**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0615 – Dietetics & Nutritional Management

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 work incresed number of hours per week.

3. Policies regarding background checks results in some students not being able to complete the

 program.

Implications:

1. Rise in completion rates FY 11-12 was due toa push for students to complete course work on

 the quarter system prior to implementation of the FY 12-13 Q2S conversion.

2. Expect decreased trend following semester conversion to level off at the lower rate indicated. 3. Current Q2S conversion has resulted in a one entry point vs a two entry point, this will limit

 the number of students entering.

4. Additional prereqs added during the conversion to improve credentialing pass rates also limits

 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 factor to consider is

 with implementation of Q2S all students follow a MAP more closely to reduce the number

 deviating from their plan to reduce drop out rates.

5. 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).

6. 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. Continuation of the DIT Holistic Plan for Student Success with Counseling Service. Initiated 2010 with first cohort to complete in 2012 and second cohort in 2013.

4. During acceptance mandatory orientation prior to the start of classes students are made aware of the requirement for background checks.

Strategies:

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

2. Review MAPs each semester to promote following course sequences.

3. Continue DIT Holistic Plan with future cohorts and track 2013 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.

Course success rates for DIT exceed both LHS and collegewide rates.

High enrollment courses include DIT 1108/1105/1210/1525/1630/1635/2240. Of these DIT 1108 is used exclusively by other departments.

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

DIT 1108 (DIT 108)- remains the course with the lowest success rate ( 63-77% 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 1105 (DIT 109)- while trending down from FY10-12 has since trended upward. Incorporation of service learning activities related to hunger have peaked student interest.

DIT 1210 (DIT 112)- fluctuates with current 84% success rate at the lower end of 80-93% range. On-line testing has been fully implemented.

DIT 1525 (DIT 129)- has shown stability 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 and stable success rate, those remaining do well.

DIT 1630 (DIT 135)- has trended down this year. Partially due to four students who didn't complete practicum hours due to work/daycare conflicts.

Courses with Substantial Changes in Success

DIT 1111 ( DIT 111)- this course is used extensively by other departments and is a non-major course. Success rates continue to trend downward. 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. This course also increased from 2 to 3 semester credits resulting in more material being covered.

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

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 2013

1. Pass rate %-5 yr

 (data from ACEND) 82 (2004-08) 75 (2005-09) 81 (2006-10) 82 (2007-11) 83 (2008-12)

2. Employment rate

percentage-

working FT or PT in the

 dietetics field 80 83 60 73 NA

3. Continued education -

pursuing a 4 yr degree 30 35 26 27 25

4. Retention of students 72 78 71 69 74

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% (2009-10) in

 to a recent 74% (2012). In 2011, at six months employment rate was only 60% but by

 the end of one year it had jumbed to 72% showing that studetns are getting employed but it

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

 benchmark of 80% has been decreased to 70% for the next 5 year review from ACEND.

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

 (2009) to 35% (2010). Since then there has been a drop to 25-27% for 2011-2013 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 -74% over the past five 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 [x] 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 2860 Credentialing Exam Review Course.Progress: Both DT and DM pass rates have improved.  DT Pass rates have improved from 75 to 83% DM Pass rates average 82% exceeding national average of  71%. Goal remains in progress to continue to meet/exceed national benchmarks (ACEND->70%/ ANFP=> national average) |
| * Strive to improve retention rates.
 | In progress [x] 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 [x] 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 was implemented 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 [x] 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 [x] No longer applicable [ ]  | Evaluated software programs. A PO for SureQuest On- Demand Three Square (Management) software was processed. Faculty will be trained Fall 2013. 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 [x] 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 [x] No longer applicable [ ]   | Same as above  |
| * Continue to explore articulation agreements with 4-year colleges.
 | In progress [x] Completed [ ] No longer applicable [ ]   | Q2S conversion requires 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 [x] No longer applicable [ ]   |  A preceptor webinar was offered Fall 2012. Continue to explore further continuting education activities. |

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** |
| * RECOMMENDATIONS FROM THE MOST RECENT PROGRAM REVIEW ARE NOT AVAILABLE ON THE PROVOST’S WEBSITE – DOES THE DEPARTMENT HAVE ACCESS TO THEM?
 | In progress [ ] Completed [x] 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 and aggregate data has been collected for 2012-13 addresing Program Outcome #4, DT competencies DT 4.1-4.8. The Aggregate Data Collection- 5 year plan has been developed for 2013-2018.  |

**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 MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Critical Thinking/Problem Solving | All programs | **2012-2013** | DIT 2845 Critical Thinking Exercises(1-5)DIT 2510 Alternative Room Service Assignment | Expected: 80% (21/26) of students will score an average of 3.5/5 points (70%) on critical thinking component embedded in each critial thinking exercise. (total of 5 exercises, each worth 45 points total, points for crital thinking component= 5 points). Actual: 80% (21/26) of students scored an average of 3.5 points or higher (3.5/5 points) on a total of 5 critical thinking exercises. Goal met.Expected: 80% (24/30) of stduents will score 75% or greater on critical thinking component to room service assignment.Actual: 83% (25/30) of students scored 75% or greater on critical thinking component. Goal met. |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
| Oral Communication | All programs | **2016-2017** |  |  |
| Written Communication | All programs | **2016-2017** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | 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. |  | 2012-2013competenciesCDT 4.1CDT 4.2CDT 4.3CDT 4.4CDT 4.5CDT 4.6CDT 4.7CDT 4.8 | Quality Improvement Sanitation/Safety Audit (QI)Multicultural Guest Evaluations (CS)Employee Sanitation In-serviceMock Letter to Legislature State/FederalPurchase Order/Inventory EvaluationAlternative Food Service System ProjectFlyer/ & Self Reflection of Chili Luncheon Service Learning ProjectDining Services Proposal | CDT 4.1 Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition servicesExpected OutcomeQI: 80% of students will score a B or higher on Safety/Sanitation Audit (23/28 students)Actual Outcome24/28 studens scored a B or higherGoal MetExpected OutcomeCS: 90% of guest evaluation forms will rate cultural presentation with a score of 2 or lower (48/53)Actual Outcome46/53 (87%) guest evals rated cultural presentation with a score of 2 or lowerAction PlanRevise guest evaluation form to improve clarity of rating systemCDT 4.2 Perform supervisory, education and training functions .Expected:90% of students will score a B or higher on Safety/Sanitation In-service(25/28 will score 13.5/15 points on audit) Actual26/28 scored 13.5/15 or higher on Safety/ Sanitation In-serviceCDT 4.3 Participate in legislative and public policy activitiesExpected:Each group will submit one letter on their chosen issue (6 groups addressed nutrition programs/farm bill)Actual:30/32 (6 groups of 5) (94%) submitted letter and received 10/10 pointsAction PlanRevised goal-students will submit one letter on a current nutrition issue addressed by Ohio Policy TeamCDT 4.4 Use current informatics technology to develop, store, retrieve and disseminate information and dataExpected90% of students will score a B or higheron Purchase Order/Inventory (27/30 will score 16.4/20 (82%) or higher)Actual 27/30 scored 16.4/20 (82%) or higherGoal MetCDT 4.5 Participate in development of a plan for a new service including budgetExpected Outcomes:75% of students will score a B or higheron plan for new service (22/30 students)Actual:20/30 students scored a 24.6/30 or higherAction 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 groupCDT 4.6 Assist with marketing clinical and customer servicesExpected Outcomes:90% of students will score an A on flyer and self-reflection exercise (22/24 students)Actual23/24 students scored 22.5/25 points or higherGoal MetCDT 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:No actual grade was assigned to this goalAction PlanStudents did work in groups of 5 and used the Angel system to email one another. Their proposal and evaluation forms were completed on line. Consider moving this goal to the DIT 2740 course where students will develop a marketing plan for a revenue generating activity that addresses waste reduction/ environment protection |
| Describe and apply scientific information and research related to the dietetic technician level of practice. |  | 2013-2014competenciesCDT 1.1CDT 1.2CDT 1.3CDT 1.4 |       |       |
| 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. |  | 2014-2015competenciesCDT 2.1CDT 2.2CDT 2.3CDT 2.4CDT 2.52015-2016competenciesCDT 2.6CDT 2.7CDT 2.8CDT 2.9 |       |       |
| Develop and deliver information, products and services to individuals, groups and populations at the dietetic technician level of practice. |  | 2016-2017competenciesCDT 3.1CDT 3.2 a-eCDT 3.3CDT 3.4CDT 3.5CDT 3.6CDT 3.7 |       |       |

**General Education Outcomes**

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

Critical thinking components were sucessfullly embedded and assessed in two designated assignements from the following courses; DIT 2845-Medical Nutrition Therapy II and DIT 2510 Insitutionalized Foodservice System. Critical thinking remains a weakness of students as evidence by only marginally meeting the standard set at 70% for the DIT 2845 assignment and 75% for the DIT 2510 assignment. In DIT 2845, the majority of students did show improvement in critical thinking skills as they progressed from Critical Thinking Exercise #1 through Critical Thiniking Exercise #5. In DIT 2510, the Alternative Room Service Assignment has been revised so that students will be divided into smaller groups and instructor will choose groups. This strategy should enhance critical thinking skills. Additionally, the program incorporates critical thiniking activities in serveral other DIT courses within the curriculum to give students greater opportunity to gain confidence and competence.

Values/Citizenship/Community: To better evaluate values/citizenship/community skills,

 an assessment component was added to the following DIT assignments; House of Bread Reflection Exercise (DIT 1635-Community Nutrition) and Multicultural Presentatation "A Taste Around the World" project (DIT 2305- Food, Culture & International Cuisine).

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?

With the exception of compentency CDT 4.7 (propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.), overall program outcome measures were achieved. An action plan has been developed to improve assessment of compentecy 4.7. This program outcome will be moved from DIT 2510-Institutionalized Foodservice Systems to DIT 2735 FS Organization & Management course where students will develop a marketing plan for a revenue generating activity that addresses waste reduction/ environment protection.

Achievement of overall program outcome measures 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. Percent of graduates pursing baccaleaureate degrees.

**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 83%).

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

Purchase for SureQuest -On Demand-Foodservice Management software received approval. Goal is for faculty to receive training and begin creating a virtual long-term nursing home/hospital setting whereby students can complete simulated practicum experiences. This software is currently being used in many long-term care foodservice settings. Creating a virtual nursing home/hospital setting 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**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| LHS | 0615 | Dietetics Tech | DIT.AAS | 20 | 20 | 23 | 18 | 21 | 18 |
| LHS | 0615 | Dietetics Tech | DIT.S.AAS | . | . | . | . | . | 5 |
| LHS | 0615 | Dietetics Tech | DMST.S.STC | . | . | . | . | . | 19 |
| LHS | 0615 | Dietetics Tech | DMST.STC | 27 | 31 | 22 | 22 | 30 | 3 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0615 | Dietetics Tech | DIT-108 | 74.3% | 70.5% | 63.4% | 66.8% | 74.0% | 100.0% |
| 0615 | Dietetics Tech | DIT-109 | 93.3% | 86.5% | 80.0% | 90.5% | 92.2% | 100.0% |
| 0615 | Dietetics Tech | DIT-1105 | . | . | . | . | . | 84.2% |
| 0615 | Dietetics Tech | DIT-1108 | . | . | . | . | . | 77.2% |
| 0615 | Dietetics Tech | DIT-111 | 74.0% | 80.2% | 88.8% | 82.4% | 78.5% | 100.0% |
| 0615 | Dietetics Tech | DIT-1111 | . | . | . | . | . | 70.8% |
| 0615 | Dietetics Tech | DIT-112 | 81.5% | 88.1% | 81.0% | 80.6% | 87.5% | 100.0% |
| 0615 | Dietetics Tech | DIT-1143 | . | . | . | . | . | 84.2% |
| 0615 | Dietetics Tech | DIT-1210 | . | . | . | . | . | 80.0% |
| 0615 | Dietetics Tech | DIT-129 | 89.7% | 88.4% | 82.3% | 80.0% | 88.6% | 50.0% |
| 0615 | Dietetics Tech | DIT-135 | 93.1% | 94.1% | 100.0% | 96.4% | 91.7% | . |
| 0615 | Dietetics Tech | DIT-137 | 100.0% | 93.5% | 88.6% | 94.3% | 90.9% | . |
| 0615 | Dietetics Tech | DIT-140 | 100.0% | 77.8% | 73.7% | 78.9% | 76.9% | . |
| 0615 | Dietetics Tech | DIT-143 | 75.0% | 87.1% | 84.8% | 80.0% | 76.6% | 88.9% |
| 0615 | Dietetics Tech | DIT-145 | 83.3% | . | . | . | . | . |
| 0615 | Dietetics Tech | DIT-1525 | . | . | . | . | . | 89.9% |
| 0615 | Dietetics Tech | DIT-1630 | . | . | . | . | . | 80.8% |
| 0615 | Dietetics Tech | DIT-1635 | . | . | . | . | . | 90.9% |
| 0615 | Dietetics Tech | DIT-200 | 90.5% | 94.3% | 95.7% | 88.6% | 91.8% | . |
| 0615 | Dietetics Tech | DIT-203 | 87.5% | 85.7% | 100.0% | 85.7% | 88.9% | . |
| 0615 | Dietetics Tech | DIT-204 | 87.5% | 87.5% | 100.0% | 85.7% | 88.9% | . |
| 0615 | Dietetics Tech | DIT-208 | 100.0% | 91.3% | 100.0% | 100.0% | 88.9% | . |
| 0615 | Dietetics Tech | DIT-209 | 100.0% | 100.0% | 100.0% | 100.0% | 92.6% | . |
| 0615 | Dietetics Tech | DIT-2101 | . | . | . | . | . | 62.5% |
| 0615 | Dietetics Tech | DIT-216 | 96.6% | 92.3% | 96.6% | 95.7% | 96.6% | . |
| 0615 | Dietetics Tech | DIT-218 | 96.6% | 96.2% | 96.3% | 95.2% | 96.3% | . |
| 0615 | Dietetics Tech | DIT-219 | 96.4% | 96.3% | 96.3% | 95.2% | 96.7% | . |
| 0615 | Dietetics Tech | DIT-221 | 91.3% | 96.0% | 95.2% | 95.5% | 91.3% | . |
| 0615 | Dietetics Tech | DIT-222 | 95.7% | 100.0% | 100.0% | 100.0% | 95.0% | . |
| 0615 | Dietetics Tech | DIT-223 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-224 | 94.1% | 96.8% | 100.0% | 87.9% | 91.2% | . |
| 0615 | Dietetics Tech | DIT-2240 | . | . | . | . | . | 97.0% |
| 0615 | Dietetics Tech | DIT-225 | 96.7% | 90.5% | 93.8% | 85.0% | 88.9% | 100.0% |
| 0615 | Dietetics Tech | DIT-226 | 92.0% | 100.0% | 95.5% | 100.0% | 91.3% | . |
| 0615 | Dietetics Tech | DIT-227 | 95.5% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-228 | 100.0% | 95.5% | 100.0% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-2305 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-236 | 100.0% | 92.3% | 96.4% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-237 | 100.0% | 92.3% | 96.4% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-240 | 100.0% | 100.0% | 92.3% | 91.7% | 92.6% | 100.0% |
| 0615 | Dietetics Tech | DIT-2510 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-2515 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-2520 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-255 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | . |
| 0615 | Dietetics Tech | DIT-260 | . | 100.0% | 100.0% | 100.0% | 100.0% | 93.3% |
| 0615 | Dietetics Tech | DIT-2625 | . | . | . | . | . | 92.6% |
| 0615 | Dietetics Tech | DIT-2630 | . | . | . | . | . | 91.7% |
| 0615 | Dietetics Tech | DIT-2735 | . | . | . | . | . | 96.2% |
| 0615 | Dietetics Tech | DIT-2740 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-2845 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-2850 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-2855 | . | . | . | . | . | 100.0% |
| 0615 | Dietetics Tech | DIT-297 | 100.0% | . | . | . | . | . |