



- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.\*

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. Demonstrate professional practice in accordance with the American Dietetic Association and participate in life long learning.	DIT 109, 112, 129, 135, 137, 205, 207, 216, 218, 221, 222, 223, 224, 225, 226, 227, 228, 236, 240, 255; CHE 120, 122; ALH 103, 104; ENG 112; COM 206; PSY 119, SOC 111; HUM-
2. Translate nutritional needs into food choices and menus for all people, including those of diverse cultures, ethnicities, and religions.	DIT 109, 129, 135, 137, 205, 207, 216, 218, 221, 222, 223, 224, 225, 226, 227, 228, 236, 240, 255; ENG 111, 112; MAT 101; ALH 103, ALH 104; PSY 119; SOC 111; COM 206; HUM-
3. Document nutrition and related data in the medical record and plan of care for clients/patients, communicating these to their families and the health team providers.	DIT 112, 129, 135, 207, 216, 218, 221, 222, 223, 224, 225, 226, 227, 228, 255; CHE 120, 122; ALH 103, 104; ENG 111, 112; COM 206; PSY 119, SOC 111; HUM-
4. Design, implement and maintain community-based food and nutrition programs	DIT 129, 135, 137, 205, 207, 216, 218, 221, 222, 223, 225, 226, 227, 228, 236, 240, 255; ENG 111, 112; PSY 119; COM 206; SOC 111, 112, HUM
5. Monitor the production, distribution, and service of food that meets the established criteria for nutrition, sanitation/safety, cost, and consumer acceptance.	DIT 129, 135, 137, 205, 207, 216, 218, 224, 240, 236, 255; MAT 101, ENG 111, 112; COM 206; SOC 111; PSY 119, HUM
6. Educate clients/patients/consumers/employees in health promotion, disease prevention, medical nutrition therapy, and food system management using effective oral, written, and other nonverbal communication.	DIT 109, 112, 129, 135, 137, 205, 207, 216, 218, 221, 222, 223, 224, 225, 226, 227, 228, 236, 240, 255; CHE 120, 122; ALH 103, 104; ENG 112; COM 206; PSY 119, SOC 111; HUM-

**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 is shared with students through discussion, abstract presentations, nutrition education modules, self-reflective journals, portfolio writing, case studies, critical thinking exercises, nutritional assessments, and care plans.

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. Peer groups and instructors provide critiques.

The clinical/directed practice component of the DIT program is essential. A total of 462 hours, integrated with the didactics, are completed 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 including self-reflective journals, and portfolio writing.

Students develop teaching modules for programs with Head Start, Dayton Public Schools, Healthy Dayton Initiative, Extension Service, and Senior Citizens Centers. Instructors, preceptors, and peer groups provide formative feedback as students develop behavioral objectives, course content, method of instruction, materials, and the evaluation process. These community service activities combined with Allied Health core courses promote DIT student interaction with Culinary Arts and Allied Health faculty and students.

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.

Formative feedback is provided as students complete nutritional assessments, resident assessment protocols, and care plans which are essential to each of the DIT technical courses. Additionally, completing the minimum data sets (MDS 3.0) 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).

Summative assessment includes regularly scheduled written examinations. Two to four written tests and comprehensive examinations per didactic course are administered. The comprehensive examinations at the culmination of each DIT course cover materials in previous courses. A final grade of "C" or better must be earned.

Summative evaluation also includes final grades received on projects, assignments, education modules, nutritional assessments, and care plans completed throughout the curriculum. These exercises measure demonstrated ability of core competencies required for entry-level dietetic technicians.

Dietetics Seminar (DIT 255) is required of all DIT majors in the last quarter prior to graduation. It includes a pre and post-test computerized 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 computerized examinations include multiple-choice questions and case studies. These examinations are later used as the basis for a review class conducted by the DIT department, prior to students writing for 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.

Annually and on the fifth year, the Commission on Dietetic Registration (CDR) provides the Department Chair with the test scores of graduates who write for the National DTR Examination. The CDR goal is to have 80 percent of the graduates over a five year period, pass the DTR examination on their first attempt at test-taking. In 1999 the paper and pencil examination was replaced with computer testing, thus eliminating specific test dates previously offered in April and October. Graduates now have the opportunity to write for the examination at any time after graduation.

Due to introduction of the computerized testing processes (1999) and student procrastination, pass rates of DIT graduates taking the National DTR examination have dropped from 85-90% to 80-85%. Despite this drop, results still indicate that students continue to achieve 7-10 points over the national averages in all test domains. Pass rates are expected to improve due to a recent DIT 255 course revision and offering of a review class. Over the years, three graduates have obtained the highest possible mark of 99% on their individual examinations. Some students are also electing not to take the exam at all which is their option. A decline in test taking appears to be a national trend since there are no specific testing dates, and graduates are not focused to write for the examination.

Many of Sinclair's DTR graduates transfer to both in-state and out-of-state four-year institutions and have shown great success in completing their higher education goals. For those students not electing to transfer to a four-year institution, graduates job placement is excellent. Typically, 90-100% of the DIT students have full time employment within three months of 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.

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

A formal articulation agreement with the Ohio State Dietetics program was developed in spring of 2002. Currently formal articulation agreements are being explored with the University of Cincinnati and the University of Dayton. At this time, there is a verbal working agreement with the University of Dayton using Sinclair resources such as the food lab and courses to supplement their program.

**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. The faculty and staff provide exemplary examples of these values.

- 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 to students with supervision from the faculty.