**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **LHS - 0615 - Dietetics Tech**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**Section I: 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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Goals** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Continue to exceed national pass rate goals on Dietetic Technician Registration and Certified Dietary Manager credentialing exams. Continue to exceed ACEND benchmark pass rates. | In progress X  Completed  No longer applicable | Dietetic technician pass rates for the national exam in 2017 are 85%\*, which is above the national average exam pass rate of 69% as well as the ACEND benchmark of >70%.  \*Please note that for 2017, 50% of graduates chose not to take the Dietetic Technician Registration (DTR) exam as they are pursuing a 4-year degree in dietetics and are not working in the dietetics field at this time. We continue to encourage these students to take the DTR exam if simply for the testing experience, however many students balk at the $135 testing fee that they feel is unnecessary for them at this time. |
| Offer expanded curriculum in the Credentialing Exam Review course. | In progress  Completed X  No longer applicable | Faculty and support staff added 25 updated review questions to address new profession standards (Nutrition Focused Physical Exam) in late summer of 2016 to expand and update the Credentialing Exam Review course curriculum in an effort to better prepare students to take the national exam. Our department again updated and expanded the core review materials in July/August 2017 for this year’s review course. To date, we feel our efforts keep our exam pass rates in a favorable position. Our Credentialing Exam Review course is a WorkForce Development offering since May 2016 and is successful at drawing in not only our DIT program graduates/alumni who haven’t yet taken the DTR exam, but also dietetics graduates from the University of Dayton. |
| Strive to improve student success and degree completion. | In progress X  Completed  No longer applicable | Upon direction from the DIT Advisory Committee members and in discussion with the Dean of Health Sciences, we reached out to an alternate speaker from Sinclair Counseling Services for our Holistic Success plan. The overwhelming positive response to this change from our current first-year students was indicative of how important an instructor/presenter can be in the successful delivery and acceptance of information. We are now hopeful that this plan, which targets first year students early to provide studying strategies and life/stress management support options, will provide our students with beneficial information and support for success.  Remediation procedures are in place for the second-year MNT (DIT 2845/2850) students during the Spring semester to intervene with one-on-one remediation with an instructor to ensure material knowledge and competency as well as course/degree completion. This remediation currently involves three students for the 2017-2018 AY. |
| Explore expansion of dietetic technician practicum experiences and job opportunities in the Dayton community to increase the utilization of area school systems. | In progress X  Completed  No longer applicable | We currently utilize 2 different school systems for our practicum experiences yet we have not seen the employment of any of our graduates in this particular field. New Ohio school system policies released in 2015 now dictate that at a minimum, a full-time “Nutrition Professional” (e.g. Dietetic Technician, Certified Dietary Manager) be present at each facility although current employees in supervisory positions are “grandfathered” in. It is our hope and expectation that this will translate into job opportunities for our Associate degree and Certificate graduates in the very near future. Per discussion in our Fall 2016 Advisory Committee meeting, DIT reached out to the Ohio school system nutrition worker’s annual meeting to present the opportunities for continuing education leading to an Associate’s degree and our certificate program (Dietary Manager) for their employees. Although the response was favorable and facilitated discussion, it was apparent that the majority of attendees had an interest in the Dietary Manager certificate program, which we provided information. We have seen a slight increase in our Dietary Manager certificate program over the past year. Another significant positive influencing factor here is that the Centers for Medicare/Medicaid (CMS) also implemented these minimum “Full-Time Nutrition Professional” standards in their facilities at the same time. There is a 5-year “grandfathering” of current nutrition supervisors within these facilities but any vacancies of these positions with a subsequent new hire must have a DTR or CDM credential. We are expecting by 2020 that there will be an increase in students for both our Associate’s degree and certificate programs to maintain these supervisory staffing needs. We have begun a marketing campaign for our Dietary Manager program going out to Montgomery and Greene county CMS facilities. We hope to expand this informational outreach to the remaining counties in our region systematically throughout the Summer 2018 as we obtain appropriate contact information for these facilities. |
| Implement electronic health record computer software application to improve competency in clinical practicum settings using computerized charting. | In progress X  Completed  No longer applicable | We have now initialized implementation of the Neehr Perfect electronic health record system to supplement our clinical practicum experience for the 2018 Fall semester. We have piloted Neehr Perfect in the Spring 2018 semester to add an inter-professional experience (IPE) between multiple SCC Health Science programs utilizing a “case study” platform, which proved to be an extremely successful endeavor. The timeliness of this implementation has provided our department with an avenue of clinical practicum case studies and exercises that may be crucial for us during the closing of Good Samaritan Hospital this coming Fall. |
| Continue to explore articulation agreements with 4-year colleges. | In progress X  Completed  No longer applicable | Our department is in the final stages of an articulation update with the University of Dayton as the U.D. program director is updating their entire curriculum as they are transitioning their program to a Master’s degree beginning the Fall of 2018. To date, the agreement has given the dietetic technician Associate degree program here at Sinclair a more favorable transfer outcome as U.D. is now accepting additional dietetics courses for transfer. We currently have 3 SCC dietetics graduates at U.D. and all have received appropriate transfer credits under this agreement. Our department is currently working with the new University of Cincinnati coordinated dietetics program director for a final articulation agreement as opposed to the current “draft” agreement we now reference from the previous program director. We have initiated an articulation agreement template with the dietetics department Chair at Miami University, awaiting further correspondence. |
| Offer continuing education opportunities for registered dietetic technicians and dietitians. | In progress X  Completed  No longer applicable | The DIT department is now offering an annual preceptor luncheon and workshop to provide the preceptors and RD/DTR supporters of our DT and DM programs the opportunity to earn up to 4 CPEU’s during the Spring 2017 workshop. We are exploring the development of additional continuing education opportunities by offering college-credit continuing education opportunities for area RD’s and DTR’s utilizing our DIT special topic course offering. A 1-credit semester course provides area RD/DTR’s with 15 CPEU’s, which makes this avenue of CE a viable option. A current profession focus on the Nutrition Focused Physical Exam could see us utilizing the simulation labs in Building 14 as we approach the Fall of 2018. |

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. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Recommendations** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department presented a good list of goals in Section V.c. of the self-study – however, some of them could be more measurable than they are, and consolidating some of them might allow for more focused efforts at achieving them. The department is encouraged to consolidate these goals where appropriate, perhaps reducing from seven goals to three or four, and ensure that these smaller set of goals are stated in ways that are explicitly measurable. While they should be stated briefly and concisely, the goals should also provide the reader with some idea of how the department will know whether or not they have been met. | In progress  Completed X  No longer applicable | As a department, we agree with this assessment. Regarding the DIT department self-study Section V.c: Bullet #2 has been completed and will not need to be re-addressed. Bullet #5 has transitioned into a HS division issue and will be addressed among HS program Chairs. The remaining 5 bullet points will be combined as appropriate, re-worded and structured to be more measurable and the tracking of outcomes clearer. |
| One of the many impressive things about this department is its cross-divisional collaboration with the Hospitality Management Program. The work that is done jointly with these two departments is exemplary. Can it be taken to an even higher level? Could the linkages be even stronger than they are? Could this be used to address some of the issues surrounding the Dietary Manager program? Are there courses and certificates that might be developed that would meet the needs of both programs? Are there ways of incorporating more DIT content into HMT courses and vice versa? | In progress X  Completed  No longer applicable | The department feels that we have a good blend of HMT to DIT courses at the present time for the dietetic technician degree taking into account our 65 program credit hour limit and our accrediting body requirements. The 3- series of HMT courses: HMT 1107, HMT 1101 and HMT 1112 are specifically targeted to support our foodservice management competencies and give our students an introduction to the institutional kitchen setting as well as a beginning skill level for bulk food preparation and recipe standardization. Our DIT 2515 and DIT 2740 courses continue this institutional kitchen practice and competency development in the field with area institutional practicum experiences. Our dietary manager certificate program is the area that we are currently working with HMT to begin to correlate their HMT courses with our DM/DIT courses for equivalency to assess the additional DIT courses the HMT student would need in order for their graduates to earn the DM certificate along with their culinary degree to increase their employability upon graduation. This HMT/DIT collaboration for the culinary DM track has been submitted in CMT and awaiting final approval. Our department has begun to collaborate with the nursing department to provide Nutrition Focused Physical Exam training to nursing students with dietetic students providing the hands-on demonstration. This was trialed in the Spring 2017 semester and was such a huge success, that we will now integrate this experience in the NSG/DIT curriculum. |
| The department is encouraged to be very mindful – and cautious – in interpreting the large amounts of data it collects. Data in small departments such as this one are extremely sensitive to the results of individual students, it is relatively easy for one or two students to skew the data due to the small number of students. Failure to take this into account could potentially lead to programmatic changes that are unnecessary, and may in fact be problematic. The department is strongly encouraged to maintain this sense of perspective in analyzing its data. | In progress X  Completed  No longer applicable | The DIT department is continuing to review our data collection and carefully analyzing our aggregate data before any consideration of program modification. It is very apparent that even one student can make a significant impact to data and we continue to mindfully analyze this data. As our department is analyzing and projecting for our 2019 potential graduates, we have identified a current trend of part-time students that will have a negative effect on our graduating numbers for Spring 2019. Further analysis does indicate that these part-time students will cumulate into an appropriate number of graduates for the Spring 202 cohort. |
| Does the Affordable Care Act create the need for new certificates? What opportunities might come from this? | In progress X  Completed  No longer applicable | To date, our profession has not seen an increased demand for any additional certifications or degree programs although continued speculation on “nutrition for disease prevention” continues to be discussed at dietetics meetings and conferences. The dietetics profession is initiating discussions of elevating the Associate’s degree technician programs to a Bachelor’s degree and a “new” Associate’s degree would produce a “Nutrition Health Worker” designation (not a credentialed title). It is our profession’s hopes that this Nutrition Health Worker would be employed to educate the general public on improving nutrition and disease prevention. We are continuing to monitor this progression throughout our professional association meetings while also promoting our Dietary Manager certificate as a marketable employment asset for students. |
| Since there appear to be a number of students who transfer prior to completing the degree, the Review Team recommends that the department explore reverse transfer as a means of capturing completions for students who have transferred. | In progress X  Completed  No longer applicable | This is continuing to be evaluated in conjunction with the University of Dayton in particular with regular meetings being held with the dietetics program director, Jennifer Dalton (also one of the members of our review team). Our department will work with RAR to help identify students would could benefit from a reverse transfer opportunity. Our department also identifies transferring students on a tracking grid and we continually reach out to any student who has not graduated from our program in order to reverse transfer for the Associate’s degree. |
| There was an extensive discussion in the meeting with the Review Team regarding the national exam review course. Evidently some students are not taking advantage of the course due to having to pay for a one credit hour course that is not covered by financial aid. The department should explore the various options for increasing student participation in the course, whether that involves creating a non-credit review course that is offered at a lower rate, whether the exam review is built into an existing course in the program, whether scholarships might somehow cover the review course and/or the exam itself, etc. – the department is encouraged to generate a number of different options, research them thoroughly, and select the best one to increase the number of students taking advantage of the review opportunity. | In progress  Completed X  No longer applicable | We are happy to report that after many months of meetings, email and phone communications, the DIT department was able to secure an exam review course offering through Sinclair Workforce Development at a reduced cost for students of $50 flat fee that includes parking. Our department has seen a significant improvement in the number of our DIT students who attend. We also make this course available to area dietetics students who would like to take the course in preparation for the DTR or RD national exam. We have submitted the Workforce Development registration link for this course to the University of Dayton program director and she is excited to offer this review opportunity to her graduates as well. We are now finding that alumni from our program who chose not to take the DTR credentialing exam after they graduated are now returning to take this review course in preparation to take the exam. |
| This is a high functioning department – it should be sharing best practices with other departments. There are several potential best practices that could be shared in Fall Faculty Professional Development Day and other venues – the holistic faculty advising model, the department’s Service Learning work, the Dietetic Preceptor Appreciation Luncheon, the cross-divisional collaboration with HMT, etc. The department is strongly encouraged to select one or two of these best practices and share them with the College via a workshop or other type of presentation. | In progress X  Completed  No longer applicable | This directive is still in progress and we are hoping to develop presentations for the college of our “virtual practicum” design, Service Learning model and our Preceptor Luncheon /Workshop that have all been very successful. As of the Spring 2017 semester, our DIT students are presenting a Sinclair Talks event for National Nutrition Month (March) through the Student Engagement office. |
| The Review Team feels that the department may at times be hesitant to share its needs with division and other administrative leadership – the department is encouraged to be willing to ask for support when appropriate, and be clear about the support it needs to reach its goals. | In progress  Completed X  No longer applicable | The department feels that we have been vocal regarding the staff support needs of the Nutrition & Dietetics program, which has been the only support request that has been identified. The previous off-site staff support from Building 8 found the DIT department faculty at a lurch for immediate needs that arise in Building 13. The recent transition of having an Administrative Assistant physically in our department office 2 days a week has made a significant difference in our workflow, stress level of faculty, and overall efficiency of services to students. The transition to Building 14 in Fall 2017 completely resolved the on-site support staff issue for our department. |

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

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | DIT 2855 | Computer Literacy Rubric – *(DIT CDR Professional Portfolio “Dream Wizard” Assignment)* | Expected Outcomes: 18/18 (100%) of students will score 95% or higher on computer literacy project.  Actual Outcome: 18/18 (100%) scored > 24/25 points (95%). *Completed.* |
| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | DIT 2855 | Information Literacy Rubric – *(DIT Nutrition Research Paper Assignment)* | Expected Outcomes: 15/18 (80%) of students will score 80% or higher on nutrition research project.  Actual Outcome: 15/18 (80%) scored > 25/30 points (80%). *Completed.* |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided 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**.

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| **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) |
| 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 2510/2515  DIT 2305  DIT 2510/2515  DIT 1635  DIT 2515  DIT 2510/2515  DIT 2630/2520  DIT 2510/2515 | 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 | Quality Improvement Sanitation/Safety Audit (QI)  Multicultural Guest Evaluations (CS)  Employee Sanitation In-service  Mock Letter to Legislature State/Federal  Purchase Order/Inventory Evaluation  Alternative Food Service System Project  Flyer/ & Self Reflection of Chili Luncheon Service Learning Project  Dining Services Proposal | CDT 4.1 Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services  Expected Outcomes:  QI: 80% of students will score a B or higher on Safety/Sanitation Audit (23/28 students)  Actual Outcome: 24/28 students scored a B or higher.  Goal met.  Expected Outcomes:  CS: 90% of guest evaluation forms will rate cultural presentation with a score of 2 or lower (48/53)  Actual Outcome: 46/53 (87%) guest evaluations rated cultural presentation with a score of 2 or lower.  Action Plan: Revise guest evaluation form to improve clarity of rating system.  CDT 4.2 Perform supervisory, education and training functions .  Expected Outcomes: 90% of students will score a B or higher on Safety/Sanitation In-service  (25/28) will score 13.5/15 points on audit).  Actual Outcome: 26/28 scored 13.5/15 or higher on Safety/ Sanitation In-service.  Goal met.  CDT 4.3 Participate in legislative and public policy activities  Expected Outcomes: Each group will submit one letter on their chosen issue (6 groups addressed nutrition programs/farm bill).  Actual Outcome: 30/32 (6 groups of 5) (94%) submitted letter and received 10/10 points.  Action Plan: Revised goal-students will submit one letter on a current nutrition issue addressed by Ohio Policy Team.  CDT 4.4 Use current informatics technology to develop, store, retrieve and disseminate information and data  Expected Outcomes: 90% of students will score a B or higher  on Purchase Order/Inventory (27/30 will score 16.4/20 (82%) or higher).  Actual outcome: 27/30 scored 16.4/20 (82%) or higher.  Goal met.  CDT 4.5 Participate in development of a plan for a new service including budget  Expected Outcomes: 75% of students will score a B or higher  on plan for new service (22/30 students).  Actual Outcome: 20/30 students scored a 24.6/30 or higher.  Action Plan: Students worked in groups of five (5). Therefore 2 groups out of 6 didn’t meet goal. Consider dividing students into smaller groups and instructor will select groups instead of student choosing their own group.  CDT 4.6 Assist with marketing clinical and customer services  Expected Outcomes: 90% of students will score an A on flyer and self-reflection exercise (22/24 students).  Actual Outcome: 23/24 students scored 22.5/25 points or higher.  Goal met.  CDT 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.  Expected Outcomes: 80% or students will score a B or higher on dining services proposal (24/30 students).  Actual Outcome: No actual grade was assigned to this goal.  Action Plan: Students did work in groups of 5 and used the Angel system to email one another. Their proposal and evaluation forms were completed on line. This goal has been moved to the DIT 2740 course where students will develop a marketing plan for a revenue generating activity that addresses waste reduction/ environment protection. |
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| Describe and apply scientific information and research related to the dietetic technician level of practice. | DIT 2850  DIT 1525  DIT 2305  DIT 2740  DIT 2740  DIT 2850  DIT 1635 | 2013-2014  competencies  CDT 1.1  CDT 1.2  CDT 1.3  CDT 1.4 | Patient Education Plan  Weight Loss Project  Diversity Project  Annual Budget Project  Safety/Sanitation Audit  Nutrition Progress Notes  House of Bread Project: Sanitation and Safety Inspection Checklist. | CDT 1.1 Access data, references, patient education materials, consumer and other information from credible sources.  Expected Outcomes: 80% of students will score 80% or higher on final written client education plan  Actual Outcome: 19/21 (90%) of students scored >16/20 points  Outcomes improved from previous outcome measure. This is due to students seeking feedback from preceptors /instructors and make revisions on their plans before presenting/final submission of written copy.  Goal met.  CDT 1.2 Evaluate consumer information to determine if it is consistent with accepted scientific evidence.  Expected Outcomes: 85% of students will score 80% or higher on weight loss project.  Actual Outcome: 29 (85.2%) scored > 60/75 points  Goal met. *Standard was lowered to 85% (goal was not met previously and standard was lowered to 5% due to complexity of assignment.*  Expected Outcomes: 100% of students will score 90% points or higher on diversity project.  Actual Outcome: 22/22 (100%) scored > 45/50 (90%) points.  Goal met.  CDT 1.3 Collect performance, improvement, financial, productivity, or outcomes data and compare it to established criteria.  Expected Outcomes: 75% of students will score 75% (C) or higher on annual budget project  Actual Outcome: 20/23 (86.9%) scored >18.75/25 points.  Goal met. Practice assignments implemented.  Expected Outcomes: 80% of students will score a B or higher on Safety/Sanitation Audit.  Actual Outcome: 21/23 (91.3%) scored > 22.5/25 points.  Goal met. Practice assignments implemented.  CDT 1.4 Implement actions based on care plans, protocols, or policies.  Expected Outcomes: 90% of students will score 80% or higher on nutrition weekly and quarterly progress note assignments.  Actual Outcome: 14/21(66%) scored >64/80 points on weekly/quarterly progress notes.  Goal not met.  Action Plan: Several students failed to submit all 3 quarterly notes and many submitted weekly progress notes that were incomplete. Some students expressed that they were confused with the assignment. Continue same goal and complete a group quarterly note and use handout as guidance.  Expected Outcomes: 100% of students will follow ServSafe guidelines for hand washing, glove use, temperature control and cross-contamination prevention  Actual Outcome: 27 (100%) scored 100% on Sanitation & Safety Inspection Checklist.  Goal met. |
| 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 2515  DIT 2850  DIT 2630  DIT 2850  DIT 1635  DIT 2305  DIT 2510  DIT 2630 | 2014-2015 competencies  CDT 2.1  CDT 2.2  CDT 2.3  CDT 2.4  CDT 2.5 | 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 (Good Samaritan Hospital) | CDT 2.1 Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.  Expected Outcomes: 85% of students will score a B or higher (2515).  Actual Outcome: 20/22 (91%) scored >34 points (B) on menu writing assignment.  Goal met.  Expected Outcomes: 80% of students will score a B or higher (2850).  Actual Outcome: 20/25 (80%) students scored a B or above. Goal Met.  CDT 2.2 Use clear and effective oral and written communication  Expected Outcomes: 100% of students will score 82/100 points or higher on hydration/skin/weight loss/supplement nursing home project (2630).  Actual Outcome: 25/25 (100%) scored > 82/100 points.  Goal met.  Expected Outcomes: 90% of students will score a B or higher on diet histories, assessments, MDS, CATS, care plans (2850).  Actual Outcome: 15/18 scored a B or higher. Goal Met*.*  CDT 2.3 Prepare and deliver sound food and nutrition presentations considering life experiences, cultural diversity, age and educational level of the target audience.  Expected Outcomes: 90% of students will score a B or higher on Head Start lesson plan and site evaluation (1635).  Actual Outcome: 23/25 (92%) scored a B or higher. Goal Met*.*      Expected Outcomes: 100% of students will score 90% points or higher on diversity project.  Actual Outcome: 22/22 (100%) scored > 45/50 (90%) points.  Goal met.  CDT 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 Outcome: 18/21 (86%) scored 28 points (B) or higher.  *Goal met.*  CDT 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 (100%) triage level III / high risk patients to RD’s based on levels of care criteria.  Actual Outcome: 96% (24/25 students performed this screen risk assessment at 100%. *Goal met.* |
| Develop beliefs, values, attitudes and behaviors for the dietetic level of practice in accordance with the Academy of Nutrition and Dietetics Code of Ethics | DIT 1635  DIT 2850  DIT 2740  DIT 2855 | 2015-2016 competencies  CDT 2.6  CDT 2.7  CDT 2.8  CDT 2.9 | EFNEP/FNP  assignment  Student Career Portfolio  Preceptor Eval.  Employee Schedule Assignment  CDR Portfolio | CDT 2.6 Participate in professional and community organizations.  Expected Outcomes: 22/26 (90%) students will score 33/40 points on EFNEP/SNAP-Ed community paper.  Actual Outcomes: 18/26 (69%) scored 33/40 or higher on EFNEP/ SNAP-Ed community paper. *Goal not met.*  Action Plan:  CDT 2.7 Establish collaborative relationships with other health care professionals and support personnel to facilitate individual and organizational goals.  Expected Outcomes: 20/22 (90%) students will score > 8/10 on career portfolio.  20/22 (90%) students will score > B on preceptor eval.  Actual Outcomes: 22/22 (100%) students scored > 8/10 points on career portfolio  22/22 (100%) students scored > B on preceptor eval. *Goal met.*  CDT 2.8 Demonstrate professional attributes within various organizational cultures.  Expected Outcomes: 15/20 (75%) students will score 75% (20.50 pts) or higher on Employee Schedule Assignment.  Actual Outcomes: 18/20 (90%) scored 20.5 or higher. *Goal met.*  CDT 2.9 Perform self-assessment, develop goals & objectives and prepare a draft portfolio for  professional development as defined by the Commission on Dietetic Registration.  Expected Outcomes: 23/25 (90%) students will score 82% (41 points) or higher on CDR Portfolio Assignment.  Actual Outcomes: 25/25 (100 %) scored 41 or higher on CDR Portfolio Assignment. *Goal met.* |
| Develop and deliver information, products and services to individuals, groups and populations at the dietetic technician level of practice. | DIT 2630  DIT 2850  DIT 1630  DIT 2240  DIT 1635  DIT 2845  DIT 2735/2740  DIT 2510/2515 | 2016-2017  competencies  CDT 3.1  CDT 3.2  a-e  CDT 3.3  CDT 3.4  CDT 3.5  CDT 3.6  CDT 3.7 | AND Malnutrition Risk Assessment Assignment  Diet Histories/ Assessments/ MDS/RAPS/  care plans/IDT meetings  Weight Management Project  Self-Reflection  Lesson Plan  Elementary School Lesson Plan  teacher Evaluations from Oral Presentation  Case study and peer evaluations from oral presentation  Kitchen Sanitation Audit  1 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: 22/24 (90%) students will score > 9/10 points on malnutrition risk assignment.  Actual Outcomes: 23/24 (96%) students scored 9/10 on assignment. *Goal met.*  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 include 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: 15/18 students will receive a B grade or higher  Actual Outcomes: Xx/18 (x%) students scored a B or higher. *In Progress.*  CDT 3.3 Provide nutrition and lifestyle education to well populations.  Expected Outcomes: 29/31 (90%) will score 40 points (out of 50 points) or higher.  Actual Outcomes: 29/31 (90%) of students scored 80% or higher. *Goal Met.*  CDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the general population.  Expected Outcomes: 24/30 students (80%) will score 12.5/15 points  Actual Outcomes: 28/30 (93%) scored 12.5/15 or higher. *Goal met.*  Expected Outcomes: 24/30 (80%) students will score >41/50  Actual Outcomes: 25/30 (83%) scored > 41/50 points. *Goal met.*  CDT 3.5 Develop print and electronic nutrition education materials for the educational level of the audience.  Expected Outcomes: 18/22 (80%) will score >16.5/20 or higher points on lesson plan. 8/10 on eval  Actual Outcomes: Xx/22 students scored > 16.5/20 points and 8/10 on eval. *In Progress.*  Expected Outcomes: 17/18 (90%) will score > 45.25/50 points on case study and eval  Actual Outcomes: xx/xx students scored > 8.5 points. *In Progress.*  CDT 3.6 Perform supervisory functions for production and service of food that meets nutrition guidelines, cost parameters and health needs.  Expected Outcomes: 18/20 (90%) will score 16.4/20 or higher.  Actual Outcomes: 19/20 (95%) scored 16.5/20 or higher. *Goal met.*  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: 21/21 (100%) will score 18.75/25 or higher  Actual Outcomes: 20/21 (95%) scored 18.27/25 points. *Goal not met.*  Action Plan: Projected student outcomes will be lowered from 100% to 95%, which is a reasonable expectation given the difficulty level of the assignment.  Expected Outcomes: 21/21 (100%) will score 22.5/30 or higher.  Actual Outcomes: 20/21 (95%) scored 22.5/30 points or higher. *Goal not met.*  Action Plan: Projected student outcomes will be lowered from 100% to 95%, which is a reasonable expectation given the difficulty level of the assignment. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Outcomes with “goal not met” will be addressed in the above noted “Action Plan.” |
| **How will you determine whether those changes had an impact?** | See above |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.