research.

G 2: Effective Communication Skills

Candidates in the Master of Science in Health Sciences with a concentration in Nutrition program are highly effective educators whose communication skills are appropriate for advanced practitioners in the field of nutrition/dietetics.

G 3: Advanced Knowledge of Nutrition

Candidates in the Master of Science in Health Sciences with a concentration in Nutrition program are informed practitioners who have advanced knowledge of nutrition needed to meet the needs of clients and patients.

G 4: Knowledge of Health Care Policies

Candidates in the Master of Science in Health Sciences with a concentration in Nutrition program are informed health care professionals who have knowledge of health care policies needed to successfully provide services to clients and patients.

Student Learning Outcomes/Objectives

SLO 1: Design, Interpretation and Conduct of Research (M: 1)

Candidates demonstrate entry-level competence in the design, interpretation, and ethical conduct of nutrition research.

SLO 2: Use of Current and Emergent Technologies to Enhance Nutrition Care (M: 2)

Candidates demonstrate technical and scientific oral and written communication skills through the use of current and emerging technologies to enhance the practice and delivery of nutrition care in a professional and ethical manner.

SLO 3: Comprehend Interrelationships between Macro- and Micronutrient Intakes (M: 3, 4)

Candidates will comprehend the interrelationships between macro- and micronutrient intakes as they impact human health in normal and disease states.

SLO 4: Understand the Essential Components of Delivering Health Services (M: 5)

Candidates will successfully evaluate contemporary principles of health policy in the U.S. and other countries to better understand the essential components of delivering health services.

Measures, Targets, and Findings

M 1: Research Proposal Assignment (O: 1)

SNHP 6000 (Research Methods for Health Professionals) – Research Proposal Assignment

Source of Evidence: Written assignment(s), usually scored by a rubric

Target for O1: Design, Interpretation and Conduct of Research

Target – Of the total points available, 25% of students will receive a score of >90% and 75% of students will receive a score of >80%

Findings 2014-2015 - Target: Met

17 of 21 (80.9%) received a score of at least 90%; 21 of 21 (100%) received a score of at least 80%

M 2: Future Technology Assignment Presentation (O: 2)

NUTR 6102 (Nutrition Intervention) – Future Technology Assignment Presentation

Source of Evidence: Presentation, either individual or group

Target for O2: Use of Current and Emergent Technologies to Enhance Nutrition Care

Of the total points available, 25% of students will receive a score of >90% and 75% of students will receive a score of >80%.

Findings 2014-2015 - Target: Met

15 of 16 (93.8%) received a score of at least 90%; 16 of 16 (100%) received a score of at least 80%

M 3: Macronutrients Final Exam (O: 3)

NUTR 6104 (Advanced Normal Nutrition – Macronutrients) – Final Exam

Source of Evidence: Writing exam to assure certain proficiency level

Target for O3: Comprehend Interrelationships between Macro- and Micronutrient Intakes

Of the total points available on the exam, 25% of students will score >90% and 75% will score >80%

Findings 2014-2015 - Target: Not Reported This Cycle

Evaluations not felt to be reflective of student learning. Course will be taught by a different instructor in 2015-2016.

M 4: Micronutrients Chapter Reviews (O: 3)

NUTR 6106 (Advanced Normal Nutrition – Micronutrients) – Thirteen (13) chapter reviews are completed during the semester

Source of Evidence: Writing exam to assure certain proficiency level

Target for O3: Comprehend Interrelationships between Macro- and Micronutrient Intakes

Of the total points available on the chapter reviews, 10% of students will score >90% and 50% will score >80%

Findings 2014-2015 - Target: Met

23 of 24 (95.8%) received a score of at least 90%; 24 of 24 (100%) received a score of at least 80%

M 5: Trends Affecting Health Policy Assignment (O: 4)

SNHP 8000 (Trends Affecting Health Policy) – Debate on Trends Affecting Health Policy Assignment

Source of Evidence: Written assignment(s), usually scored by a rubric

Target for O4: Understand the Essential Components of Delivering Health Services

Of the total points available on the assignment, 25% of students will score >90% and 75% will score >80%

Findings 2014-2015 - Target: Met

38 of 38 (100%) received a score of at least 90% on the assignment

Analysis Questions and Analysis Answers

2. Analysis of Assessment Findings: Where appropriate, discuss the significance of the findings in light of (1) the desired results, (2) findings from previous years, (3) recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have recent program changes had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality of the findings?

All of the targeted measures were met. We plan to continue to assess our students' competency in research and the use of technology to provide nutrition care as well as their understanding of nutrient metabolism and nutrition policies. These targeted measures have been met in the past. However, we have new faculty teaching the courses and wish to assess whether or not the students continue to succeed. Our educational program (course curriculum) did not change in the current academic year. The primary strength of the findings is that our students continue to meet our core competencies/learning outcomes. Although the majority of assignments reviewed are the same assignments that have been used in the past, one course assignment (targeted measure #4) changed from quizzes to chapter summary reviews. The assignments are not the same but cover the same course material. Another course assignment (targeted measure #2) changed from a group to individual presentation. These changes were implemented by our new faculty members. The primary weakness of the findings is that targeted measure #3 (macronutrient final exam) could not be evaluated because the faculty member who taught the course during the academic year left the university. We do not feel that the changes in Nutrition faculty have impacted our students' learning. The new faculty have

been assigned faculty mentors who have reviewed the course syllabi and provided recommendations when necessary. One faculty member has contacted the Center for Instructional Effectiveness for support.

4. Use of Assessment Findings for Program Improvement: Describe any changes in (1) the educational program and/or (2) the assessment process that are planned or being implemented in response to this year's assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans.

The Department of Nutrition will be discontinuing its undergraduate Didactic Program in Dietetics and beginning an undergraduate Nutrition Science. The impact of this change on the graduate program will be minimal. At least one course will be double numbered to include undergraduate and graduate students who require similar course content. NUTR 6104 (Advanced Normal Nutrition: Macronutrients) and NUTR 6106 (Advanced Normal Nutrition: Micronutrients) will be combined and the content changed to focus on organ systems and all nutrients. However, the content of Macronutrients and Micronutrients will still be taught in two different courses (NUTR 6500 and NUTR 6700, respectively). Targeted measures #3 and #4 will need to be modified in 2015-2016 accordingly. We will continue to require SNHP 6000 (Research Methodology), NUTR 6102 (Nutrition Intervention) and SNHP 8000 (Trends Affecting Health Policies) for our graduate program in Nutrition. As in previous years, our targeted measures were met. All of our graduates in 2014-2015 who have taken the National Examination for Registered Dietitians have passed the examination (100% pass rate).