

An entry-level graduate with an Associate of Applied Science Degree in Dietetics & Nutrition Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Obtain information on laws, regulations and professional guidelines related to nutritional care.	DIT 109, 112, 129, 135, 221, 222, 223, 226, 227, 228, 255; ENG 111, 112; COM 206; ALH 103
2. Implement quality assurance procedures for patient care and delivery of nutrition services to clients/patients.	DIT 109, 135, 221, 222, 223, 255; ENG 111, 112; CIS 105; MAT 101
3. Identify individuals with special nutritional needs from total client/patient population using predetermined criteria; determine appropriate sources of specific nutrients and develop diet patterns/menus for individual clients/patients.	DIT 109, 129, 135, 205, 206, 216, 221, 222, 223, 224, 226, 227, 228; CHE 120; CHE 122; ENG 111, 112; CIS 119; MAT 101; SOC 111, 112; PSY 119; COM 206
4. Obtain nutritionally relevant data from medical history and medical records of individual clients/patients under the direction of the dietitian.	DIT 112, 135, 221, 222, 223, 226, 227, 228; ENG 111, 112; CIS 105; MAT 101; CHE 120; CHE 122; PSY 136; COM 206; SOC 111, 112
5. Select nutrition education materials, provide individual or group counseling and present nutrition classes and lectures, evaluating the effectiveness of these events under direction of the dietitian.	DIT 109, 129, 135, 221, 222, 223, 225, 226, 227, 228; ENG 111, 112; COM 206; SOC 111, 112; PSY 119
6. Implement orientation/training program, supervise and evaluate the performance of support personnel assigned to clinical dietetic functions.	DIT 109, 135, 205, 221, 222, 223, 225, 226, 227, 228, 235; ENG 111, 112; COM 206; CHE 120, 122; PSY 136
7. Document nutrition-related data in the medical record and plan of care for clients/patients, communicating these to health team providers and families of clients/patients.	DIT 112, 135, 221, 222, 223, 224, 225, 226, 227, 228; ENG 111, 112, COM 206; MAT 101; CHE 120; CHE 122
8. Apply high technology methods using the computer for efficiency and cost containment.	DIT 112, 205, 221, 222, 223, 225, 226, 227, 228, 236, 255; CIS 119; MAT 101
9. Monitor food production, distribution and service subsystem operations and examine food product for compliance with established criteria for cost, quality, quantity, safety, sanitation and security.	DIT 109, 135, 137, 205, 206, 216, 235; MAT 101; SOC 120

Learning Outcomes	Related Courses
10. Interpret quality assurance data for food service operations and monitor maintenance of facility and equipment for compliance with established criteria for safety, sanitation and security.	DIT 137, 205, 206, 216, 235; ENG 111, 112; COM 206
11. Collect data for target market analysis including nutrition adequacy, cost constraints and client acceptance to incorporate menu into activities of food service subsystems.	DIT 109, 135, 137, 205, 206, 216, 235; ENG 111, 112; CIS 119; SOC 120
12. Interview applicants for identified positions, make recommendations for selection or justifiable dismissal of personnel; orient, train, document and maintain personnel information for designated subordinates.	DIT 137, 205, 206, 216, 225, 235; ENG 111, 112; CIS 119; PSY 119
13. Suggest objectives for utilization of human resources following the five managerial functions in compliance with personnel regulations and union contracts.	DIT 205, 206, 216, 225, 235; ENG 111, 112; COM 206

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Formative assessment includes regularly scheduled written and oral examinations. At least four written tests must be successfully completed with grades of “C” or better. Comprehensive examinations at the culmination of each DIT course cover materials in previous courses. Grades of “C” or better must be earned. Oral tests are also provided.

Formative assessment is shared with students through self-reflective journals, portfolio materials and nutritional assessment projects.

Each DIT student is assigned a number of topics in professional journals. Articles of his/her choice are read, abstracts written, and presented to the class orally. Critiques are provided by peer groups and instructors.

Student teaching modules for Head Start programs, the Center for Healthy Communities, and Senior Citizens Centers are part of the DIT program. Students are also involved with medical and Allied Health faculty and students through the multi-professional course developed in partnership with Wright State University.

The clinical/directed practice component of the DIT program is essential. At least 450 hours, integrated with the didactics, are provided through health care institutions and government agencies. The community dietetic professionals provide “preceptorships” for DIT majors. Students must successfully complete each segment for clinical/directed practice prior to advancing to the next level. Evaluation is provided by the dietetics instructor, the preceptor, and through student self-examination instruments.

Mock and actual case studies on patients, requiring basic and medical nutrition therapies, are provided to the students in an effort to develop their problem solving and critical thinking skills.

Completion of nutritional assessments (resident assessment protocols) and care plans are essential to each of the DIT technical courses. Additionally, completing the minimum data sets (MDS 2.0) in health care instruction is required. In most instances future employment is based on the graduate’s ability to provide this part of clinical service.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Dietetics Seminar (DIT 255) is required of all DIT majors in the last quarter prior to graduation. It includes a comprehensive examination covering the areas of medical nutrition therapy, community nutrition, food service management and nutritional education. Successful completion with a grade of “C” or better is required. The written examination includes multiple-choice questions and case studies. This examination is later used as the basis for review prior to students writing for the National Examination. This review is conducted by the DIT department to assist DIT graduates a month before the date of the National Examination.

The Commission on Dietetic Registration (CDR) provides testing dates for students to write for the National Examination. Upon successful completion of the CDR Examination graduates may use the DTR initials after their names (i.e. Teresa Messer, DTR).

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Overall student performance has been impressive as evidenced by DIT graduates being employed in responsible positions with competitive salaries. The employing agencies include work in hospitals, nursing homes, health care institutions, government agencies, as entrepreneurs, at consulting firms and institutions of higher education.

Prior to last year, pass rates of DIT graduates taking the national DTR Examination has been between 90-100%. Results indicated students achieved 10-15 points over the national averages in all test domains. Over the years three graduates have obtained the highest possible mark of 99%

on their individual examinations. Due to computer testing processes being introduced, it is anticipated that student scores will drop slightly. Pass rates are expected to remain the same.

Graduates job placement is excellent. Typically 100% of the DIT students have full time employment by time for graduation.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Team care planning is becoming more common. Students are expected to participate in team care planning activities at their respective practicum sites despite limits to their input.

Concerns related to the directed practice component will be solicited through a strengths, weaknesses, opportunities, and threats (SWOT) analysis. Instructors, preceptors and students will be included in the problem-solving process to be conducted in 2001.

The employment of faculty with practitioner experiences has added to the quality of instruction in the DIT program.

An articulation agreement with the University of Dayton Dietetics program is being developed.

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Every DIT course incorporates writing and speaking practices through written assignments and oral presentation. (Each student provides presentations and counseling on medical nutrition therapy with supervision from the faculty for the community.)

Portfolio and journalizing are integral part of the program. Each student is evaluated for grammar, spelling, logic, and content.

Values such as trust, honesty, discipline, loyalty, integrity, respect, and risk-taking are encouraged. Exemplary examples of these values are provided by the faculty and staff.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

A minimum of six oral presentations of twenty minutes each are required in the program. In addition, program-specific communication skills are assessed within the DIT classes and clinical/directed practice settings.

Interpersonal communication skills are necessary in the dietetics practice. The dietetics practitioner, being part of a team of health professionals, must be able to participate in the total care of individuals and groups. Art, cooking, dietetics, nutrition, medical therapy and sciences (physical, social, biological and computer) cannot be delineated without the development of communication skills.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Problem solving and critical thinking skills are first addressed in the classroom and then in actual situations at the clinical sites. Evaluation is accomplished through the use of comprehensive patient/client assessments and the team care plans.

Case studies are used in the classroom as well as in the clinical sites. Group work allows students to be aware of individual strengths and weaknesses. Respect for one another views is demonstrated. In these team settings, positive values are evident.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Being a part of the health care delivery team, each DIT graduate must be ethical in the program of her/his responsibilities. The value of inter-citizenship and ethics is emphasized in the program. Community involvement in terms of assistance (dietetic and foods management) to the community at large and to more organized groups like the Center for Healthy Communities; Head Start; the Women, Infants, and Children programs. Individual needs related to the program are also provided by students with supervision from the faculty.

Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.