**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Dietetics & Nutritional Management Technology (Dietetic Technician)

**Section I: Trend Data**

1. **Program Trend Data**

* + Pass rate percentage has increased from 75% (2009) to 81% (2010)
  + Employment rate in the field has increased from 80% (2009) to 83% (2010).
  + Continued Education- Graduates enrolled in bachelor degree programs have increased from 30% (2009) to 35% (2010).
  + Retention of students accepted into the Dietetic Technician (DT) program has improved from 67% (2007 cohort) to 70% (2008 cohort)
  + FTEs have slightly decreased from 69.04 (2009) to 67.98 (2010)
  + ACS has slightly decreased from 18.5 (2009) to 17.6 (2010)
  + Contribution margin has declined from $280,495 (FY2009) to $231,301 (FY2010)
  + Cost per FTE has increased from 3.6 (2009) to 4.0 (2010)
  + Between 2003-2009 FTEs, ACS, and CM steadily increased with a continual decrease in cost per FTE.

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

* Pass Rate Trend: Graduates procrastinate in taking national credentialing

exams resulting in lower scores. Percentage was 100% for students who

took the national exam within 4 months of graduation and this percentage

dropped to 33% for students who took the national exam after 4 months of

graduation.

* Employment Trend: Job employment has increased in hospital and community settings vs. long term care in the area of management. Fewer clinical positions are available as a result of ADA implementing a new nutrition care process. Employers and RD’s are uncertain of the role of the DTR in completing the nutrition care process.
* Education: More students are seeking a 4 yr degree with the majority seeking on-line degree programs. Cost value and articulation agreements make this an attractive option for starting their 4 yr program.
* Retention improvement is likely the result of better departmental tracking of part-time students.
* While FTE for students enrolled in the DT program has remained constant there has been a slight decline in total FTE due to decreased enrollment in the DIT 129 Human Nutrition course. WSU developed its own nutrition course (BSN 230) so no longer accepts the DIT 129 course as transfer credit. DIT 129 does remain an OBR TAG course for students attending UC, OSU, OU, UC and UD. As students from these programs become aware of this OBR TAG (via word of mouth) enrollment is expected to grow.
* Decline in contribution margin due to decrease in state subsidy funds combined with slight decline in FTEs and increase in personnel expenses.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? 2008
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

* Continue to improve national pass rates on Dietetic Technician Registration. Exam to achieve and maintain an 80% 5 year pass rate or higher.
* Strive to improve retention rates in alignment with the SCC mission.
* Continue to assess and evaluate outcome data that reflect 2005-2006 curriculum changes.
* Explore expansion of dietetic technician practicum experiences and job opportunities in the Dayton community.
* Evaluate computer software applications for possible implementation to improve competency in clinical and management practicum settings (computerized charting, selective menus, inventory and ordering).
* Goal was to increase enrollment by converting DIT 111 and DIT 129 to online course offerings. This request was denied due to class enrollment status. This affects the possible growth in enrollment for these classes. To offset a decline in FTE an independent study option was created for both and DIT 129 has been approved as an OBR TAG course.
* Continue to explore articulation agreements with 4-year colleges. This is on hold until after the Q2S conversion.

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

* The conversions to online courses have been addressed through the use of an

independent study option.

* Exploration of articulation agreements will resume after Q2S.
* Outcome data has changed to reflect not only curriculum changes but also the new 2009 CADE Eligibility Requirements and Accreditation Standards.

1. What progress has been made toward meeting any of the goals listed above in the past year?

* Developed a Pass Rate Improvement Plan that includes a holistic approach to student success.
* Obtained two teaching hospitals for student clinical experiences (Grandview/Southview), and two additional teaching nursing home clinical sites (Brookhaven/Heartland of Miamisburg).

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

Written recommendations were not forwarded to the DIT Department after the 2008 review. In August 2009, DIT Program Director (Nora Schaefer) met with Dr. Goldman to discuss the new CADE 2009 Eligibility Requirements and Accreditation Standards. Following the meeting, DIT program outcomes were revised (as listed below) to reflect compliance with the new 2009 accreditation standards. A 5 -year plan titled “Aggregate Data collection,” was developed for each learning outcome. Each year the plan addresses the following information; DT competencies/learning outcomes, data collected availability of data, courses being assessed, numbers assessed, expected outcome, actual outcome and action plan as needed. Aggregate data has been collected for 2008-09 addressing Program Outcome #1 and DT competencies 1.1-1.5, and aggregate data has been collected for 2009-10 addressing Program Outcome #2, DT competencies 2.1-2.6. The program is currently collecting aggregate data for 2010-11 continuing to address Program Outcome #2, DT competencies 2.7-2.11. During 2011-12 the program will collect aggregate data for Program Outcome #3, DT competencies 3.1-3.7 and during 2012-13 the program will collect data for Program Outcome #4, DT competencies 4.1-4.5.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| --- | --- | --- | --- |
| **Dietetics & Nutritional Management Technology** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)**.Describe and apply scientific information and research related to the dietetic technician level of practice | DIT 129, 135, 224, 227, 228, 237, 240 |  |  |
| **2)** Develop beliefs, values, attitudes and behaviors for the dietetic technician level of practice in accordance with the American Dietetic Association Code of Ethics | DIT 218, 224, 226, 227, 228,  237, 240, 255 |  | Assessment methods reflect CADE competencies DT 2.1-DT 2.6. Competencies DT 2.7-2. 11 will be assessed 2011-12  85% of students will score a B or higher on nutritional assessments, MDS,RAPS, care plans and on menu writing assignment.  100% of students will score a B or higher on hydration/skin/ weight loss/ supplement nursing home project (226)  95% of students will score a B or higher on Head Start lesson plan and site evaluation (224)  90% of students will score 80% or higher on Head Start site evaluation form (224)  90% of students will score a B or higher on diversity project (240)  80% of students will score a B or higher on room service proposal |
| **3)** Develop and deliver information, products and services to individuals, groups and populations at the dietetic technician level of practice. | DIT 135, 216, 218, 225, 226, 228, 236, 237 |  |  |
| **4)**.Apply principles of management and systems in the provision of clinical and customer services to individuals and organizations at the dietetic technician level of practice | DIT 216, 218, 219, 224, 227, 228, 236, 237 |  |  |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Goals were met for all the above except for the highlighted assessment method. We realized initial goal of 85% was unrealistic in comparison to the professional benchmark of pass rate. Therefore we now consider an 80% or above as a realistic goal. Data will be collected for the 2010-2011 calendar year to determine achievement.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

We have utilized formative evaluation to create and offer more practical applications through case studies, calculation reviews, scenarios, and mock inspections that involved student discussion prior to completing assignments and summative evaluation.

Evidence is seen by achievement of outcome goals.

1. Describe general education changes/improvements in your program/department during this past academic year (09-10).

General education outcomes have been incorporated into all DIT course syllabi. We continue to imbed the general education competencies into course objectives and assignments.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.
   1. We sought input from the Advisory Committee regarding retention and pass rate improvement.
   2. Upon their recommendation we met with Counseling Services (Pamela Combs) to brainstorm on approaches beneficial to students in the DIT program.
   3. We developed the DIT Holistic Student Plan for Success Model to be piloted for Fall 2010 cohort.
2. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?
   * 1. Collaborate with Counseling Services to implement a DIT Holistic Student Plan

for Success (Fall 2010)

* 1. Track information for student success and retention 2010-2012 cohort

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.