**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**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 2, 2016**

**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| **Goals** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress X  Completed  No longer applicable | Dietetic technician pass rates for the national exam in 2015 are 90%, which is well above the national average exam pass rate of 71% as well as the ACEND benchmark of >70%. |
| Offer expanded curriculum in the Credentialing Exam Review course. | In progress  Completed X  No longer applicable | Faculty and support staff spent time in the late summer of 2015 to expand and update the Credentialing Exam Review course curriculum in an effort to better prepare students to take the national exam. |
| Strive to improve student success and degree completion. | In progress X  Completed  No longer applicable | We are continuing to utilize the Holistic Success Plan although student survey responses are consistently revealing that students feel this is a waste of their time. Department faculty and Advisory Committee members have been informed and ongoing discussions/recommendations for continuing this program are being evaluated.  Remediation procedures are in place for the second-year MNT (DIT 2645, DIT 2845) students at various points during each of the final year semesters (Fall/Spring) to evaluate and intervene with one-on-one remediation to ensure material knowledge and competency as well as course/degree completion. This single remediation effort resulted in supporting the success and completion of three students in the 2014-2015 year graduates. |
| 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 now utilize 3 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, that an “Associate’s Degree nutrition professional” be present at each facility. It is our hope and expectation that this will translate into job opportunities for our graduates in the very near future. Per discussion in our recent Advisory Committee meeting (April 2016), the DIT faculty will be reaching out to the Ohio school system nutrition worker’s annual meeting to present the opportunities for continuing education, certificate programs (Dietary Manager), and Associate’s degrees in nutrition for their employees. |
| 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 are currently putting a hold on the implementation of an EHR until our department has relocated to the Health Sciences Strategy, Building 14, in Fall 2017 in order to utilize an EHR that is accepted by all programs in the HS division. |
| 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 all of their curriculum as they are transitioning their program to a Master’s degree beginning in 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 proposing accepting additional dietetics courses for transfer. Our department is currently working with the University of Cincinnati coordinated dietetics program director, Elise Cowie, to formulate a proposed articulation agreement for the college. |
| 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 6 CPEU’s. We are also exploring the development of additional continuing education opportunities by offering college-credit continuing education opportunities for area RD’s and DTR’s utilizing a DIT special topic course offering. |

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. |
| 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. |
| 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. |
| 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. |
| 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 6 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 feels that this will greatly improve the number of our DIT students who will attend as well as open the door 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. |
| 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. |
| 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. As we project the DIT move to Building 14 in Fall 2017, this issue will be completely resolved with on-site support staff for our department 5 days a week. |

**Section II: 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**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: DIT 2305 Food, Culture & Cuisine with DIT 2310 Lab**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: N/A**

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: N/A**

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

**N/A**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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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: *In Progress*  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: *In Progress.*  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: 95% of students will score a B or higher on Head Start lesson plan and site evaluation (1635).  Actual Outcome: *In Progress.*      Expected Outcomes: 90% of students will score a B or higher on diversity project (2305).  Actual Outcome: *In Progress.*  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. |  | 2015-2016 competencies  CDT 2.6  CDT 2.7  CDT 2.8  CDT 2.9 |  |  |
| Develop and deliver information, products and services to individuals, groups and populations at the dietetic technician level of practice. |  | 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 |  |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | See above |
| **How will you determine whether those changes had an impact?** | See above |