**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**Department:** 0615 – Dietetics and Nutritional Technology

Year of Last Program Review: FY 2007-2008

Year of Next Program Review: FY 2014-2015

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. 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 department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

The trends seen in the above data indicate a drop in completion rates.

Internal Factors-

1. decreased availability of financial aid.

2. students failing to follow advised curriculum in course sequence delaying completetion and sometimes resulting in dropping the program.

3. greater number of students attending part-time thus delaying completion

4. greater number of students failing courses.

External

1. 4 yr degree students enrolled in courses within the program have no intention of obaining the DIT.AAS degree but rather transfer DIT courses to 4 yr universities.

2. economic stressors have required students to go to work.

3. new policies regarding background checks resulted in the three students not being able to complete the program.

Implications:

While the trend has decreased we expect it to level off at the lower rate indicated. The current Q2S conversion has resulted in a one entry point vs a two entry point, this will limit the number of students entering. Additional prereqs during the conversion to improve credentialing pass rates will also limit the number of students entering the program. However, it is anticipated while we have a fewer entering we anticipate a greater percentage of completion. Another fatctor to consider is that once the Q2S is fully implemented all students will follow a MAP more closely to reduce the number deviating from their plan to reduce drop out rates.

Limitations in financial aid will continue to limit completion rates. Once the economic environment improves it is anticipated a greater number of students will complete the program (decreased job responsibilities).

The program will continue to accept 4 yr degree students taking transfer courses with no intention of completing the program. This supports the DIT Program's mission and vision.

Actions Taken:

1. Prereqs added to strengthen the curriculum.

2. Utilization of MAPS for all students accepted into the program.

3. Implementation of the DIT Holistic Plan for Student Success with Counseling Service. Initiated 2010 with first cohort to complete 2012.

4. Students are now made aware during their acceptance mandatory orientation prior to the start of classes of the requirement for background checks.

Strategies:

1. Track and review course success rates to determine if additional prereqs strengthened student success.

2. MAPs will be reviewed each semester to promote following course sequences.

3. Continue DIT Holistic Plan with future cohorts and track 2012 graduates success rates on national credentialing exam.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

High enrollment courses include DIT 108/109/112/129/135/224/225. Of these DIT 108 is used exclusively by other departments.

Trends for High Enrollment Courses & Courses used Extensively by other Departments:

DIT 108- remains the course with the lowest success rate ( 63-74% range). This is attributed to the fact that nutrition is a science based course that requires indepth study. These are non-majors required to take this course for this curriculum. This is not their love or passion.

DIT 109- while trending down from 07-09 has since trended upward. Incorporation of service learning actiivites related to hunger have piqued student interest.

DIT 112- fluctuates but has shown an increase during the past two years. At the time success rates dropped on-line testing was implemented. The increase in success rates this passed may be related to fewer on-line quiz glitches. Also a new textbook was implemented.

DIT 129- -has shown considerable jump in the last year. Students are highly encouraged to withdraw from the class after the second test if they are not preforming well. This has resulted in an improved success rate, those remaining do well.

DIT 135- The trend is fairly stable for this course.

DIT 137- The drop this year was contributed to some errors of miscommunication via the syllabus. This course will become HMT 1107 with the semester conversion.

Courses with Substantial Changes in Success

DIT 111- this course is used extensively by other departments and is a non-major course. Students enrolled in this course are either self interest or are required to take for completion of the Exercise Sprecialist Certificate. These students stuggle with embracing evidence based nutrition vs testimonial.

DIT 140- this was an elective course within the DIT quarter curriculum and will no longer be continued with the semester conversion. As an elective students did not apply themselves. The 100% success rate in 07/08 was related to low enrollment.

Success rates in all other courses remain stable with minor fluations.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

Additional Data (%) 2009 2010 2011 2012

1. Pass rate percentage- 5 yr

(data from CADE) 82 (2004-08) 75 (2005-09) 81 (2006-10) 82 (2007-12)

2. Employment rate percentage-

working FT or PT in the

dietetics field 80 83 60 NA

3. Continued education -

pursuing a 4 yr degree 30 35 26 27

4. Retention of students 72 78 71 69

accepted into DT program

(includes PT & transfer to 4 yr

with no intention of completing

DIT.AAS degree)

Section I: Additonal Trend Data/Analysis

1. Pass Rates: While there was a dip in pass rate percentage to 75% (2005-2009) rates have now

returned to >80% (pass rate benchmark required by ACEND has recently changed to 70%).

2. Employment Rates: Employment rate in the field has decreased from 80-83% in the past two

years to a recent 73% (2011). In 2011, at six months employment rate was only 60% but by

the end of one year it had jumbed to 73% showing that studetns are getting employed but it

takes longer than 6 months for them to secure a job in the field.

3. Continued Education- Graduates enrolled in bachelor degree programs increased from 30%

(2009) to 35% (2010). Since then there has been a slight drop to 26-27% for 2011/12 related

to limited finances from a weak economy.

4. Retention of students accepted into the Dietetic Technician (DT) program has remained fairly

stable from 69% -72% over the past four years with the exception of one peak year (2010) at

78%. We believe the reason for this peak is related to more students going on to 4 yr

degrees. Program efforts of better tracking has resulted in better alignment to meet the SCC

vision of student retention.

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

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Continue to improve national pass rates on Dietetic Technician Registration and Certified Dietary Manager exams | In progress  Completed  No longer applicable | Submitted Pass Rate Improvement Plan to ACEND (formerly CADE) in 2010.  Implemented DIT Holistic Plan for Student Success  Continue to promote registration of graduates into DIT 260 Credentialing Exam Review Course.  Progress: Both DT and DM pass rates have improved.  DT Pass rates have improved from 75 to 82%  DM Pass rates average 85% exceeding national average of  72%.  Goal remains in progress to continue to meet/exceed national benchmarks (ACEND->70%/ ANFP=> national average) |
| Strive to improve retention rates. | In progress  Completed  No longer applicable | 1.DT Tracking System: Have revised tracking system to account for  part time students as well as students taking DIT courses that transfer  to 4 yr institutions with no intention of completing DIT.AAS  degree.This will increase accuracy of retention numbers.  2.Prereqs added to strengthen the curriculum will result in better  prepared students to succeed in the curriculum.  3.Utilization of MAPS for all students accepted into the program will promote following correct course sequences. |
| Track 2005-06 Dietetic Technology and Dietary Manager curriculum changes to assess the effectiveness of those changes. | In progress  Completed  No longer applicable | Completed. Howerver since this goal was established there has been a total revision of the the curriuclum related to Q2S. There was also a new 2012 ANFP curriculum revision that will go into effect with 2012-13 school year.  Goal is now updated to track effectiveness of new Q2S curriculum. |
| Explore expansion of dietetic technician practicum experiences and job opportunities in the Dayton community (fitness centers, physician’s offices). | In progress  Completed  No longer applicable | Dietetic Practicum Experiences: There has been an expansion of practicums in school foodservice areas. Added two teaching hospitals (Grandview and Good Sam, and two teaching long-term care facilities (Brookhaven/Heartland of Miamisburg). Expansion into fitness centers and physician's offices is not feasalbe for practicum experiences. |
| Evaluate computer software applications for possible implementation to improve competency in clinical and management practicum settings (computerized charting, selective menus, inventory and ordering). | In progress  Completed  No longer applicable | Evaluated software programs. A PO for SureQuest On- Demand Three Square (Management) software is currently being processed. Faculty will be trained Fall 2012. Once available, the clinical module will be purchased at a future date. |
| Convert DIT 111 video course to an online course offering. | In progress  Completed  No longer applicable | The college denied this request because it doesn't qualify as a top 45 enrollment course. However students are offered an independent study option. |
| Offer DIT 129 as an online course to meet increased demand. | In progress  Completed  No longer applicable | same as above |
| Continue to explore articulation agreements with 4-year colleges. | In progress  Completed  No longer applicable | Q2S conversion requries the need to update all existing articulation agreements. To date, UC, UD and draft NJUD have been updated. OSU is still in need of revison and the program will continue to explore futureh articulation agreements with other universities. |
| Offer continuing education opportunities for registered dietitians and dietetic technicians, registered. | In progress  Completed  No longer applicable | The Q2S conversion coupled with ANFP reapproval and ACEND re-accreditation have closed the door on this. A preceptor webinar is under development for Fall 2012. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| NONE WERE LISTED ON THE WEBSITE – ARE THERE RECOMMENDATIONS THAT SHOULD BE LISTED HERE FROM THE LAST PROGRAM REVIEW? | In progress  Completed  No longer applicable | Written recommendations were never 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 with Dr. Gloria Goldman, DIT program outcomes were revised ( listed below under section III) 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; aggregate data has been collected for 2009-10 addressing Program Outcome #2, DT competencies 2.1-2.6; aggregate data has been collected for 2010-11 addressing Program Outcome #2, DT competencies 2.7-2.11 and 2.5; and aggregate data has been collected for 2011-12 addressing Program Outcome #3, DT competencies 3.1-3.7. The program will continue to collect aggregate dat for 2012-13 addresing Program Outcome #4, DT competencies DT 4.1-4.8. |
|  | In progress  Completed  No longer applicable |  |
|  | In progress  Completed  No longer applicable |  |
|  | In progress  Completed  No longer applicable |  |
|  | In progress  Completed  No longer applicable |  |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Oral Communication | | All programs | **2011-2012** | DIT 225: Nutrition teaching plan presentation-topic student choice  DIT 224: Nutrition Education Sesson | Expected results: 75% of students will score a B or higher on DIT 225 oral presentation of nutrtion education plan.  Actual: 18/24 (75%) scored 12.3/15 points or higher on the lesson plan.  Expected results: 80% of students will score 82% (B) or better on DIT 224 teacher evaluation of "Eat Right with Color" oral presentation to 4th graders.  Actual:  27/34 (79%) scored 16.25//20 or better on teacher evaluation form. |
| Written Communication | | All programs | **2011-2012** | DIT 129- Weight Management Assigment  DIT 221- Case Study Assignment | Expected Results: 75% of students will score a B (82%) or higher on weight management assignment (65 points)  Actual: 25/32 (78% of students scored >52 points on weight management assignment  Expected Results: 75% of students will score a B (82%) or higher on case study assignment (50 points)  Actual: 17/24 (71%) of students scored > 41.25/50 points on written case study assignment. . |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
|  | |  |  |  |  |
| **Program Outcomes** | | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Describe and apply scientific information and research related to the dietetic technician level of practice. | | DIT 1210 DIT 1525 MAT 1110  MAT 1270  ALH 1101  CHE 1111  CHE 1151  CHE 1121 CHE 1161  DIT 1630  DIT 1635  HMT 1101  HMT 1107  HMT 1112  ENG 1101  PSY 1100  COM 2206  DIT 2240  DIT 2305  DIT 2510  DIT 2515  DIT 2520  DIT 2625  DIT 2630  DIT 2845  DIT 2850  DIT ELE (1143/2860) | 2008-2009  competencies  DT 1.1  DT 1.2  DT 1.3  DT 1.4  DT 1.5 | Patient Education Plan  -  Weight Managment project  -Diversity project  -Annual Budget project  -Safety Sanitation Audit  -  Client Interviews & Assessments  -Progress Notes  House of Bread Project-Sanitation and Safety Inspection Checklist | DT 1.1 Access data, references, patient education materials, consumer and other information from credible sources  Expected Outcome:  80% of students will score 80% or higher on initial written client education plan  Actual  12 students (50%) scored >16/20 points  Outcome changed to students will score 80% or higher on their final plan. (students are able to submit revisions on their plan before presenting)  DT 1.2 Evaluate consumer information to determine if it is consistent with accepted scientific evidence  Expected Outcome:  90% of students will score 80% or higher on weight management project  Actual-  38 students (88%) scored > 60/75 points.  Expected  100% of students will score 90% or higher on diversity project  Actual  21 (100%) scored > 45/50 points  DT 1.3 Collect performance, improvement, financial, productivity, or outcomes data and compare it to established criteria  Expected Outcomes:  75% of students will score a B or higher on annual budget project  Actual-  16 (64%) scored >  20.5/25 points.  Expected Outcome  80% of students will score a B or higher on Safety/Sanitation Audit  Actual  17 (71%) scored > 22.5/25 points  Goals Not Met:  Due to uniqueness and difficulty of assignment will lower outcome to 75% will score 75% (C) or higher. Create more practice assignments.  Develop correction plan from a mock audit prior to completing this assignment  DT 1.4 Collect background information and organizes materials to support decisions  Expected Outcomes:  85% of students will score a B or higher  on final client assessment. (135)  Actual  31/33 (94%) scored > 41/50 points  Expected  80% of students will score a final grade of B or higher (227)  Actual  22/24 (92%) scored a final grade of B or higher  DT 1.5 Implement actions based on care plans, protocols, or policies.  Expected Outcomes:  90% of students will score 80% or higher (228) on nutrition weekly and quarterly progress note assignments.  Actual  22/24 ( 92%) scored >64/80 points on weekly/quarterly progress notes  Expected  100% of students will follow servsafe guidelines for handwashing, glove use, temperature control and cross-contamination prevention (224)  Actual  31 students (100%) scored 100% on Sanitation & Safety Inspection Checklist |
| Develop beliefs, values, attitudes and behaviors for the dietetic technician level of practice in accordance with the Academy of Nutrition and Dietetics Code of Ethics. | | DIT 1105  ALH 1101  DIT 1630  DIT 1635  HMT 1101  HMT 1112  PSY 1100  COM 2206  HUM ELE  DIT 2240  DIT 2305  DIT 2625  DIT 2630  DIT 2845  DIT 2850  DIT 2855  DIT ELE (1143/2101) | 2009-2010  2010-2011  FY 09-10  competencies  DT 2.1  DT 2.2  DT 2.3  DT 2.4  DT 2.5  DT 2.6  FY 10-11  competencies  DT 2.5  DT 2.7  DT 2.8  DT 2.9  DT 2.10  DT 2.11 | Menu Writing Assignment  Nutritional Assessments/ MDS/CATS/  care plans  Hydration/skin/weight loss/ project  Diet Histories/ Assessments/ MDS/CATS/  care plans/IDT meetings  Head Start Lesson Plan/ Evaluation  Diversity Project  Room Service Proposal  Screen Risk Assessment Form (Grandview/ Southview Hospital)  Room Service Proposal  EFNEP/FNP assignment  Student Career Portfolio  Preceptor Eval  Employee schedule assignment  CDR portfolio  Diversity Project | DT 2.1 Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics  Expected Outcome:  85% of students will score a B or higher on menu writing assignment and on NA's/MDS/RAPS/care plans (218/228)  Actual:  26/29 (90%) scored >20.5 on menu writing assignment  Actual  17/21 (81%) scored> 61/75 points on NA’s/ MDS/RAPS/ care plans  Goal not met. Lower expected outcome to 80% of students will score a B or higher  DT 2.2 Use clear and effective oral and written communication  Expected Outcomes:  100% of students will score a B or higher on hydration/skin/weight loss/supplement nursing home project (226)  Actual  21 (100%) scored > 82 points  Expected  90% of students will score a B or higher (228)On diet histories, assessments, MDS, CATS, care plans  Actual  19/21 (90%) of students scored a B or higher  DT 2.3 Prepare and deliver sound food and nutrition presentations considering life experiences, cultural diversity, age and educational level of the target audience  Expected Outcome:  95% of students will score a B or higher on Head Start lesson plan and site evaluation (224)  Actual  20 (100%) scored > 16.5/20 points  Expected  90% of students will score a B or higher on diversity project (240)  Actual  24 (100%) scored > 45/50 points  DT 2.4 Demonstrate active participation,  teamwork and contributions in group settings  Expected Outcomes:  80% of students will score a B or higher on room service proposal  Actual  25 (100%) scored 12.5/15 pts or higher  DT 2.5 Refer situations outside the dietetic technician scope of practice or area of competence to the Registered Dietitian or other professional  Expected Outcomes:  90% of students will accurately triage level III: high risk patients to RD’s based on levels of care criteria  Outcome data not available .  Students performed activity but it was not graded by preceptors.    This goal was carried over to the 2010-2011 calendar.  DT 2.6 Demonstrate initiative by proactively developing solutions to problems  Expected Outcomes:  80% of students will score a B or higher on room service proposal  Actual  28 (100%) scored > 24.5 on written project  DT 2.7 Participate in professional and community Organizations  Expected Outcomes:  90% of students will score a B or higher on EFNEP/FNP assignment  Actual  22/31 (71%) scored 33/40 or higher on EFNEP/FNP community paper.  DT 2.8 Establish collaborative relationships with internal and external stakeholders, including patients, clients, caregivers, other health care professionals and support personnel to facilitate individual and organizational goals  Expected Outcomes:  80% of students will score a B or higher on student career portfolio and preceptor eval  Actual  18/21 students scored > 8/10 points on career portfolio  Actual  20/21 students scored > B on preceptor eval.  DT 2.9 Demonstrate professional attributes such as advocacy, customer focus, flexibility, openness to change, time management, work prioritization and work ethic within various organizational cultures  Expected Outcomes:  75% of students will score a B or higher on employee schedule assignment  Actual  22/24 (91.7%) scored 20.5 or higher  DT 2.10 Perform self assessment, develop goals & objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration  Expected Outcomes:  90% of students will score a B or higher on CDR Portfolios  Actual  21/21 (100%) scored 41 or higher on CDR Portfolio Assignment  DT 2.11 Demonstrate respect for life experiences, cultural diversity and educational  background in interpersonal relationships    Expected Outcomes:  90% of students will score a B or higher on diversity project  Actual  20/20 (100%) scored > 42/50 on diversity service learning project |
| Develop and deliver information, products and services to individuals, groups and populations at the dietetic technician level of practice. | | MAT 1110  MAT 1270  ALH 1101  DIT 1630  DIT 1635  HMT 1101  HMT 1112  ENG 1101  PSY 1100  COM 2206  DIT 2240  DIT 2305  DIT 2510  DIT 2515  DIT 2520  DIT 2625  DIT 2630  DIT 2735  DIT 2740  DIT 2845  DIT 2850  DIT ELE (1143/2101/ 2860) | 2011-2012  competencies  DT 3.1  DT 3.2 (a-e)  DT 3.3  DT 3.4  DT 3.5  DT 3.6  DT 3.7 | ADA Malnutrition Risk Assessment Assignment  Diet Histories/ Assessments/ MDS/RAPS/  care plans/IDT meetings  Weight Management Project  Self Reflection  Lesson Plan  Elementary School Lesson Plan  Peer Evaluations from Oral Presentation  Kitchen Sanitation Audit  One-week Menu  3-day spreadsheets | CDT 3.1 Perform nutrition screening and identify clients or patients to be referred to the  Registered Dietitian  Expected Outcomes:  90% of students will score a B or higher on malnutrition risk assessment assignment  Actual  18/22 (82%) students scored 9/10 on assignment  CDT 3.2 Perform specific activities of the Nutrition Care Process as assigned by registered dietitians in accordance with the Scope of Dietetics Practice for individuals, groups and populations in a variety of settings.  -CDT 3.2a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.  -CDT 3.2b. Diagnose nutrition problems and create PES statements.  -CDT 3.2c. Plan and implement nutrition interventions to included prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.  -CDT 3.2d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on nutrition diagnosis.  -CDT 3.2e Complete documentation that follows professional guidelines, guidelines required by healthcare systems, and by the practice setting.  Expected Outcomes:  80% of students will score a B (82%) or higher in the DIT 228 capstone supervised practicum course.  Actual  17/20 (85%) students scored a B or higher.  CDT 3.3 Provide nutrition and lifestyle education to well populations  Expected Outcomes:  80% of students will score a B or higher on weight management project  Actual  35/36 (97%) of students scored 80% or higher  CDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the  general population  Expected Outcomes:  90% of students will score a B or higher on self reflection and lesson plan  Actual  22/24 (91%) scored 12.5/15 points or higher on self reflection  16/24 (66%) scored > 41/50 points on lesson plan.  CDT 3.5 Develop print and electronic nutrition education materials for the educational level of the audience.  Expected Outcomes:  All students will score a B or higher on lesson plan and peer evaluation .  Actual  19/20 (95%) students scored > 16.5/20 points  Actual  20/20 (100%) students scored > 8.5/10 point  CDT 3.6 Perform supervisory functions for production and service of food that meets nutrition guidelines, cost parameters and health needs.  Expected Outcomes:  90% of students will score a B or higher on kitchen sanitation audit  Actual  26/27 (96%) scored 16.5/20 or higher  CDT 3.7 Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.  Expected Outcomes:  All students will score C (75%) or higher on one-week menu and 3-day spread sheet assignments  Actual  28/29 (96%) scored 18.75/25 points  28/29 scored 22.5/30 points or higher |
| 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. | | HMT1107  MAT 1110  MAT 1270  HMT 1101  HMT 1112  ENG 1101  COM 2206  DIT 2240  DIT 2305  DIT 2510  DIT 2515  DIT 2520  DIT 2735  DIT 2740  DIT ELE (1143/2860) | 2012-2013  competencies  CDT 4.1  CDT 4.2  CDT 4.3  CDT 4.4  CDT 4.5  CDT 4.6  CDT 4.7  CDT 4.8 |  |  |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

ORAL- Presenting orally tends to be a weakness of the students as evidenced by marginally meeting the standard. Planned changes include incorporating more oral activities in other courses to give students greater opportunity to gain confidence and competence.

WRITTEN-

The weight management program assignment remains a vauluable evaluation tool in measureing student competence in nutrition. However as it was written it did not really assess writing skills. Therefore, the weight management program assignment was revised Fall semester 2012 to incorporate a written assessment component embedded in the overall assignment. When grading this assignment the written assessment component will be measured separtately for data collection purposes.

The case study chosen to evaluate this outcome measured critical thinking skills more than the written gen ed outcome To better assess writing skills in the future, service learning self reflection assignments will be used.

CRITICAL THINKING-

An assessment component was added in two DIT assignments (DIT 2845- Medical Nutrition Therapy II-Critical Thinking ExerciseAssignment and DIT 2510/15 Alternative Room Service Assignment) to better evaluate student critical thinking skills.

1. How will you determine whether those changes had an impact?

Gen ed outcome measures, student feedback, peer &/or self evaluations, and preceptor evaluations

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

Overall program outcome measures were achieved. This achievement is the result of student exposure to a variety of teaching methods (i.e. case studies, simulations, critical thinking exercises, scenarios and spontaneous activities), various teaching locations and diverse target audiences. Our goal is to continue making these opportunities available and when possible, expand to even more facilities/populations (i.e. school foodservice).

With semester conversion, DEV prerequisites were added to the DIT Human Nutrition course and math and chemistry prerequisites were added to the second year DIT medical nutrition therapy courses. This provides students a stronger foundation for success in these challenging nutrition courses.

1. How will you determine whether those changes had an impact?

Program outcome measures, feedback from Advisory Committee members, preceptors, students and Counseling Services. Pass rates from national credentialing exam.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

Pass rate improvement plan ressulted in the DIT Holistic Plan for Student Success with Counseling Services. The 5 year pass rates are improving (75% to 82%).

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

DIT faculty attended a demonstration on SureQuest -On Demand-Foodservice Management software and received pricing information. Request for purchase of the software was submitted with the 2012-2013 operating budget cycle. This software is currently being used in many long-term care foodservice settings. The purpose is to create a virtual long-term nursing home/hospital setting whereby students can complete simulated practicum experiences. This will reduce our reliance on community preceptors while increasing student experinces in the management domain.

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
| 0615 | Dietetics Tech | DIT.AAS | 20 | 20 | 23 | 18 |
| 0615 | Dietetics Tech | DMST.STC | 27 | 31 | 22 | 22 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 (excludes Spring) |
| 615 | Dietetics Tech | DIT-108 | 74.3% | 70.5% | 63.4% | 66.8% | 73.0% |
| 615 | Dietetics Tech | DIT-109 | 93.3% | 86.5% | 80.0% | 90.5% | 92.2% |
| 615 | Dietetics Tech | DIT-111 | 74.0% | 80.2% | 88.8% | 82.4% | 76.6% |
| 615 | Dietetics Tech | DIT-112 | 81.5% | 88.1% | 81.0% | 80.6% | 87.5% |
| 615 | Dietetics Tech | DIT-129 | 89.7% | 88.4% | 82.3% | 80.0% | 89.4% |
| 615 | Dietetics Tech | DIT-135 | 93.1% | 94.1% | 100.0% | 96.4% | . |
| 615 | Dietetics Tech | DIT-137 | 100.0% | 93.5% | 88.6% | 94.3% | 90.9% |
| 615 | Dietetics Tech | DIT-140 | 100.0% | 77.8% | 73.7% | 78.9% | 76.9% |
| 615 | Dietetics Tech | DIT-143 | 75.0% | 87.1% | 84.8% | 80.0% | 82.9% |
| 615 | Dietetics Tech | DIT-145 | 83.3% | . | . | . | . |
| 615 | Dietetics Tech | DIT-200 | 90.5% | 94.3% | 95.7% | 88.6% | 96.2% |
| 615 | Dietetics Tech | DIT-203 | 87.5% | 85.7% | 100.0% | 85.7% | 88.9% |
| 615 | Dietetics Tech | DIT-204 | 87.5% | 87.5% | 100.0% | 85.7% | 88.9% |
| 615 | Dietetics Tech | DIT-208 | 100.0% | 91.3% | 100.0% | 100.0% | 88.9% |
| 615 | Dietetics Tech | DIT-209 | 100.0% | 100.0% | 100.0% | 100.0% | 92.6% |
| 615 | Dietetics Tech | DIT-216 | 96.6% | 92.3% | 96.6% | 95.7% | 96.6% |
| 615 | Dietetics Tech | DIT-218 | 96.6% | 96.2% | 96.3% | 95.2% | 96.3% |
| 615 | Dietetics Tech | DIT-219 | 96.4% | 96.3% | 96.3% | 95.2% | 96.7% |
| 615 | Dietetics Tech | DIT-221 | 91.3% | 96.0% | 95.2% | 95.5% | 91.3% |
| 615 | Dietetics Tech | DIT-222 | 95.7% | 100.0% | 100.0% | 100.0% | 95.0% |
| 615 | Dietetics Tech | DIT-223 | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 615 | Dietetics Tech | DIT-224 | 94.1% | 96.8% | 100.0% | 87.9% | . |
| 615 | Dietetics Tech | DIT-225 | 96.7% | 90.5% | 93.8% | 85.0% | 88.9% |
| 615 | Dietetics Tech | DIT-226 | 92.0% | 100.0% | 95.5% | 100.0% | 91.3% |
| 615 | Dietetics Tech | DIT-227 | 95.5% | 100.0% | 100.0% | 100.0% | 100.0% |
| 615 | Dietetics Tech | DIT-228 | 100.0% | 95.5% | 100.0% | 100.0% | . |
| 615 | Dietetics Tech | DIT-236 | 100.0% | 92.3% | 96.4% | 100.0% | . |
| 615 | Dietetics Tech | DIT-237 | 100.0% | 92.3% | 96.4% | 100.0% | . |
| 615 | Dietetics Tech | DIT-240 | 100.0% | 100.0% | 92.3% | 91.7% | 92.6% |
| 615 | Dietetics Tech | DIT-255 | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 615 | Dietetics Tech | DIT-260 | . | 100.0% | 100.0% | 100.0% | 100.0% |
| 615 | Dietetics Tech | DIT-297 | 100.0% | . | . | . | . |
|  |  |  |  |  |  |  |  |