

# Food Science and Nutrition BS

## Cultural Competence

### Goal Description:

Students in the FSN major will demonstrate cultural competence and diversity-related knowledge and skills when working in student teams and with the community.

**Providing Department:** Food Science and Nutrition BS

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Cultural Competence - Culturally Appropriate Nutrition Education

##### Learning Objective Description:

Students will successfully develop a nutrition education program based on a community needs assessment that is culturally appropriate.

Description: Students in the FSN are required to work in teams and in the community to personally deliver a nutrition education program. This will require development of the skills to assess a community, design and deliver a program for underserved populations as part of addressing health disparities. Future work as professionals will require students to be culturally competent and be able to work in teams. These skills are required competencies for program accreditation.

#### RELATED ITEM LEVEL 2

#### Cultural Competence - Culturally Appropriate Nutrition Education

##### Indicator Description:

1. Cultural Competency Theory and Knowledge Exam
2. Score earned on the service-learning community education project

##### Criterion Description:

1. Ninety percent of students will earn a "B" or higher on an examination of cultural competence theory and knowledge while enrolled in FACS 3339: Community Nutrition Course.

- The cultural competency exam was developed from standardized questions obtained from the course textbook as well as faculty-developed questions. The textbook for this course is listed as a text used to develop national examination questions.

2. Students will earn a score of 90% or better on the major service-learning project as part of the FACS 3339: Community Nutrition Course.

- The grading rubric for the service-learning project is attached. This rubric has been developed by the faculty and refined over several years of use. Components of the rubric are aligned with knowledge requirements for accreditation.

#### Attached Files

 [Service Learning Project Rubrics.doc](#)

 [peer evaluation form spc \(4\).doc](#)

 [Cultural Competence- Sp 23.pdf](#)

## **Findings Description:**

1. 100 % of students (N = 26) scored an 80 % or higher on an examination of cultural competence theory and knowledge while enrolled in the FACS 3339: Community Nutrition course. This fully meets the criteria for the indicator. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires students to participate in remediation opportunities for learning activities when they score below targeted outcomes. Ten students (38%) earned an 80% after remediation of the cultural competence assignment. Prior to ACEND policy changes (2022) which included remediation, 62.5% of students (5/8) earned an 80% or higher on the cultural competence exam. The difference in results between 2022 and 2023 may be due to changes in the instructor's teaching methods and adherence to the new remediation policy from ACEND. ACEND also requires 100% of students to meet the criteria for the indicator.
2. 100 % of students in FACS 3339 earned an 80% or above on the major service-learning project as part of the Community Nutrition course. This fully meets the criteria for the indicator. This is a new indicator in 2023, so there are no previous comparable results. The criteria of 90% was adjusted to 80% to be consistent with current departmental standards for ACEND criteria in this course.

### **RELATED ITEM LEVEL 3**

#### **Cultural Competence - Culturally Appropriate Nutrition Education**

##### **Action Description:**

The course instructor for FSC 3339 Community Nutrition (Spring 2024) will add a class activity on cultural competence and explain the assignment in more detail to reduce the number of students who required remediation. The goal will change to say "reduce the number of students who require remediation to pass the knowledge exam to 25% of the class." This indicator will continue to be monitored.

### **RELATED ITEM LEVEL 1**

#### **Cultural Competence - Teamwork Skills**

##### **Learning Objective Description:**

Students will successfully develop teamwork skills while working on a community nutrition education project.

##### **Attached Files**

 [Service Learning Project Rubrics.doc](#)

 [peer evaluation form spc \(4\).doc](#)

### **RELATED ITEM LEVEL 2**

#### **Cultural Competence - Teamwork Skills**

##### **Indicator Description:**

Peer evaluation form developed for the community nutrition education team project. This evaluation allows the student to reflect on their own performance as a team member and to provide an evaluation of their peers. A four point Likert-type scale ranging from Poor to Outstanding is utilized for the peer evaluation component of the evaluation. The form was developed by the faculty member for this specific project.

##### **Attached Files**

 [FACS 3339Peer evaluation form- Sp 23.docx](#)

##### **Criterion Description:**

Ninety-five percent of students will receive an average rating of "3" or "4" by their peers for performance as a team member related to the community nutrition education project in the FACS 3339: Community Nutrition course.

Attached Files

[peer evaluation form spc \(4\).doc](#)

**Findings Description:**

88.5 % of students earned an average rating of "3" or "4" by their peers for performance as a team member related to the community nutrition education project in the FACS 3339: Community Nutrition course. The criteria of 95% was not met for this indicator. One factor that affected the score was student illness and subsequent absenteeism. The average score was a 3.7, and the minimum score was a 2.3. This is a new finding, and data are not available to compare trends.

RELATED ITEM LEVEL 3

**Cultural Competence - Teamwork Skills**

**Action Description:**

The instructor for FSCN 3339 Community Nutrition (Spring 2024) will develop a strategy to account for excused student absences due to illness on the peer evaluation - teamwork skills rubric to improve accuracy of the future evaluation of this indicator. This indicator will continue to be monitored.

**Nutrition Counseling and Education Methods**

**Goal Description:**

The FSN program will provide effective instruction for student skills development related to nutrition counseling and education methods to facilitate behavior change in clients.

**Providing Department:** Food Science and Nutrition BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Nutrition Counseling and Education Methods - Near Peer**

**Learning Objective Description:**

Students will demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for individuals.

RELATED ITEM LEVEL 2

**Nutrition Counseling and Education Methods - Near Peer**

**Indicator Description:**

Score on near-peer nutrition counseling assignment.

Evaluation of student performance is assessed by the course faculty. Students are assigned a "near-peer" student for whom they perform a nutrition assessment and facilitate development of client nutrition goal(s), and counsel clients on methods to obtain that goal(s).

**Criterion Description:**

Eighty percent of students will earn a “B” or better on the demonstration of wellness counseling as part of the Near-Peer consultation project in the FACS 4371: Nutrition Assessment course.

Attached Files

[rubric mock assess and educ-blank.docx](#)

[Student Counseling rubric - self or peer FACS 4371.docx](#)

[Presentation rubricrev4371.docx](#)

**Findings Description:**

100 % of students (N = 13) earned a "B" or better on the mock nutrition assessment and counseling assignment in the FACS 4371: Nutrition Assessment course. This result meets the criteria for this indicator. Two students met the criteria after participating in remediation to correct the written assignment. ACEND requires remediation policies to provide feedback that promotes knowledge and skills development. This assignment was modified to allow for self-evaluation after the student's nutrition counseling attempt and to include a written and oral presentation. Some students assessed and counseled peers in the course, and other students selected participants outside the classroom. Students were instructed to record their counseling sessions and show short video snips during the presentation, but the participants did not want to be recorded in many cases. Thus, in the future the counseling session will be completed in class. This is a new indicator for assessment and does not have previous data.

#### RELATED ITEM LEVEL 3

##### **Nutrition Counseling and Education Methods - Near Peer**

###### **Action Description:**

The instructor for FSCN 4371 Nutrition Assessment (Spring 2024) will revise the course to include a nutrition counseling session - near peer to occur during class time. This will resolve the students' issues with following directions to record the counseling session. The presentation portion of this assignment will be eliminated to create time for this in-class counseling experience. This indicator will continue to be monitored.

#### RELATED ITEM LEVEL 1

##### **Nutrition Counseling and Education Methods -Evidence-based practice**

###### **Learning Objective Description:**

Students will demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions for client counseling and education.

#### RELATED ITEM LEVEL 2

##### **Nutrition Counseling and Education Methods -Evidence-based practice**

###### **Indicator Description:**

Case study assignment in the senior Clinical Dietetics course. See attached rubric. The Case Study Assignment rubric utilized has been developed by program director and has been refined over several years of use. It is made available to program faculty teaching the senior Clinical Dietetics course.

Attached Files

 [Grading Rubric for Clinical Case Studies \(1\).docx](#)

###### **Criterion Description:**

Eighty percent of students enrolled in FACS 4360: Clinical Dietetics, will earn a “B” or higher on the component assessing the utilization of technology to identify a professional organizations guidelines/protocols to complete a case study.

###### **Findings Description:**

100 % of the students enrolled in FACS 4360: Clinical Dietetics (N = 17) earned a 75% or higher on the component assessing the utilization of technology to identify professional organization guidelines/protocols to complete a case study. The criteria for this indicator was achieved. The criteria was reduced to 75% to meet the standards established for this course according to ACEND policy. Previous scores ranged from 87% - 100% from 2017-2022 for this learning activity.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Evidence-Based Practice

Action Description:

Due to 100% of students achieving 75% or higher on this assessment, the instructor for FSCN 4360 Clinical Nutrition (Fall 2023) will increase the threshold score on the Nutrition Counseling and Education Methods - evidence-based practice assignment to 80%. Continue to monitor this indicator.

Quality Experiential Learning

Goal Description:

The FSN program will provide quality experiential learning opportunities in the areas of clinical nutrition, community nutrition and food service that will allow students to apply knowledge and develop professional practice skills.

Providing Department: Food Science and Nutrition BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Quality Experiential Learning

Learning Objective Description:

Students will assess their experiential learning activities provided to develop and demonstrate practice skills in the three major areas of the curriculum: clinical nutrition, community nutrition and food service management.

RELATED ITEM LEVEL 2

Quality Experiential Learning - Clinical Nutrition

Indicator Description:

DPD Exit Survey

Senior level FSN students are asked to answer nutrition knowledge related content that reflects the coursework they completed in the FSN classes in a DPD exit Survey. The survey is administered during the final course of the FSN degree plan.

Attached Files

 [Program Exit Survey.pdf](#)

Criterion Description:

The established minimum score for the knowledge survey is 80 percent which reflects a high application and understanding of the FSN course content.

Findings Description:

- 1. Survey question 1 - 100% (9/9) of students reported they were very satisfied or satisfied with the FACS core coursework at SHSU.
- 2. Survey question 2 - 75% (6/8) of students reported they "strongly agree" or "somewhat agree" that SHSU's Didactic Program in Dietetics prepared them for supervised practice hours and a career as an RD or other food service industry, food science manufacturing, or food distribution employee.

These findings average to 88% satisfaction and meet the criteria for this indicator. Previous data for question 2 shows 87% (average of students with a satisfactory response or better in 2019-2022). The Annual Satisfaction Survey was revised during 2022-2023 to comply with ACEND requirements, but it retained the questions about satisfaction with SHSU and departmental coursework. Because



the revised survey went online in the Spring 2023, the data for this indicator was compiled from both online and written sources. The online results are uploaded. A minimum knowledge survey was not available to assess FSN course content knowledge.

#### RELATED ITEM LEVEL 3

##### **Quality Experiential Learning - Clinical Nutrition**

###### **Action Description:**

The criteria will change to 83% of students will report they are satisfied or very satisfied with quality experiential learning - clinical nutrition. As of Fall 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student enrolled in the DPD curriculum. Since this is a new policy, the Director for the FSCN's DPD will educate students about the ACEND guidelines related to KRDNs at the beginning of each semester at the DPD meetings. By the end of Fall 2023, the Director of the FSCN DPD will implement KRDN tracking in Blackboard for online student access to KRDN tracking scores. This indicator will continue to be monitored.

#### RELATED ITEM LEVEL 2

##### **Quality Experiential Learning - Community Nutrition**

###### **Indicator Description:**

Program Exit Survey

Description: During the FSN program students are provided experiential learning experiences that they assess prior to graduation from the program by completing an exit survey. Students are asked to rate the quality of the experiential learning in community nutrition with a Likert-type scale ranging from strongly agreeing that they had quality experiences to strongly disagreeing that the experiences were of a quality that allowed them to develop practice skills. See attached survey.

Attached Files

 [Program Exit Survey.pdf](#)

###### **Criterion Description:**

At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Community Nutrition.

The criterion was developed by the program faculty based on previous program evaluation results.

###### **Findings Description:**

100 % (9/9) students who responded to the 2022-2023 Annual Survey rated FACS 3339 Community Nutrition as satisfactory or very satisfactory. This represents 8 online responses (attached, highlighted) plus one written response. Community Nutrition includes experiential learning projects that involve fieldwork and in-class experiences. These findings met the criteria for the indicator related to experiential learning in Community Nutrition. In 2021-2022, 83% (5/6) students who responded reported they were very satisfied or satisfied with the Community Nutrition course.

#### RELATED ITEM LEVEL 3

##### **Quality Experiential Learning - Community Nutrition**

###### **Action Description:**

The criteria will change to 83% of students will report they are satisfied or very satisfied with the experiential learning for community nutrition. As of Fall 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student enrolled in the DPD curriculum. Since this is a new policy, the Director for the FSCN's DPD will educate students about the ACEND guidelines related to KRDNs at the beginning of each

semester at the DPD meetings. By the end of Fall 2023, the Director of the FSCN DPD will implement KRDN tracking in Blackboard for online student access to KRDN tracking scores. This indicator will continue to be monitored.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

#### **Closing Summary**

Beginning with the 2022-23 academic year, there are new standards, and the program will need to continue to implement changes until all are being met. Most notably alternate assignments will need to be included for students that do not achieve the KRDN standards with the originally planned assignments; all KRDNs will need to be met by every student to receive a verification statement upon graduation. Since Dr. Dana Smith is not returning Sam Houston University as the Dietetics Program Director (DPD), the new program director will work with the nutrition faculty to assure a plan for all KRDNs to be met in this ACEND accredited program.

2022-23 goals will continue to include the following:

1. Opportunities related to cultural competence in FACS 3339 and FACS 4373 .
2. Cultural competence teamwork skills in FACS 3339, FACS 4373, FACS 4360, and FACS 4361.
3. Evidence-based practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations FACS 4360, FACS 4361, and FACS 4371.
4. Review and inclusion of Near-Peer nutrition counseling project and nutrition education assignments one or more of the following classes: FACS 3339, FACS 4360, FACS 4361, FACS 4371, and FACS 4373.
5. Experiential learning assignments in FACS 3339 and FACS 4373.

An additional goal will focus on processes involved in delivering quality food service. Indicators will focus on cycle menu planning and purchasing, facility and equipment planning, and hazard analysis and critical control point (HACCP) planning.

### **Update of Progress to the Previous Cycle's PCI:**

During the 2022-2023 year, there were many changes in the FSCN program including hiring a new Program Director for the DPD and implementing ACEND 2022 new standards for Knowledge Requirements for Dietitians/Nutritionists (KRDNs). The assessment goals for 2022-2023 were met except for the score for peer evaluation for teamwork skills was impacted due to excused absences. The new ACEND remediation policy was used throughout the year and provided students with additional opportunities to meet KRDNs. This improved assessment scores because course instructors provided additional education and assessment opportunities resulting in 100% of students passing assessments for culturally appropriate nutrition education, nutrition counseling and education methods-near peer, and nutrition and counseling methods - evidence-based practice. Survey responses on the DPD Graduate Satisfaction Survey showed 88% satisfaction (threshold 80%) with experiential learning activities and knowledge gained in the DPD. One hundred percent of students rated Community Nutrition as satisfactory or very satisfactory. Improvements in the 2022-2023 FSCN program aligned with SHSU strategic plan goals including: to recruit, retain, graduate, and empower students to drive sustainable growth, eliminate opportunity and achievement gaps, and academic excellence for students enrolled in the FSCN program.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Based on the previous plan (2022-2023) for Continuous Improvement in FSCN, several actions will be taken to address the findings and to improve the program while adhering to ACEND standards for accreditation. In FSCN 3339-Community Nutrition, the criteria for cultural competence knowledge was

met; however, 38% of students required remediation in cultural competence to pass the assessment. This year the course instructor will add a class activity on cultural competence and explain the material in more detail prior to the exam. Our accrediting body, ACEND, requires 100% of students to meet the knowledge requirements, so future evaluation of the goal will be to reduce the number of students requiring remediation to 25% of the class. If students have better understanding of cultural competence theory/knowledge, they may pass the exam on the first attempt which would improve the efficiency of student and instructor efforts related to assessing students' cultural competence. Also, the goal for teamwork skills in cultural competence was not achieved due to absenteeism for illness, so the instructor will develop a plan to account for excused student absences when calculating scores on the peer evaluation - teamwork skills form for future evaluation of this indicator.

To improve the quality of the assessment process for nutrition counseling knowledge - near peer, the students will demonstrate nutrition counseling with a near peer during class time in FSCN 4371 Nutrition Assessment. The presentation portion of this assignment will be eliminated to create time for this in-class counseling demonstration. Since 100% of students achieved 75% or higher on the utilization of technology to identify evidence-based protocols for nutrition counseling and education in FSCN 4360 Clinical Dietetics, the expected grade for this assessment will be increased to 80% in 2023-2024.

The students' perceptions of quality experiential learning in clinical and community nutrition met the threshold, so the goal will be increased to 83% of students reporting they are satisfied or very satisfied on ratings for the graduating students survey. Since June of 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student in the DPD curriculum. Professors identify students who do not meet KRDN assessment goals and provide opportunities for remediation by providing additional instruction and assessments. To increase student satisfaction with experiential learning in clinical and community nutrition, the DPD Director will implement online access via Blackboard to KRDN assessment scores for students. Students will be able to track achievement of KRDN's and identify opportunities for improvement through remediation. Making this information accessible to students will validate their accomplishment of ACEND-required knowledge standards and promote achievement of a verification statement for application to post-baccalaureate supervised practice. The plans for 2023-2024 support SHSU strategic plan goals to recruit, retain, graduate, and empower students to drive sustainable growth; eliminate opportunity and achievement gaps; and, promote academic excellence.