

**BS in Human Nutrition
Assessment of Student Learning Outcome Plan
Kansas State University**

A. College, Department, and Date of this Submission

College: Human Ecology
Department: Human Nutrition
Date of Submission: October 2004; Revised November 16, 2004

B. Contact Person(s) for the Assessment Plans

Denis M. Medeiros, PhD, RD; Professor and Head

C. Program-degree, minor, or certification

B.S. in Human Nutrition

Includes the 3 options of 1) Nutritional Sciences; 2) Nutrition and Exercise; and
3) Public Health Nutrition

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Student learning outcomes were each divided into Knowledge, Personal attributes and Skill domains. There are 60 learning outcomes developed for the degree program. The Department of Human Nutrition will focus on 4 student learning outcomes in its 3-year assessment plans:

1. Comprehend the role of nutrition and foods, and the level of nutrient function, in maintaining normal health and nutrition support in disease throughout the life span.
2. Synthesize and suggest modification to diminish risks and promote health throughout the life span.
3. Demonstrate the ability to use appropriate resources to gain information (eg. Libraries, databases, internet).
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.

Rationale: These outcomes were selected since they give a mix of knowledge, personal attributes and skills across several of the university-wide student learning outcomes. While we have 60 SLOs, the department may condense some of these as we enter the assessment process depending on outcomes of this plan.

Relationship to K-State Student Learning Outcomes

Program SLOs	Knowledge	Critical Thinking	Communication	Ownership for Learning	Diversity	Academic/ Professional Integrity
1. Comprehend the role of nutrition and foods, and the level of nutrient function, in maintaining normal health and nutrition support in disease throughout the life span.	X					
2. Synthesize and suggest modification to diminish risks and promote health throughout the life span.		X				
3. Demonstrate the ability to use appropriate resources to gain information (eg. Libraries, databases, internet).				X		
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.					X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Course(s)	Direct Measures			Who will be assessed?	Indirect Measures
		Introduction	Reinforcement	Mastery		
1. Comprehend the role of nutrition and foods, and the level of nutrient function, in maintaining normal health and nutrition support in disease throughout the life span	HN 132 HN 400 HN 413 HN 610 HN 620 HN 630	HN 132 (Course Exam score averages of HN majors) HN 413 (ability to create a meal and understand principles-lab exercise as determined by established rubric and score)	HN 400 (Final Exam score)	HN 620 (Final Exam score) HN 610 (score on Annotated bibliography on nutrition issue) HN 630 (case studies score) ADA Exam (75% pass rate)	Human Nutrition majors consecutively enrolled in HN 132, HN 400 and HN 620 Human Nutrition majors Human Nutrition majors Human Nutrition majors completing national exam	Graduating senior exit interviews
2. Synthesize and suggest modification to diminish risks and promote health throughout the life span.	HN 132 HN 610 HN 630	HN 132 (nutrition self-assessment score)		HN 610 (case studies scores) HN 630 (case studies scores) ADA Exam (75% pass rate)	Overall scores of nutrition majors Human Nutrition majors Human Nutrition majors completing national exam	Graduating senior exit interviews
3. Demonstrate the ability to use appropriate resources to gain information (eg. Libraries, databases, internet).	HN 132 HN 600 HN 610	HN 132 (dining out assignment score)	HN 600 (community assessment project score using tertiary data)	HN 610 (score on annotated bibliography on nutrition issue)	Human Nutrition majors	Graduating senior exit interviews

4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.	HN 413 HN 600 HN 610 HN 630	HN 413 (cultural and ethnic aspects of food quiz score)	HN 610 (score on in class presentation on demographics and aging)	HN 600 (score on community assessment project)	Human Nutrition majors	Graduating senior exit Interview
			HN 630 (score on in class assignments with scenario development and problem resolution)		Human Nutrition Majors	Community Activities Health and Nutrition Society participation in community projects

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment for Learning Outcomes			Baseline Created?
	2005	2006	2007	
1. Comprehend the role of nutrition and foods, and the level of nutrient function, in maintaining normal health and nutrition support in disease throughout the life span	Introductory Competency assessed HN 413 assignment assessed	Reinforcement level of competency assessed HN610 & 630 case studies assessed	Mastery Competency assessed HN 413 assignment assessed ADA scores examined	Longitudinal selection of student majors in year 2005 selected in HN 132 and assessed in HN 400 and HN 620. Baseline established in 2006 Baseline created in 2005 Baseline created in 2007
2. Synthesize and suggest modification to diminish risks and promote health throughout the life span.		HN610 case studies assessed HN 132 (nutrition self-assessment)		Baseline established in 2006 Baseline established in 2006

			HN 630 case studies assessed	Baseline created in 2007
			ADA scores examined	Baseline created in 2007
3. Demonstrate the ability to use appropriate resources to gain information (eg. Libraries, databases, internet).	HN 610 (Annotated bibliography on nutrition issue)		HN 610 (Annotated bibliography on nutrition issue)	Baseline created in 2005
			HN 132 (Dining out assessment)	Baseline created in 2007
			Community assessment projects from HN 600	Baseline created in 2007
4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.	In-class presentation on demographics and age from HN 610		In-class presentation on demographics and age from HN 630	Baseline created in 2005
	HN 413 (ability to create a meal and understand principles-lab exercise)		HN 413 (ability to create a meal and understand principles-lab exercise)	Baseline created in 2005

4. What is the unit's process for using assessment results to improve student learning?

NOTE: A working faculty group on assessment will be responsible for recommending an improvement plan to the entire faculty in this part of the plan.

Learning Outcome	Improvement Plan
<p>1. Comprehend the role of nutrition and foods, and the level of nutrient function, in maintaining normal health and nutrition support in disease throughout the life span</p>	<p>a) 2005: examine course content, textbooks used, other materials in light of results by faculty working group b) 2006: reinforcement of knowledge assessed and course content, textbooks used, types of assignments and other materials assessed by faculty working group. c) mastery level assessed and course content, textbooks used, types of assignments and other materials assessed by faculty working group.</p>
<p>2. Synthesize and suggest modification to diminish risks and promote health throughout the life span.</p>	<p>Case studies are designed to illustrate real world experiences and to give students an opportunity to synthesize information from their course didactic information. A baseline established in 2006 will allow us to determine if we are making improvements in this area and/or maintaining a satisfactory level of competency in future years. The data would help in determining whether a reinforcement component for this SLO is needed. The faculty working group will review the data.</p>
<p>3. Demonstrate the ability to use appropriate resources to gain information (eg. Libraries, databases, internet).</p>	<p>Determine if additional computer and library training needs to be incorporated into an existing course before they get to the 600 level classes. The faculty working group will make recommendations as needed.</p>
<p>4. Describe the changing demographics (racial, ethnic, socioeconomic status, age, etc) of the minority and majority populations in the United States.</p>	<p>Information gathered will allow us to determine if other models of diversity will need to be incorporated into the curriculum, such as learning experiences. It would also help determine if our courses need a more introductory process not currently underpinned by general education requirements. The faculty working group will make recommendations as needed.</p>