



2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and gE acr7(i)73Espognerthe UC)a(enaty)1s()74(eE



PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/7/2022

Submitted by: Carrie King, Professor, Dietetics & Nutrition, cdking@alaska.edu

Program(s) covered in this report: Dietetics & Nutrition MS

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form).

If you selected ^ K š Z Œ _ } À identify (100 characters or less): N/A

College: College of Health

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Accreditation Council for Education in Nutrition and Dietetics

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: There are two tracks in the MS Dietetics & Nutrition. The pre-professional track, a combination of courses and supervised experiential learning, is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), as of December 2020. The current RDN track, which requires coursework only accredited by NWCCU.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and postgraduation 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 is phasing in the integration of these competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.



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

1. **A. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

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 designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working (500 characters or less)

In DN A650 The Business of Dietetics, the ethics case study assignment continues to facilitate thoughtful discussions on the application of the Code of Ethics for the Nutrition and Dietetics Profession in business settings. Students are able to identify specific principles and standards that have been violated as well as recommend action plans for remedying the situation, and prevention of future occurrences. The topic of the ethics case study is updated to reflect current events.

x If last year you did not identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now (500 characters or less)

N/A

B. Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.

x What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency (500 characters or less)

Graduates of our program would hopefully report a plethora of opportunities to develop or sharpen their proficiency in effective communication through patient simulations, class discussions, student presentations and nutrition counseling in supervised experiential learning rotation and in their mentored graduate research experience.

x W Œ } À] Ç } μ Œ % Œ } P Œ u [example of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency (500 characters or less)

The mentored graduate research experience that is completed by each student includes writing a proposal and final report and an oral defense of their results to their graduate committee. This process is the culmination of a minimum of four semesters of supervised writing and research experience that includes many hours of practice in professional and technical writing and presentation skills.



PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.







Metric	Definition	Rationale
	Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.	sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

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summer2022. These are examples of program mission and goal fulfillment related to training students to meet Alaska's Dietetics and Nutrition workforce needs

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. • } v š Z % œ } P œ u [• œ • % } v • • } À U Á ž ō h a v e } for the program • μ % % } œ š moving forward?(750 characters or less)

The program is commended for maintaining a strong pass rate on the national exam as well as strong post-graduate employment. It is particularly commendable that the large majority of graduates are staying to work in Alaska, helping fulfill the program mission. As a still relatively new degree, the program has articulated thoughtful curriculum and advising changes promoting successful student matriculation (particularly noteworthy is the significant improvement in students ability to prepare an IRB proposal early in program). Given the two separate tracks, the program may want to consider whether it is worthwhile to disaggregate assessment measures/outcomes by track.

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