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Dietetics BS

If you selected "Other" above, please identify.

College of Health

Accreditation Council for Education in Nutrition and

Dietetics

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR) This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.





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ACEND mandates that accredited Dietetics Programs in Dietetics (DPD) educate students on specific Knowledge Requirements for Dietitian Nutritionists (KRDNs) and are divided into four domains. The program student learning outcomes represent these four domains. Summative assessment methods include exams, projects, case studies and ePortfolio. Data is collected for each KRDN; outcomes reviewed annually and any action steps needed to improve outcomes that fall below target are decided by faculty. Additional program assessment data are collected and reviewed annually with faculty and advisory committee including program completion rates, supervised practice/graduate school application rates, RDN exam pass rates and program alumni survey data.

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Assessment measure outcomes exceeded targets in program student learning outcomes domains 1, 2 & 4 with improvement in oral and written communication and documentation and understanding of cultural competence from AY 19/20 to AY 20/21. In domain 3, only 75.5% of Advanced Nutrition students are able to describe the basic concepts of nutritional genomics; target is > 80%. This SLO has been reviewed and action steps implemented over the past 2 assessment cycles. Program completion was 100%, application to supervised practice/graduate programs was down to 56% of graduates from 88% in 2020. This is thought to be a reflection of COVID-19. Alumni survey data include recommendation for additional exposure to pediatric and sports nutrition.



## Course curriculum changes





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In AY 20/21, 100% of students who applied to supervised practice/graduate school were accepted and opted to pursue graduate level education at UAA.

3 yr post-graduate survey data indicate that 100% of graduates felt they were well prepared to practice as an RDN.

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The program has clearly incorporated the accreditation-mandated PSLO areas into their assessment plan. The assessment tools have been successful in identifying not only strengths and achievement of minimum benchmarks, but also specific areas for improvement which is a critical element of an effective assessment plan. The program has articulated activities to improve areas that aren't meeting program expectations. They have also provided a picture of trends over several years which is valuable. As the program will be going through the accreditation review process in the upcoming year, that will provide a robust and comprehensive opportunity for programmatic assessment and will be the priority for the upcoming year.

*(750*

*characters or less)*

The use of a programmatic ePortfolio is both a high impact teaching practice and can be a valuable tool both for student learning and assessment. The reflective and integrative student learning that can happen through this process is significant and the opportunity for faculty to have a cohesive



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1/14/2022