

# CPI \_ Improving Program Learning Outcomes Report

## CPI Improving PLO Report (AY22-23)

Name of the program MS/Clinical Nutrition

Dean' signature Gordon Schmidt

Expected Date of Submission 6/30/2023

Department Chair or Director: Mindy Haar

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*

All degree program's PLO assessment plan (2022-2025) are posted through the link:

[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

This is a report of its implementation for year 2022-2023. The report should address the following points:

### **I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.**

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan(AY22\_25)
2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).
3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.
4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and

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expected learning outcomes?

5. CLOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of [PDSA](#)

## AY 2022-2023

- Direct Measure: Outcome 6: Compose written and oral presentations geared to lay and professional audiences. In CLNU 635 Community Nutrition, at least 80% of the students will achieve at least 80% on the nutrition education assignment (20% of the course grade). This assignment demonstrates that a student can perform the four phases of nutrition education which are: conceptualization, formulation, implementation and evaluation. The assignment includes a written lesson plan, a narrated slide presentation and narrated original handout. Though an online asynchronous class, students gain experience with oral as well as written presentations by using Canvas Studio, recorded Zoom or recorded narrated PowerPoint shared with the class through Discussion Board. The written lesson plan is 35% of the grade, the narrated PowerPoint is 45% of the grade and the narrated Handout is 20% of the grade

**Results: 100% of the students got at least an 80 on this assignment. Nine students were enrolled in the course and one did not complete the assignment and took an incomplete in the course due to a health issue. Of the 9 completing the assignment, one student received an 88 and the other 8 received grades above 90. Due to the importance of this assignment (20% of course grade) and skills learned that will be used in professional settings, much attention is given to this assignment with scaffolding throughout the semester. Six weeks before the assignment is due, students are asked to commit to a topic and develop learning outcomes that are posted on the Discussion Board.**

**This is a consistently well-received assignments by the students Students feel empowered by their ability to successfully present nutrition information as this is a required skill in so may workplaces in the nutrition discipline. As the entire MS Clinical Nutrition is online, the assignment facilitates crossing improving communication skills even in the asynchronous environment.**

- Direct Measure Outcome 5: Review, evaluate and critique professional nutrition research and resources. In CLNU 720 Nutrition Pathophysiology II, at least 80% of the class will achieve at least an 80 on the research project that is part of this course. This assignment

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demonstrates that a student is able to effectively research a topic, evaluate the findings and present the results to a target audience convincingly, understandably and in a professional manner.

**Results: 100% of the students (n=11) got at least an 80% on this assignment. The assignment included presenting their research analysis to the class through a supervised online discussion. The assignment was worth 20% of the course grade.**

- Direct Measure Outcomes 1-5:

Comprehensive Exam: The Comprehensive Exam is taken by all graduating students and focuses on outcomes 1-5 and is based on all required courses in the program. The exam is divided into three subsections of Nutrients and Pathophysiology, Assessment and Nutrition Therapy which allows department leadership to zero in on an area in which students may be weaker. Student must pass the exam with a score of at least 75. Goal: At least 85% will score at least an 80.

**Results: 100% of the students (n=4) received at least an 80. (Grades were 82,84,87, 93). We feel this exam properly reflects mastery of program objectives and questions are routinely reviewed and updated. We will continue to periodically review and update.**

- Indirect Measure Outcomes 1-6: Exit Survey (Appendix 1) Students are asked in this survey if they perceive that all program learning outcomes are reached.

**Results: Three out of four students graduating completed the survey. 100% of the students strongly agreed that learning outcomes were reached. In the narrative part of the survey, one student noted that “All resources provided by professors was extremely useful”. Another, in reference to the fully online format of the program noted deep satisfaction with the program and ability to access from anywhere in the world. Students were also given the opportunity to post unstructured comments and one wrote: “The program is well designed and executed. The Professors are extremely knowledgeable and helpful. Above all the director of the program Dr. Haar is truly a great teacher, leader and motivator. The online environment perfectly suited my needs”.**

**One student did comment that while they felt the program met all objectives, they singled out one part-time instructor as not responding to questions in a timely manner. This is a priority, especially in an online program, and this professor will be approached and strategies for improvement delineated.**

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## **II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:**

**Though this is an asynchronous online program with two of us who are full-time faculty and the others who are part-time, there are frequent group meetings, individual meetings and vigorous email communication between all teaching. Best practices and brainstorming takes place at these meeting resulting in a constantly updated department handbook focusing on online instruction that is shared at the outset of every semester. Department faculty have contributed to this report and the final product will be shared and discussed.**

*Last updated 4/14/23*