



Inclusive Practices in Graduate Admissions

NUTRITION AND DIETETICS

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Thursday, May 25, 2023



Workshop Objectives

- Assess evaluation processes for student admissions to the MS Nutrition and Dietetics graduate program
- Develop a holistic, inclusive, and transparent approach to evaluating student materials
- Graduate College Inclusive Admissions Guidelines
 - 1.3 - Establish common evaluation procedures such as rubrics or structural guides before application review begins
 - 1.4 - Align evaluation practices with program and university mission and values



Data Discussed

Reflection of current process for student admissions

- Initial review of application (program director)
- Application review
- Interview
- Admission decision

Reviewed rubrics aligning with program values

- American Association of Colleges and Universities
- Drexel University: Professionalism
- University of Michigan: Creating Rubrics for Assessment



Conclusions Reached

Historically, subjective admissions process

Desire a more objective approach that is in alignment with our mission and values as well as the Graduate College Inclusive Admission Guidelines



Item Chosen for Action

- Develop rubric to emphasize program values
- Achieve standardization of evaluation for student admissions among faculty, preceptors, and graduate assistants to minimize bias





Rubric for Graduate Admissions

Missouri State University
Master of Science in Nutrition and Dietetics

Mission statement

To prepare competent, entry-level, registered dietitian nutritionists who are citizen scholars, with expertise in either public affairs or rural health, who will meet the need of nutrition and dietetic practitioners across the nation.

Program Goal 1

Program graduates will be competent for practice as entry-level registered dietitian nutritionists.

Program Goal 2

Program graduates will demonstrate life-long learning skills who will enhance the nutrition and dietetic profession and demonstrate leadership in the field of nutrition and dietetics.

The student's application will be evaluated using the rubric below. Application materials include virtual interview, personal philosophy statement (PPS), letters of recommendation, resume, and transcripts.

ATTRIBUTE	Exceptional	Satisfactory	Limited
Communication			
Written	No grammatical errors; Professional word choice used	Few to no grammatical errors and errors do not detract from the piece of writing; Some word choice is informal in tone	Frequent grammatical errors that detract from the piece of writing; Word choice is informal in tone
Verbal	Assertive; Clear, concise and thoughtful answers to all questions; Respectful of time; Provides specific examples	Meandering occasionally; Some vague answers; Majority of questions answered clearly; Some filler words used	Passive; Passive-aggressive; Long-winded; Answers questions vaguely or avoids answering questions directly; Distracting use of filler words
Non-Verbal	Friendly and positive demeanor; Appropriate eye-contact; Pleasant tone, Attentive	Visibly nervous; Reserved; Demonstrated some but not all exceptional attributes	Demanding; Overbearing tone; Minimal eye-contact; Distracted



ATTRIBUTE	Exceptional	Satisfactory	Limited
Collaboration			
Outward-focused	Demonstrates selfless interest in the success of team members as an outcome; Values contributions that benefit the community; Uses "I" statements only when necessary	Demonstrates some but not all exceptional attributes, or evidence that exceptional attributes are developing	Primarily interested in own success as an outcome; Prioritizes contributions that benefit only themselves; Frequent "I" statements
Empathy	Demonstrates active-listening; Ability to understand and accommodate differing points-of-view; Approaches life with an others-focus	Demonstrates developing active-listening skills with some interruptions; Occasional self-focus or black & white thinking	Routinely interrupts others; Focused on self and independently held points-of view; Black & white thinking
Cooperation	Values and invites contribution from others; Demonstrates trust when openly sharing and receiving ideas; Evidence of flexibility with plans and projects	May not invite but allows contribution from others and reluctantly shares own ideas; May occasionally display rigidity but shows evidence of developing flexibility	Excludes ideas and contributions from others; Unwilling to participate in team discussions and openly share ideas; Demonstrates rigidity or inability to compromise



ATTRIBUTE	Exceptional	Satisfactory	Limited
Leadership			
Professionalism	On time; Well-prepared; Dressed professionally; Demonstrates integrity; Knowledgeable of program* ¹	Exhibits some but not all exceptional indicators; Lack of enthusiasm; Moderately prepared; Somewhat knowledgeable with program* ²	Late; Casually dressed; Dishonest; Ingenuine; Disingenuous; Disrespectful to committee or to others; Unprepared; Unfamiliar with program* ³
Civic Engagement	Active and engaged member of an organization; Rich volunteer and leadership experience; Reflective on attitudes and beliefs pertaining to diversity of cultures and communities	Member (or desire to be) of an organization; Some volunteer experiences; Some awareness or little curiosity about what can be learned from diversity of other cultures and communities	Minimal volunteer experience; Not a member of an organization; One-sided views; Indifference or resistance to learning from differences in cultures and communities
Lifelong Learner	Demonstrates curiosity and initiative in pursuing opportunities to expand knowledge, skills, and abilities; Reflects specific examples of applying learned skills/knowledge/growth	Demonstrates some curiosity; Limited surface level thinking; Reflects some examples of applying learned skills/knowledge/growth	Completes only what is required with noted lack of effort; Does not demonstrate critical thinking; Unable to provide application examples; Mostly surface-level thinking

ATTRIBUTE	Exceptional	Satisfactory	Limited
Authenticity			
Consistency of Application Materials	All information in application materials align	Most information in application materials align	Multiple items in application materials do not align
Openness	Voluntarily shares personal and professional information when prompted	Shares professional information, and limited personal information when prompted	Shares some professional information and little to no personal information even when prompted
Humility	Displays humbleness and aware of weaknesses; Clear weaknesses described in personal philosophy statement (PPS)	Displays humbleness but at times displays arrogance; Vague weaknesses described in PPS	Displays arrogance and speaks superiorly and/or personal weaknesses not provided in PPS; Has low self-awareness of weaknesses
<p>*Knowledge of Program (found within Leadership Professionalism attribute)</p> <ol style="list-style-type: none"> 1. Mentions one or more of following terms: "Public Affairs", "Rural Health", "Community-focus", "Population Health", "Cultural Competence", "Ethical Leadership", "Community Engagement", "Practicum in Area of Concentration (PAC)" 2. Awareness of program's community focus 3. Lack of awareness of program focus and values 			

Application Review

1. Strengths: What are this applicant's strengths/what stands out to you about this applicant and their application?
2. What concerns do you have about this applicant, if any? And if you see any red flags, please elaborate on those.
3. If we interview this applicant, are there any additional questions you would like us to ask them?

Comments:

Follow-up Plans & Next Steps

- Feedback from faculty and preceptors
 - Readability
 - Content
- Reliability testing





Questions?



2021-2022 Dietetic Internship Graduating Class