Program Outcomes Assessment

BA/BS in Dietetics

Created on: 07/26/2010 02:41:00 PM CST
Last Modified: 11/18/2015 12:20:20 PM CST
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General Information (Program Outcomes Assessment)
Standing Requirements

♦ Mission Statement

The mission of the Coordinated Program in Dietetics is to provide an integrated academic/supervised practice curriculum which equips undergraduate and graduate students with a professional knowledge base and critical thinking and problem solving skills necessary for entry-level dietetics practice. Students are encouraged to develop as well-rounded individuals and informed members of a global society.

♦ Outcomes Library

<table>
<thead>
<tr>
<th>Student Outcomes Assessment – Coordinated Program in Dietetics</th>
</tr>
</thead>
</table>

### 1. Integrate scientific information & research into practice
Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design a food science research project</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to design a food science research project on a specific food item while performing multiple variations on one- two ingredients from a basic recipe.</td>
<td></td>
</tr>
<tr>
<td>2. Collect data for their research project</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to correctly collect data for their research project.</td>
<td></td>
</tr>
<tr>
<td>3. Correctly interpret data</td>
<td>Foundational Studies: IIIa. Quantitative Literacy</td>
</tr>
<tr>
<td>Students are able to correctly interpret data from their research project.</td>
<td></td>
</tr>
<tr>
<td>4. Communicate the results of their research project</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>Students are able to communicate the results of their research project.</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.
Crosslinks - AHS 422, FCS 424

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asses the nutritional status of diverse individuals</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to asses the nutritional status of diverse individuals in community settings.</td>
<td></td>
</tr>
<tr>
<td>2. Assess nutritional status</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.</td>
<td></td>
</tr>
<tr>
<td>3. Diagnose nutrition problems</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>


Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.

4. Plan and implement nutrition interventions
Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

5. Monitor and evaluate
Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

3. Apply management principles
Apply management principles in food service operations; human resources and operational resources.
Crosslink - AHS 430

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>1. Plan a major quantity food service church dinner</td>
</tr>
<tr>
<td>Students are able to plan a major quantity food service church dinner.</td>
</tr>
<tr>
<td>No Mapping</td>
</tr>
<tr>
<td>2. Implement a major quantity food service church dinner</td>
</tr>
<tr>
<td>Students are able to implement a major quantity food service church dinner.</td>
</tr>
<tr>
<td>No Mapping</td>
</tr>
<tr>
<td>3. Evaluate a major quantity food service church dinner</td>
</tr>
<tr>
<td>Students are able to evaluate a major quantity food service church dinner.</td>
</tr>
<tr>
<td>No Mapping</td>
</tr>
</tbody>
</table>

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - AHS 435, FCS 431

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>1. Develop and demonstrate effective communication skills</td>
</tr>
<tr>
<td>Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.</td>
</tr>
<tr>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
</tbody>
</table>

Curriculum Map

Active Curriculum Maps 😊

BA/BS in Dietetics Curriculuum Map (See appendix)
Alignment Set: Student Outcomes Assessment – Coordinated Program in Dietetics

Created: 11/28/2011 8:53:35 am CST
Last Modified: 04/08/2014 7:24:56 am CST

Communication of Outcomes
Students are informed and provided a copy of the outcomes when they enter the program.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:

1. Dietetics - Student Outcomes Assessment - 2nd CP (2010).pdf (See appendix)

2. FCS422_Activity Log-Revision 3.pdf (See appendix)

3. FCS422_Competencies _Activities.pdf (See appendix)

4. FCS424_Rubric.pdf (See appendix)

5. FCS430_530_Church_Dinner_Directions_2010.pdf (See appendix)
## Assessment Plan

### Outcomes and Measures

#### Student Outcomes Assessment – Coordinated Program in Dietetics

<table>
<thead>
<tr>
<th>1. Integrate scientific information &amp; research into practice</th>
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<tr>
<td>Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.</td>
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<td>Details/Description:</td>
</tr>
<tr>
<td>Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.</td>
</tr>
<tr>
<td>Implementation Plan (timeline): During finals week of 2011 and annually thereafter</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Collect data for their research project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to correctly collect data for their research project.</td>
</tr>
<tr>
<td>Measure: Final Report</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td>Details/Description:</td>
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<tr>
<td>Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.</td>
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<td>Responsible Individual(s):</td>
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<th>3. Correctly interpret data</th>
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<tr>
<td>Students are able to correctly interpret data from their research project.</td>
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<td>Measure: Final Report</td>
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<td>Details/Description:</td>
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<td>Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.</td>
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<td>Responsible Individual(s):</td>
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<tr>
<th>4. Communicate the results of their research project</th>
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<tbody>
<tr>
<td>Students are able to communicate the results of their research project.</td>
</tr>
<tr>
<td>Measure: Project Presentation</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td>Details/Description:</td>
</tr>
<tr>
<td>Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.</td>
</tr>
</tbody>
</table>
### Implementation Plan (timeline):
During finals week of 2011 and annually thereafter

### Responsible Individual(s):

#### 2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.
Crosslinks – FCS 422 (325), FCS 424

<table>
<thead>
<tr>
<th>1. Assess the nutritional status of diverse individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to assess the nutritional status of diverse individuals in community settings.</td>
</tr>
<tr>
<td><strong>Measure:</strong> None Indicated</td>
</tr>
<tr>
<td>Direct - Other</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a.).</td>
</tr>
<tr>
<td><strong>Target:</strong> One hundred percent of the students will earn 80% of the possible points or better</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2011, annually thereafter.</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
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<th>2. Assess nutritional status</th>
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<td>Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.</td>
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<tr>
<td><strong>Measure:</strong> Nutrition Care Process</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will &quot;meet&quot; the required competency while performing the Nutrition Care Process. (CP3.1.a)</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2011, annually thereafter.</td>
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<td><strong>Responsible Individual(s):</strong></td>
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<th>3. Diagnose nutrition problems</th>
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<td>Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.</td>
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<tr>
<td><strong>Measure:</strong> PES Statement</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will &quot;meet&quot; the required competency while writing the PES statement. (CP3.1.b)</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2011, annually thereafter.</td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
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<th>4. Plan and implement nutrition interventions</th>
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<td>Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.</td>
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<tr>
<td><strong>Measure:</strong> None Indicated</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will &quot;meet&quot; the required competency while planning and implementing nutrition interventions. (CP3.1.c)</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2011, annually in there after.</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
</tr>
</tbody>
</table>
5. Monitor and evaluate
Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will "meet" the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

**Implementation Plan (timeline):** Spring 2011, annually thereafter

**Responsible Individual(s):**

3. Apply management principles
Apply management principles in food service operations; human resources and operational resources.
Crosslink - FCS 430

1. Plan a major quantity food service church dinner
Students are able to plan a major quantity food service church dinner.

**Measure:** None Indicated
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

**Implementation Plan (timeline):** During finals week. Annually hereafter

**Responsible Individual(s):**

2. Implement a major quantity food service church dinner
Students are able to implement a major quantity food service church dinner.

**Measure:** None Indicated
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

**Implementation Plan (timeline):** During finals week. Annually thereafter

**Responsible Individual(s):**

3. Evaluate a major quantity food service church dinner
Students are able to evaluate a major quantity food service church dinner.

**Measure:** None Indicated
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)

**Implementation Plan (timeline):** During finals week. Annually thereafter

**Responsible Individual(s):**

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - FCS 424, FCS 431
## 1. Develop and demonstrate effective communication skills

**Measure:** None Indicated  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.  
**Responsible Individual(s):**

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### Assessment Findings

**Finding per Measure**

#### Student Outcomes Assessment – Coordinated Program in Dietetics

### 1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.  
**Crosslink - FCS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)**

---

### 1. Design a food science research project

**Measure:** Project Proposal  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**

---

#### Findings for Project Proposal

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a food science major project design/proposal(N=8)

**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

### 2. Collect data for their research project

**Measure:** Final Report  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**

---

#### Findings for Final Report
**Summary of Findings:**
100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data (N=8)

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**3. Correctly interpret data**
Students are able to correctly interpret data from their research project.

**Measure:** Final Report  
Direct - Student Artifact

**Details/Description:**
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter

**Responsible Individual(s):**

**Findings for Final Report**

**Summary of Findings:**
100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation (N=8)

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**4. Communicate the results of their research project**
Students are able to communicate the results of their research project.

**Measure:** Project Presentation  
Direct - Student Artifact

**Details/Description:**
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter

**Responsible Individual(s):**

**Findings for Project Presentation**

*No Findings Added*

---

**2. Perform nutrition assessments**
Perform nutrition assessments with diverse populations in various settings.
Crosslinks - FCS 422 (325), FCS 424

**1. Assess the nutritional status of diverse individuals**
Students are able to assess
2. Assess nutritional status

Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.

**Measure:** Nutrition Care Process
Direct - Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will "meet" the required competency while performing the Nutrition Care Process. (CP3.1.a)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for Nutrition Care Process**

**Summary of Findings:** 100% of the students "met" the required competency (N=12)

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

3. Diagnose nutrition problems

Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** PES Statement
Direct - Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will "meet" the required competency while writing the PES statement. (CP3.1.b)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for PES Statement**

**Summary of Findings:** 92% of the students "met" the required competency (11 of 12)

**Results:** Target Achievement: Met
4. Plan and implement nutrition interventions

Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated  
**Direct:** Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will "meet" the required competency while planning and implementing nutrition interventions. (CP3.1.c)

**Implementation Plan (timeline):** Spring 2011, annually in there after.

**Responsible Individual(s):**

**Findings** for None Indicated

**Summary of Findings:** 92% of the students "met" the required competency (11 of 12)
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

5. Monitor and evaluate

Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated  
**Direct:** Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will "meet" the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings** for None Indicated

**Summary of Findings:** 92% of the students "met" the required competency (11 of 12)
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

3. Apply management principles

Apply management principles in food service operations; human resources and operational resources.
**Crosslink:** FCS 430
1. **Plan a major quantity food service church dinner**

Students are able to plan a major quantity food service church dinner.

**Measure:** None Indicated  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)
- **Implementation Plan (timeline):** During finals week. Annually thereafter
- **Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better (N=16)
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

2. **Implement a major quantity food service church dinner**

Students are able to implement a major quantity food service church dinner.

**Measure:** None Indicated  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)
- **Implementation Plan (timeline):** During finals week. Annually thereafter
- **Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better (N=16)
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

3. **Evaluate a major quantity food service church dinner**

Students are able to evaluate a major quantity food service church dinner.

**Measure:** None Indicated  
Direct - Student Artifact

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)
- **Implementation Plan (timeline):** During finals week. Annually thereafter
- **Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better (N=16)
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**
Summary of Findings: 100% of the students earned 80% of the possible points or better (N=16)

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

4. Communicate effectively with diverse individuals & groups

Communicate effectively with diverse individuals and groups.
Crosslinks - FCS 424, FCS 431

1. Develop and demonstrate effective communication skills

Measure: None Indicated
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings for None Indicated

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified
## Assessment Plan

### Outcomes and Measures

**Student Outcomes Assessment – Coordinated Program in Dietetics**

**1. Integrate scientific information & research into practice**
Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - FCS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

<table>
<thead>
<tr>
<th>Measure: Project Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
</tr>
</tbody>
</table>

**Details/Description:**
*Target:* Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.
*Implementation Plan (timeline):* During finals week of 2011 and annually thereafter
*Responsible Individual(s):*

<table>
<thead>
<tr>
<th>Measure: Final Report</th>
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</tbody>
</table>

**Details/Description:**
*Target:* Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.
*Implementation Plan (timeline):* During finals week of 2011 and annually thereafter
*Responsible Individual(s):*

**3. Correctly interpret data**

<table>
<thead>
<tr>
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</table>

**Details/Description:**
*Target:* Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
*Implementation Plan (timeline):* During finals week of 2011 and annually thereafter
*Responsible Individual(s):*

<table>
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<td>Direct - Student Artifact</td>
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**Details/Description:**
*Target:* Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - FCS 424, FCS 431

1. Develop and demonstrate effective communication skills
Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

Details/Description:
Target: Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

Implementation Plan (timeline): Spring 2011, annually thereafter.
Responsible Individual(s):

Assessment Findings

Finding per Measure

Student Outcomes Assessment – Coordinated Program in Dietetics

1. Integrate scientific information & research into practice
Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
Crosslink - FCS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

1. Design a food science research project
Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

Details/Description:
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.
Implementation Plan (timeline): During finals week of 2011 and annually thereafter
Responsible Individual(s):

Findings for Project Proposal

Summary of Findings: 2010-11 - 100% of the students earned 80% of the possible points or better on a food science major project design/proposal(N=8)
2011-12 - 100% of the students earned 80% of the possible points or better on a food science major project design/proposal(N=8)
Results: Target Achievement: Met
Recommendations :
Reflections/Notes :
Substantiating Evidence: 
FN Area Mtg Min 9-10-12.pdf (Adobe Acrobat Document) (See appendix)
2. Collect data for their research project

Students are able to correctly collect data for their research project.

**Measure:** Final Report

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

**Findings for Final Report**

- **Summary of Findings:** 2010-11 - 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data (N=8)
- 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data (N=8)
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

3. Correctly interpret data

Students are able to correctly interpret data from their research project.

**Measure:** Final Report

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

**Findings for Final Report**

- **Summary of Findings:** 2010-11 - 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation (N=8)
- 2011-12 - 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation (N=8)
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

4. Communicate the results of their research project

Students are able to communicate the results of their research project.

**Measure:** Project Presentation

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**
Findings for Project Presentation

Summary of Findings: 2010-11 - 100% of the students earned 80% of the possible points or better on a food science major project result communication/presentation (N=8)
2011 - 12 - 90% of the students earned 80% of the possible points or better on a food science major project result communication/presentation (N=8)
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - FCS 424, FCS 431

1. Develop and demonstrate effective communication skills
Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

Measure: None Indicated
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)
Implementation Plan (timeline): Spring 2011, annually thereafter.
Responsible Individual(s):

Findings for None Indicated

Summary of Findings: 2010-11 - 100% of the students (n=7) met or exceeded the required communication competencies
2011-12 - 100% of the students (n=8) met or exceeded the required communication competencies
Results: Target Achievement: Met
Recommendations: Continue to monitor
Reflections/Notes:

Overall Recommendations
No text specified

Overall Reflection
No text specified

Action Plan

Actions
<table>
<thead>
<tr>
<th>Scientific information and research</th>
<th>Action: Continue to monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This Action is associated with the following Findings</strong></td>
<td></td>
</tr>
<tr>
<td>No supporting Findings have been linked to this Action.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Details:</strong> All outcomes were met for objectives 1 and 4 were met. Continue to monitor.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
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<tr>
<td><strong>Resource Allocations:</strong></td>
<td></td>
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<tr>
<td><strong>Priority:</strong></td>
<td></td>
</tr>
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</table>

**Status Report**

**Action Statuses**

<table>
<thead>
<tr>
<th>BS in Dietetics Outcome Set</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td><strong>Scientific information and research</strong></td>
</tr>
<tr>
<td><strong>Action:</strong> Continue to monitor</td>
</tr>
<tr>
<td><strong>Action Details:</strong> All outcomes were met for objectives 1 and 4 were met. Continue to monitor.</td>
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<tr>
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<tr>
<td><strong>Priority:</strong></td>
</tr>
</tbody>
</table>

**Status** for Continue to monitor

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Assessment activity for next cycle was completed in 2012-13.
No text specified
## Assessment Plan

### Outcomes and Measures

#### Student Outcomes Assessment – Coordinated Program in Dietetics

### 1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.

**Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)**

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**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 2. Collect data for their research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

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</table>

**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 3. Correctly interpret data

Students are able to correctly interpret data from their research project.

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**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
- **Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 4. Communicate the results of their research project

Students are able to communicate the results of their research project.

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**Details/Description:**
- **Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
Implementation Plan (timeline): During finals week of 2011 and annually thereafter

Responsible Individual(s):

2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.
Crosslinks - AHS 422, FCS 424

1. Assess the nutritional status of diverse individuals
Students are able to assess the nutritional status of diverse individuals in community settings.

- **Measure:** Assessing the nutritional status of diverse individuals
  Direct - Other

- **Details/Description:** Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a.).
- **Target:** One hundred percent of the students will earn 80% of the possible points or better
- **Implementation Plan (timeline):** Spring 2011, annually thereafter.
- **Responsible Individual(s):**

2. Assess nutritional status
Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.

- **Measure:** Nutrition Care Process
  Direct - Student Artifact

- **Details/Description:**
  - **Target:** Ninety percent of the students will “meet” the required competency while performing the Nutrition Care Process. (CP3.1.a)

- **Implementation Plan (timeline):** Spring 2011, annually thereafter.
- **Responsible Individual(s):**

3. Diagnose nutrition problems
Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.

- **Measure:** PES Statement
  Direct - Student Artifact

- **Details/Description:**
  - **Target:** Ninety percent of the students will “meet” the required competency while writing the PES statement. (CP3.1.b)

- **Implementation Plan (timeline):** Spring 2011, annually in there after.
- **Responsible Individual(s):**

4. Plan and implement nutrition interventions
Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

- **Measure:** Planning and implementing nutrition interventions
  Direct - Student Artifact

- **Details/Description:**
  - **Target:** Ninety percent of the students will “meet” the required competency while planning and implementing nutrition interventions. (CP3.1.c)

- **Implementation Plan (timeline):** Spring 2011, annually in there after.
- **Responsible Individual(s):**
5. Monitor and evaluate
Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

- **Measure:** Monitoring and evaluating of a nutrition intervention
  Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will “meet” the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

  **Implementation Plan (timeline):** Spring 2011, annually thereafter.
  **Responsible Individual(s):**

---

3. Apply management principles
Apply management principles in food service operations; human resources and operational resources.
Crosslink - AHS 430

1. Plan a major quantity food service church dinner
Students are able to plan a major quantity food service church dinner.

- **Measure:** Planning a major church dinner
  Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

  **Implementation Plan (timeline):** During finals week. Annually here in thereafter
  **Responsible Individual(s):**

---

2. Implement a major quantity food service church dinner
Students are able to implement a major quantity food service church dinner.

- **Measure:** Implementing a major church dinner
  Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

  **Implementation Plan (timeline):** During finals week. Annually thereafter
  **Responsible Individual(s):**

---

3. Evaluate a major quantity food service church dinner
Students are able to evaluate a major quantity food service church dinner.

- **Measure:** Evaluating a major church dinner
  Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)

  **Implementation Plan (timeline):** During finals week. Annually here in thereafter
  **Responsible Individual(s):**

---

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - AHS 435, FCS 431
1. Develop and demonstrate effective communication skills

Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

Measure: None Indicated
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

Implementation Plan (timeline): Spring 2011, annually thereafter.
Responsible Individual(s):

Assessment Findings

Finding per Measure

Student Outcomes Assessment – Coordinated Program in Dietetics

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting. Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

1. Design a food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

Measure: Project Proposal
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

Implementation Plan (timeline): During finals week of 2011 and annually thereafter
Responsible Individual(s):

Findings for Project Proposal

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project design/proposal
Results: Target Achievement: Exceeded
Recommendations :
Reflections/Notes :

2. Collect data for their research project

Students are able to correctly collect data for their research project.

Measure: Final Report
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.

Implementation Plan (timeline): During finals week of 2011 and annually thereafter
Responsible Individual(s):
Findings for Final Report

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

3. Correctly interpret data
Students are able to correctly interpret data from their research project.

Measure: Final Report
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.

Implementation Plan (timeline): During finals week of 2011 and annually thereafter

Responsible Individual(s):

Findings for Final Report

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

4. Communicate the results of their research project
Students are able to communicate the results of their research project.

Measure: Project Presentation
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.

Implementation Plan (timeline): During finals week of 2011 and annually thereafter

Responsible Individual(s):

Findings for Project Presentation

Summary of Findings: 90% of the students earned 80% of the possible points or better on a food science major project result communication/presentation

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.

Crosslinks - AHS 422, FCS 424
### 1. Asses the nutritional status of diverse individuals

**Measure:** Assessing the nutritional status of diverse individuals
Direct - Other

**Details/Description:** Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a.).

**Target:** One hundred percent of the students will earn 80% of the possible points or better

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for Assessing the nutritional status of diverse individuals**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a nutrition assessment

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### 2. Assess nutritional status

**Measure:** Nutrition Care Process
Direct - Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will “meet” the required competency while performing the Nutrition Care Process. (CP3.1.a)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for Nutrition Care Process**

**Summary of Findings:** 100% of the students “met or exceeded” the Nutrition Care Process assessment

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

### 3. Diagnose nutrition problems

**Measure:** PES Statement
Direct - Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will “meet” the required competency while writing the PES statement. (CP3.1.b)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**
4. Plan and implement nutrition interventions

Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

Measure: Planning and implementing nutrition interventions

Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will “meet” the required competency while planning and implementing nutrition interventions. (CP3.1.c)

Implementation Plan (timeline): Spring 2011, annually in there after.

Responsible Individual(s):

Findings for Planning and implementing nutrition interventions

Summary of Findings: 100% of the students “met or exceeded” the planning and implementing of a nutrition intervention
Results: Target Achievement: Exceeded
Recommendations :
Reflections/Notes :

5. Monitor and evaluate

Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

Measure: Monitoring and evaluating of a nutrition intervention

Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will “meet” the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)


Responsible Individual(s):

Findings for Monitoring and evaluating of a nutrition intervention

Summary of Findings: 100% of the students “met or exceeded” the monitoring and evaluating of a nutrition intervention
Results: Target Achievement: Exceeded
Recommendations :
Reflections/Notes :
### 3. Apply management principles

Apply management principles in food service operations; human resources and operational resources.

**Crosslink - AHS 430**

<table>
<thead>
<tr>
<th>1. Plan a major quantity food service church dinner</th>
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<tr>
<td><strong>Measure:</strong> Planning a major church dinner</td>
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<tr>
<td><strong>Details/Description:</strong></td>
</tr>
<tr>
<td><strong>Target:</strong> Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)</td>
</tr>
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<td><strong>Responsible Individual(s):</strong></td>
</tr>
<tr>
<td><strong>Findings</strong> for Planning a major church dinner</td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> 100% of the students earned 80% of the possible points or better on planning a church dinner</td>
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<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
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<td><strong>Recommendations:</strong></td>
</tr>
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<td><strong>Measure:</strong> Implementing a major church dinner</td>
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<td><strong>Responsible Individual(s):</strong></td>
</tr>
<tr>
<td><strong>Findings</strong> for Implementing a major church dinner</td>
</tr>
<tr>
<td><strong>Summary of Findings:</strong> 100% of the students earned 80% of the possible points or better on implementing a church dinner</td>
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<tr>
<td><strong>Results:</strong> Target Achievement: Exceeded</td>
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<td><strong>Recommendations:</strong></td>
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<td><strong>Reflections/Notes:</strong></td>
</tr>
</tbody>
</table>
Implementation Plan (timeline): During finals week. Annually here in thereafter

Responsible Individual(s):

**Findings for Evaluating a major church dinner**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on evaluating a church dinner

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

### 4. Communicate effectively with diverse individuals & groups

Communicate effectively with diverse individuals and groups.

Crosslinks - AHS 435, FCS 431

#### 1. Develop and demonstrate effective communication skills

Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

**Measure:** None Indicated

Direct - Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students "met or exceeded" the required communication competencies

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

---

**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified

---

**Action Plan**

**Actions**

---
Action plan 2012-13

Outcome

Action Plan 2012-13

Action: Action plan 2012-13

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there does not need to be any revision to the outcomes assessment plan for either of these two majors.

Implementation Plan (timeline):

Key/Responsible Personnel:
Measures:
Resource Allocations:
Priority:

Status Report

Action Statuses

Action plan 2012-13

Outcome

Action Plan 2012-13

Action: Action plan 2012-13

Action Details: All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there does not need to be any revision to the outcomes assessment plan for either of these two majors.

Implementation Plan (timeline):

Key/Responsible Personnel:
Measures:
Resource Allocations:
Priority:

Status for Action plan 2012-13

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there was no need to have any revision to the outcomes assessment plan for either of these two majors.
### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

Student Outcomes Assessment – Coordinated Program in Dietetics

1. **Integrate scientific information & research into practice**
   
   Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.
   
   Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

#### 1. Design a food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

**Measure:** Project Proposal

- **Direct** - **Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter

**Responsible Individual(s):**

#### 2. Collect data for their research project

Students are able to correctly collect data for their research project.

**Measure:** Final Report

- **Direct** - **Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter

**Responsible Individual(s):**

#### 3. Correctly interpret data

Students are able to correctly interpret data from their research project.

**Measure:** Final Report

- **Direct** - **Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter

**Responsible Individual(s):**

#### 4. Communicate the results of their research project

Students are able to communicate the results of their research project.

**Measure:** Project Presentation

- **Direct** - **Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
2. Perform nutrition assessments

Perform nutrition assessments with diverse populations in various settings.
Crosslinks - AHS 422, FCS 424

1. Assess the nutritional status of diverse individuals

Students are able to assess the nutritional status of diverse individuals in community settings.

**Measure:** None Indicated
**Direct - Other**

**Details/Description:** Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a).

**Target:** Ninety percent of the students will earn 80% of the possible points or better.

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

2. Assess nutritional status

Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.

**Measure:** Nutrition Care Process
**Direct - Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will “meet” the required competency while performing the Nutrition Care Process. (CP3.1.a)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

3. Diagnose nutrition problems

Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** PES Statement
**Direct - Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will “meet” the required competency while writing the PES statement. (CP3.1.b)

**Implementation Plan (timeline):** Spring 2011, annually in there after.

**Responsible Individual(s):**

4. Plan and implement nutrition interventions

Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated
**Direct - Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will “meet” the required competency while planning and implementing nutrition interventions. (CP3.1.c)

**Implementation Plan (timeline):** Spring 2011, annually in there after.

**Responsible Individual(s):**
5. Monitor and evaluate
Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

- **Measure:** None Indicated  
  Direct - Student Artifact

- **Details/Description:**
  **Target:** Ninety percent of the students will "meet" the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

- **Implementation Plan (timeline):** Spring 2011, annually thereafter  
  **Responsible Individual(s):**

3. Apply management principles
Apply management principles in food service operations; human resources and operational resources.  
**Crosslink - AHS 430**

1. Plan a major quantity food service church dinner
Students are able to plan a major quantity food service church dinner.

- **Measure:** None Indicated  
  Direct - Student Artifact

- **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

- **Implementation Plan (timeline):** During finals week. Annually thereafter  
  **Responsible Individual(s):**

2. Implement a major quantity food service church dinner
Students are able to implement a major quantity food service church dinner.

- **Measure:** None Indicated  
  Direct - Student Artifact

- **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

- **Implementation Plan (timeline):** During finals week. Annually thereafter  
  **Responsible Individual(s):**

3. Evaluate a major quantity food service church dinner
Students are able to evaluate a major quantity food service church dinner.

- **Measure:** None Indicated  
  Direct - Student Artifact

- **Details/Description:**
  **Target:** Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)

- **Implementation Plan (timeline):** During finals week. Annually thereafter  
  **Responsible Individual(s):**

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.  
**Crosslinks - AHS 435, FCS 431**
### 1. Develop and demonstrate effective communication skills

**Measure:** None Indicated  
Direct - Student Artifact

**Details/Description:**  
**Target:** Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.  
**Responsible Individual(s):**

### Assessment Findings

#### Finding per Measure

**Student Outcomes Assessment – Coordinated Program in Dietetics**

### 1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.  
**Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)**

### 1. Design a food science research project

**Measure:** Project Proposal  
Direct - Student Artifact

**Details/Description:**  
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**

**Findings for Project Proposal**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a food science major project design/proposal  
**Results:** Target Achievement: Exceeded  
**Recommendations:**

**Reflections/Notes:**

### 2. Collect data for their research project

**Measure:** Final Report  
Direct - Student Artifact

**Details/Description:**  
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.  
**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**
3. Correctly interpret data
Students are able to correctly interpret data from their research project.

Details/Description:
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
Implementation Plan (timeline): During finals week of 2011 and annually thereafter
Responsible Individual(s):

Findings for Final Report

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project procedure and collection of data
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

4. Communicate the results of their research project
Students are able to communicate the results of their research project.

Details/Description:
Target: Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
Implementation Plan (timeline): During finals week of 2011 and annually thereafter
Responsible Individual(s):

Findings for Project Presentation

Summary of Findings: 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation
Results: Target Achievement: Exceeded
Recommendations:
Reflections/Notes:

2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings. Crosslinks - AHS 422, FCS 424
### 1. Asses the nutritional status of diverse individuals

**Measure:** None Indicated
- **Direct - Other**

**Details/Description:** Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a).

**Target:** Ninety percent of the students will earn 80% of the possible points or better

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings** for None Indicated

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a nutrition assessment

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

### 2. Assess nutritional status

**Measure:** Nutrition Care Process
- **Direct - Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will "meet" the required competency while performing the Nutrition Care Process. (CP3.1a)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings** for Nutrition Care Process

**Summary of Findings:** 100% of the students "met or exceeded" the Nutrition Care Process assessment

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

### 3. Diagnose nutrition problems

**Measure:** PES Statement
- **Direct - Student Artifact**

**Details/Description:**

**Target:** Ninety percent of the students will "meet" the required competency while writing the PES statement. (CP3.1b)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**
4. Plan and implement nutrition interventions

Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated  
**Direct - Student Artifact**

**Details/Description:**
**Target:** Ninety percent of the students will "meet" the required competency while planning and implementing nutrition interventions. (CP3.1.c)

**Implementation Plan (timeline):** Spring 2011, annually in there after.

**Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students "met or exceeded" the planning and implementing of a nutrition intervention

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

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5. Monitor and evaluate

Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

**Measure:** None Indicated  
**Direct - Student Artifact**

**Details/Description:**
**Target:** Ninety percent of the students will "meet" the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.

**Responsible Individual(s):**

**Findings for None Indicated**

**Summary of Findings:** 100% of the students "met or exceeded" the monitoring and evaluating of a nutrition intervention

**Results:** Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**
3. Apply management principles

Apply management principles in food service operations; human resources and operational resources.
Crosslink - AHS 430

1. Plan a major quantity food service church dinner

Students are able to plan a major quantity food service church dinner.

- **Measure:** None Indicated
  - Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)
    - **Implementation Plan (timeline):** During finals week. Annually here in thereafter
    - **Responsible Individual(s):**

  - **Findings for None Indicated**

    - **Summary of Findings:** 100% of the students earned 80% of the possible points or better on planning a church dinner
    - **Results:** Target Achievement: Exceeded
    - **Recommendations :**
    - **Reflections/Notes :**

2. Implement a major quantity food service church dinner

Students are able to implement a major quantity food service church dinner.

- **Measure:** None Indicated
  - Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.3, 4.9)
    - **Implementation Plan (timeline):** During finals week. Annually thereafter
    - **Responsible Individual(s):**

  - **Findings for None Indicated**

    - **Summary of Findings:** 100% of the students earned 80% of the possible points or better on implementing a church dinner
    - **Results:** Target Achievement: Exceeded
    - **Recommendations :**
    - **Reflections/Notes :**

3. Evaluate a major quantity food service church dinner

Students are able to evaluate a major quantity food service church dinner.

- **Measure:** None Indicated
  - Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible
Implementation Plan (timeline): During finals week. Annually here in thereafter

Responsible Individual(s):

Findings: for None Indicated

Summary of Findings: 100% of the students earned 80% of the possible points or better on evaluating a church dinner

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

4. Communicate effectively with diverse individuals & groups
Communícate effectively with diverse individuals and groups.
Crosslinks - AHS 435, FCS 431

1. Develop and demonstrate effective communication skills
Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

Measure: None Indicated
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)

Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings: for None Indicated

Summary of Findings: 100% of the students "met or exceeded" the required communication competencies

Results: Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions
Action Plan 2013-2014

Outcome

Action Plan

**Action:** No revisions to assessment plan needed

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there does not need to be any revision to the outcomes assessment plan for either of these two majors.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

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**Status Report**

Action Statuses

Action Plan 2013-2014

Outcome

Action Plan

**Action:** No revisions to assessment plan needed

**Action Details:** All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there does not need to be any revision to the outcomes assessment plan for either of these two majors.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for No revisions to assessment plan needed

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** All outcomes for all objectives for the undergraduate and graduate dietetics students were met at the acceptable levels. Therefore, there was no need to have any revision to the outcomes assessment plan for either of these two majors.
### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*
# 2014-2015 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

**Student Outcomes Assessment – Coordinated Program in Dietetics**

### 1. Integrate scientific information & research into practice
Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.

Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

| Measure: Project Proposal | 
| Direct - Student Artifact | 

#### Details/Description:
- **Target**: Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.
- **Implementation Plan (timeline)**: During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 2. Collect data for their research project
Students are able to correctly collect data for their research project.

| Measure: Final Report | 
| Direct - Student Artifact | 

#### Details/Description:
- **Target**: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.
- **Implementation Plan (timeline)**: During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 3. Correctly interpret data
Students are able to correctly interpret data from their research project.

| Measure: Final Report | 
| Direct - Student Artifact | 

#### Details/Description:
- **Target**: Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
- **Implementation Plan (timeline)**: During finals week of 2011 and annually thereafter
- **Responsible Individual(s):**

### 4. Communicate the results of their research project
Students are able to communicate the results of their research project.

| Measure: Project Presentation | 
| Direct - Student Artifact | 

#### Details/Description:
- **Target**: Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.
Crosslinks - AHS 422, FCS 424

1. Assess the nutritional status of diverse individuals
Students are able to assess the nutritional status of diverse individuals in community settings.

- **Measure:** None Indicated
  - Direct - Other

  **Details/Description:** Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a).
  **Target:** Ninety percent of the students will earn 80% of the possible points or better
  **Implementation Plan (timeline):** Spring 2011, annually thereafter.
  **Responsible Individual(s):**

2. Assess nutritional status
Students are able to assess the nutritional status of individuals, groups, and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.

- **Measure:** Nutrition Care Process
  - Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will "meet" the required competency while performing the Nutrition Care Process. (CP3.1.a)
  **Implementation Plan (timeline):** Spring 2011, annually thereafter.
  **Responsible Individual(s):**

3. Diagnose nutrition problems
Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups, and populations of differing ages and health status in a supervised practice setting.

- **Measure:** PES Statement
  - Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will "meet" the required competency while writing the PES statement. (CP3.1.b)
  **Implementation Plan (timeline):** Spring 2011, annually in there after.
  **Responsible Individual(s):**

4. Plan and implement nutrition interventions
Students are able to plan and implement nutrition interventions for individuals, groups, and populations of differing ages and health status in a supervised practice setting.

- **Measure:** None Indicated
  - Direct - Student Artifact

  **Details/Description:**
  **Target:** Ninety percent of the students will "meet" the required competency while planning and implementing nutrition interventions. (CP3.1.c)
  **Implementation Plan (timeline):** Spring 2011, annually in there after.
  **Responsible Individual(s):**
5. Monitor and evaluate
Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

- **Measure:** None Indicated
  Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will “meet” the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

  - **Implementation Plan (timeline):** Spring 2011, annually thereafter
  - **Responsible Individual(s):**

3. Apply management principles
Apply management principles in food service operations; human resources and operational resources.
Crosslink - AHS 430

1. Plan a major quantity food service church dinner
Students are able to plan a major quantity food service church dinner.

- **Measure:** None Indicated
  Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

  - **Implementation Plan (timeline):** During finals week. Annually thereafter
  - **Responsible Individual(s):**

2. Implement a major quantity food service church dinner
Students are able to implement a major quantity food service church dinner.

- **Measure:** None Indicated
  Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

  - **Implementation Plan (timeline):** During finals week. Annually thereafter
  - **Responsible Individual(s):**

3. Evaluate a major quantity food service church dinner
Students are able to evaluate a major quantity food service church dinner.

- **Measure:** None Indicated
  Direct - Student Artifact

  - **Details/Description:**
    - **Target:** Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)

  - **Implementation Plan (timeline):** During finals week. Annually thereafter
  - **Responsible Individual(s):**

4. Communicate effectively with diverse individuals & groups
Communicate effectively with diverse individuals and groups.
Crosslinks - AHS 435, FCS 431
1. Develop and demonstrate effective communication skills

Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.

**Measure:** None Indicated  
**Details/Description:**  
**Target:** Ninety percent of the students will “meet” or “exceed” the required communication competencies. (CP3.2, 2.5, 2.11)

**Implementation Plan (timeline):** Spring 2011, annually thereafter.  
**Responsible Individual(s):**

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**Assessment Findings**

**Finding per Measure**

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Student Outcomes Assessment – Coordinated Program in Dietetics

1. Integrate scientific information & research into practice

Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting.

Crosslink - AHS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

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1. Design a food science research project

Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe.

**Measure:** Project Proposal  
**Details/Description:**  
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**

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**Findings for Project Proposal**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a food science major project design/proposal  
**Recommendations:**  
**Reflections/Notes:**

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2. Collect data for their research project

Students are able to correctly collect data for their research project.

**Measure:** Final Report  
**Details/Description:**  
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.

**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter  
**Responsible Individual(s):**

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**Findings for Final Report**
3. Correctly interpret data
Students are able to correctly interpret data from their research project.

**Measure:** Final Report
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.
**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
**Responsible Individual(s):**

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**Findings for Final Report**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a food science major project data/result interpretation

**Recommendations :**
**Reflections/Notes :**

4. Communicate the results of their research project
Students are able to communicate the results of their research project.

**Measure:** Project Presentation
Direct - Student Artifact

**Details/Description:**
**Target:** Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.
**Implementation Plan (timeline):** During finals week of 2011 and annually thereafter
**Responsible Individual(s):**

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**Findings for Project Presentation**

**Summary of Findings:** 100% of the students earned 80% of the possible points or better on a food science major project result communication/presentation

**Recommendations :**
**Reflections/Notes :**

2. Perform nutrition assessments
Perform nutrition assessments with diverse populations in various settings.
Crosslinks - AHS 422, FCS 424

1. Assess the nutritional status of diverse individuals
Students are able to assess

**Measure:** None Indicated
Direct - Other
the nutritional status of diverse individuals in community settings.

Details/Description: Assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a).

Target: Ninety percent of the students will earn 80% of the possible points or better.

Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings for None Indicated

Summary of Findings: 100% of the students earned 80% of the possible points or better on a nutrition assessment.

Recommendations:

Reflections/Notes:

2. Assess nutritional status

Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting.

Measure: Nutrition Care Process
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will "meet" the required competency while performing the Nutrition Care Process. (CP3.1.a)

Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings for Nutrition Care Process

Summary of Findings: 100% of the students "met or exceeded" the Nutrition Care Process assessment.

Recommendations:

Reflections/Notes:

3. Diagnose nutrition problems

Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.

Measure: PES Statement
Direct - Student Artifact

Details/Description:

Target: Ninety percent of the students will "meet" the required competency while writing the PES statement. (CP3.1.b)

Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings for PES Statement

Summary of Findings: 88% of the students "met or exceeded" the requirements for writing a PES statement.

Recommendations:
4. Plan and implement nutrition interventions

Measure: None Indicated
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will “meet” the required competency while planning and implementing nutrition interventions. (CP3.1.c)

Implementation Plan (timeline): Spring 2011, annually in there after.
Responsible Individual(s):

Findings for None Indicated

Summary of Findings: 100% of the students “met or exceeded” the planning and implementing of a nutrition intervention

Recommendations :
Reflections/Notes :

5. Monitor and evaluate

Measure: None Indicated
Direct - Student Artifact

Details/Description:
Target: Ninety percent of the students will “meet” the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

Implementation Plan (timeline): Spring 2011, annually thereafter.
Responsible Individual(s):

Findings for None Indicated

Summary of Findings: 100% of the students “met or exceeded” the monitoring and evaluating of a nutrition intervention

Recommendations :
Reflections/Notes :

3. Apply management principles

Apply management principles in food service operations; human resources and operational resources.
Crosslink - AHS 430

1. Plan a major quantity food service church dinner

Measure: None Indicated
Direct - Student Artifact

Students are able to plan a
### 2. Implement a major quantity food service church dinner

**Measure:** None Indicated

**Direct:** Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

**Implementation Plan (timeline):** During finals week. Annually thereafter

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for None Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

### 3. Evaluate a major quantity food service church dinner

**Measure:** None Indicated

**Direct:** Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

**Implementation Plan (timeline):** During finals week. Annually thereafter

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for None Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

### 4. Communicate effectively with diverse individuals & groups

**Communicate effectively with diverse individuals and groups.**

**Crosslinks - AHS 435, FCS 431**

#### 1. Develop and demonstrate effective communication skills

**Measure:** None Indicated

**Direct:** Student Artifact

**Details/Description:**

**Target:** Ninety percent of the students will "meet" or "exceed" the required communication competencies. (CP3.2, 2.5, 2.11)
Implementation Plan (timeline): Spring 2011, annually thereafter.

Responsible Individual(s):

Findings: None indicated

Summary of Findings: 100% of the students “met or exceeded” the required communication competencies

Recommendations:

Reflections/Notes:

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

Action Plan 2013-2014

Outcome

Action Plan

Action: Revision

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: The Food and Nutrition program is in the process of revising curriculum/competency to meet the upcoming reaccreditation for the Coordinated Program in Dietetics. We will propose new outcomes and measurements to meet the need for the new version.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status Report

Action Statuses
## Action Plan 2013-2014

### Outcome

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Action: Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Action Details:</strong> The Food and Nutrition program is in the process of revising curriculum/competency to meet the upcoming reaccreditation for the Coordinated Program in Dietetics. We will propose new outcomes and measurements to meet the need for the new version.</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Key/Responsible Personnel:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Measures:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Resource Allocations:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Priority:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Status for Revision</strong></td>
</tr>
<tr>
<td></td>
<td><em>No Status Added</em></td>
</tr>
</tbody>
</table>

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*
2015-2016 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

- Assessment Plan

- Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. BA/BS in Dietetics Curriculum Map (Curriculum Map)
C. FCS422_Activity Log-Revision 3.pdf (Adobe Acrobat Document)
D. FCS422_Competencies _Activities.pdf (Adobe Acrobat Document)
E. FCS424_Rubric.pdf (Adobe Acrobat Document)
F. FCS430_530_Church_Dinner_Directions_2010.pdf (Adobe Acrobat Document)
Directions for Church Dinner

Student groups of four (4) are responsible for the planning, development, and production of a dinner at First Baptist Church 4701 Poplar 877-2354 to be served at 6:00 PM. The dinners for this year will be held on: 11-3-10, 11-10-10, and 11-17-2010. Your first responsibility will be to meet and discuss the meal that you intend to produce. This is generally a long meeting in which you decide who will do what as part of the management team. You may want to separate tasks and have each of you do separate things or you can decide to do them together. This helps me with grading, etc. Below is a list of major responsibilities related to the meal production. Of course, there is much more detail involved beyond the major titles. Your budget is $200.00 for approximately 80 people.

1. Menu - Develop menu and recipes; Food for Fifty may help in this activity. Check that it meets all criteria (per FCS 332/430 class) and is not too simple. You need to keep four (4) people busy for at least 3 hours before meal service. Menus are due to me by Monday of the week before the dinner. Once approved, you will need to call the church, on Monday, with the menu (812-877-2354) or e-mail it to lmccammon@thfbc.org. I have examples of earlier dinners in my office for you to see.

2. Recipes - They must be adjusted to meet needs of the number of expected guests. Recipes are to be tested at home prior to the dinner. Once the menu is approved and recipes tested and approved, an ingredient list is developed.

3. Inventory - At that point, an inventory of the kitchen is made and items to be used by you must be identified and a cost established. The remainder of ingredients needed is placed on a bid sheet.

4. Ingredients - You are to figure the cost of the entire meal, cost per meal, etc. You must obtain three (3) prices or bids, typically from GFS, B&B, WalMart, etc. List cost of item based on the amount you need for your production. Indicate which store you chose for each item. You must also cost out what you use from inventory in the kitchen, even though you don’t have to buy it right now. It had to be bought previously therefore, it has cost you something.
5. **Purchase Orders** – List foods you will be buying, and from which purveyor.

6. **Production Scheduling** – Lists who does what and when. It needs to be very detailed and will be the most difficult task. Timing is critical. The schedule needs to include the entire meal and you should have a production sheet for each person so they know what they are to do and when. You will be graded on how coordinated the production sheets are, and they should include very little down time. Remember if employees are standing around, it is costing you money. Remember to include making coffee, drinks, setting tables, dish washing, cleaning up, etc. You should also see where and when (time) each item will be ready for your meal.

7. **Actual Purchasing** – You are to call the church on the Monday (PM) or Tuesday (AM) before your dinner to obtain the number of reservations for the meal. On the day before, or the day of the meal, students are to purchase the ingredients needed. List price changes from the bid that occurred while you were buying (some prices will change from the time you obtained the bid).

8. **Performance of Meal** – Address how accurate your production sheets were, food quality, sanitation techniques, etc. You are evaluating the mechanics of how well things went so you could improve it the “next” time.

9. **Customer Satisfaction Survey** – Paper and pencil evaluations are to be filled out by the people attending the dinner. **This is due the Friday before the meal so I can look it over and hopefully catch any problems or omissions.**

10. **Evaluation** – Done by each of you as to how well you worked as managers/employees (an honest critique of every group member’s participation including your own; it will be kept **completely confidential**), how you feel your meal production event went, and what areas could be improved upon.

11. **Final Costs** – Actual cost per meal.

Once completed, all project paperwork (e.g., worksheets, summaries, individual evaluation of meal production and outcome, and any changes you would make) must be documented and included
in a binder and submitted to me by the Monday following your meal.

Charge for the meal – adults = $4.50  
- children = $2.00

If you have any problems along the way, please feel free to ask for assistance from myself or Carol Reed. Your FCS 430 textbook is also a good reference for this assignment. CP2.5, CP2.8, CP2.9, CP2.12, CP3.3, CP3.6, CP3.7, CP4.2, CP4.3, CP4.5, CP4.7, CP4.9, CP4.10
Name: _______________________

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Church Dinner</td>
<td></td>
</tr>
</tbody>
</table>

1. Menu | 5 |
2. Recipes (original and adjusted) | 5 |
3. Ingredient List/Inventory | 10 |
4. Bid Sheet | 5 |
5. Purchase Order | 5 |
6. Costs – whole meal and per meal | 15 |
7. Production Schedule | 10 |
8. Actual Purchases and Recosting | 10 |
9. Actual Meal Performance | 10 |
10. Meal Performance Evaluation | 15 |
12. Confidential Evaluation | 5 |

Total | 100 |
FCS 424 – Medical Nutrition Therapy Practicum
Final Student Evaluation – General Characteristics

This evaluation is to be used in addition to the competencies evaluation summary sheet/form. Together they will constitute the Preceptor Evaluation (50 points) as noted in the class syllabus. The completed evaluations are to be returned to me by Monday, May 2, 2011 so I can meet the deadline for posting final grades. Again, I want to take this opportunity to thank all preceptors/managers/supervisors at the sites for agreeing to work with our students this semester. The experiences the students have had and knowledge they have gained are invaluable to the success of our Coordinated Program in Dietetics at Indiana State University and to the students both now and in their future careers.

Student Name: __________________________ Site Name: __________________________

Rating Scale: 1 = Below acceptable level
               2 = Meets required level
               3 = Exceeds required level

<table>
<thead>
<tr>
<th>Key Quality</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Appearance</td>
<td></td>
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<tr>
<td>Attendance/Punctuality</td>
<td></td>
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<tr>
<td>Communication Skills – Oral and Written</td>
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<tr>
<td>Friendly/Positive Attitude</td>
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<tr>
<td>Flexibility and Adaptability</td>
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<tr>
<td>Time Management Skills</td>
<td></td>
</tr>
<tr>
<td>Speed and Accuracy of Work</td>
<td></td>
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<tr>
<td>Tolerance for Stress</td>
<td></td>
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<tr>
<td>Takes Initiative/Proactive</td>
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<tr>
<td>Teamwork/Cooperation</td>
<td></td>
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<tr>
<td>Interaction with Clients</td>
<td></td>
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<tr>
<td>Leadership Skills</td>
<td></td>
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<tr>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

Based on the student’s competency as an entry-level dietitian (from your evaluation of the competencies) and on the above ratings, on a scale of 0 to 50 what would be your final overall score for the student? _______

Strengths:

Areas needing further improvement or practice:

Further Comments:
Please go over this evaluation with the student before returning to Carol Reed.

Preceptor Signature: __________________________ Date: __________________________
Indiana State University  
FCS 424 – Medical Nutrition Therapy Practicum

Summary Sheet of Competency Evaluation

Student Name: _____________________________________________

Site Name: _______________________________________________

Preceptor Signature: _______________________________ Date: _________

Student Signature: _______________________________ Date: _________

**CORE COMPETENCIES** (New ADA competencies will be incorporated into this practicum Spring 2010)

**Refer to expanded version of competencies for full explanation of activities.**

Use the following scale to rate the student’s performance:
- ERC – Exceeds Required Competency
- MRC – Meets Required Competency
- Below Required Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>R (required)/S (suggested)</th>
<th>ERC</th>
<th>MRC</th>
<th>BRC</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, etc.) in the nutrition care process and model and other areas of dietetics practice.</td>
<td>R</td>
<td></td>
<td></td>
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<tr>
<td>CP 1.3 Justify programs, products, services and care</td>
<td>R</td>
<td></td>
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<tr>
<td>Using appropriate evidence or data.</td>
<td>R</td>
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<td>-----------------------------------</td>
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<tr>
<td>CP 1.4 Evaluate emerging research for application in dietetics practice.</td>
<td>R</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>KR 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.</td>
<td>R</td>
<td></td>
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<tr>
<td>CP 2.4 Use effective education and counseling skills to facilitate behavior change.</td>
<td>R</td>
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<tr>
<td>CP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</td>
<td>R</td>
<td></td>
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<tr>
<td>CP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</td>
<td>R</td>
<td></td>
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<tr>
<td>CP 2.8 Demonstrate initiative by proactively</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CP 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CP 2.12 Demonstrates professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.</td>
<td>R</td>
<td></td>
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</tr>
<tr>
<td>CP 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP 3.1.a Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP 3.1.b Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP 3.1.c Plan and implement nutrition interventions to include prioritizing the nutrition</td>
<td>R</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.

<p>| CP 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis. | R |
| CP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing. | R |
| CP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends. | R |
| CP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting. | R |
| CP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers. | R |</p>
<table>
<thead>
<tr>
<th>Supervised Practice Competencies</th>
<th>Suggested Student Activities</th>
<th>Likely Supervised Practice Site(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Justify programs, products, services and care using appropriate evidence or data (CP 1.3)</td>
<td>• Monitor day care homes’ compliance with the Child &amp; Adult Care Food Program guidelines.</td>
<td>• CASY</td>
</tr>
<tr>
<td>2. Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics (CP 2.1)</td>
<td>• Perform all assigned duties professionally &amp; ethically.</td>
<td>• All assigned supervised practice sites</td>
</tr>
<tr>
<td>3. Demonstrate professional writing skills in preparing professional communications (such as research manuscripts, project proposals, education materials, policies and procedures) (CP 2.2)</td>
<td>• Develop nutrition education materials, such as handouts &amp; newsletters that are appropriate for the population in terms of literacy level, developmental level, and age.</td>
<td>• All assigned supervised practice sites</td>
</tr>
</tbody>
</table>
| 4. Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience (CP 2.3) | • Develop and present client nutrition presentations and staff in-service education that are culturally, educationally, and developmentally appropriate for the target audience. | • Early childhood sites  
  • Cooperative Extension  
  • Long-term-care sites  
  • Area 7 Agency on Aging |
| 5. Use effective education and counseling skills to facilitate behavior change (CP 2.4) | • Conduct dietary assessments, i.e., 24-hour recalls, food frequencies, and dietary histories, and provide client-centered counseling as assigned by the preceptor. | • WIC Program  
  • ISU Student Health Promotions  
  • Union Hospital Outpatient Services  
  • Long-term-care sites |
|   | Demonstrate active participation, teamwork and contributions in group settings (CP 2.5) | • Work collaboratively with agency staff as assigned.  
• Contribute equally on assigned group projects. | Potentially all assigned supervised practice sites. |
|---|---|---|---|
| 7. | Refer clients and patients to other professionals and services when needs are beyond individual scope of practice (CP 2.7) | • When conducting dietary assessments or counseling clients, refer to the RD or other professionals & services as needed when beyond your limitations. | WIC Program  
ISU Student Health Promotions  
Union Hospital Patient Services  
Long-term-care sites |
| 8. | Demonstrate initiative by proactively developing solutions to problems (CP 2.8) | • Problem solve, as needed, when completing projects as assigned.  
• Seek assistance when needed, which also demonstrates problem-solving initiative. | Potentially all assigned supervised practice sites |
| 9. | Serve in professional and community organizations (CP 2.10) | • Attend, participate, and volunteer at the Student Day of the Indiana Dietetic Association Spring Meeting. | Indiana Dietetic Association Spring Meeting, April 14, 2011 |
| 10. | Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals (CP 2.11) | a. Establish rapport and a collaborative relationship with clients by using client-centered counseling strategies.  
b. Establish collaborative working relationships with agency health professionals and staff with whom you will be working. | a. WIC Program  
ISU Student Health Promotions  
Union Hospital Patient Services  
Long-term-care sites  
b. All assigned supervised practice sites |
| 11. | Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures (CP 2.12) | • Perform all assigned duties in a proactive manner.  
• Advocate for the agency and the clients it represents  
• Maintain a client-centered focus  
• Think critically while completing all assigned tasks.  
• Maintain flexibility regarding all expectations of the agencies and | All assigned supervised practice sites |
|   | assigned duties.  
|   | - Be prompt and punctual with your hours and assigned projects  
|   | - Prioritize your assigned work in order to meet the demands of the agencies.  
|   | - Meet all deadlines as assigned.  
| 12. | Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background (CP 2.14)  
|   | - Clients will be counseled using client-centered, culturally competent, and age & educationally appropriate counseling strategies.  
|   | - WIC Program  
|   | - ISU Student Health Promotions  
|   | - Union Hospital Patient Services  
|   | - Long-term-care sites  
| 13. | Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is delivered. (CP 3.1a)  
|   | - Clients’ nutritional status will be assessed. At ISU Student Health Promotions, this will include completing a nutritional analysis using the MyPyramid Plan diet analysis tool. At the other sites, it may include reviewing medical records and/or analyzing 24-hour recalls, dietary histories, or food frequency information.  
|   | - WIC Program  
|   | - ISU Student Health Promotions  
|   | - Union Hospital Patient Services  
|   | - Long-term-care sites  
| 14. | Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing an intervention (CP 3.1c)  
|   | - Based on the client’s nutritional status, a nutrition care plan will be developed and intervention goals established. The extent of student involvement in this process may vary depending on the site and guidance/direction by the site preceptor/supervisor.  
|   | - WIC Program  
|   | - ISU Student Health Promotions  
|   | - Union Hospital Patient Services  
|   | - Long-term-care sites  
| 15. | Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing (CP 3.2)  
|   | - Develop nutrition education materials, such as handouts & newsletters.  
|   | - Develop and present client nutrition presentations  
|   | - Develop and present staff in-service education.  
|   | - Cooperative Extension  
|   | - Potentially all other assigned supervised practice sites  

3 of 4
| 16. Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions (CP 3.4) | • Develop nutrition education materials, such as handouts & newsletters.  
• Develop and present client nutrition presentations 
• Develop and present staff in-service education. | • Cooperative Extension  
• Union Hospital Outpatient Services  
• ISU Student Health Promotions  
• Potentially all other assigned supervised practice sites |
|---|---|---|
| 17. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting (CP 4.11) | • Document all nutrition assessments and client contacts using the format as assigned by the preceptor (i.e., SOAP note, Narrative, Nutrition Care Process, etc) | • WIC Program  
• ISU Student Health Promotions  
• Union Hospital Patient Services  
• Long-term-care sites |
# FCS 325/422 Activity Log

Name: ___________________________________

At the conclusion of each supervised practice rotation, you must complete this activity log and attach the related documentation. A separate log must be completed for each rotation site. The log and accompanying materials must be submitted in FCS 421/521 on Friday of the week that your rotation was completed.

All boxes in the left-hand column of the log must be checked, and all applicable boxes in the right-hand column must also be checked and completed before submitting the log and materials. Record “N/A” for an item in the right-hand column that is not relevant for a supervised practice site. All attached documentation must be typed. Incomplete logs will not be graded.

<table>
<thead>
<tr>
<th>Supervised Practice Site</th>
<th>Name of site:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dates Attended:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor’s Name &amp; Contact Information</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: This section must be completed by the preceptor/supervisor at the end of each completed supervised practice rotation.)</td>
<td>Tel #:</td>
</tr>
<tr>
<td></td>
<td>Email address:</td>
</tr>
<tr>
<td></td>
<td>Signature (verifying # hours completed): # Hours: __________</td>
</tr>
<tr>
<td></td>
<td>Signature ____________________________________________</td>
</tr>
<tr>
<td></td>
<td>By signing, I (preceptor/supervisor) agree that the student has completed the number of hours stated above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Description of Supervised Practice Site/Agency (Use separate sheet.)</th>
<th>Organization’s purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eligibility criteria that clients must meet</td>
</tr>
<tr>
<td></td>
<td>Funding source (name the law that established the funding, if applicable)</td>
</tr>
<tr>
<td></td>
<td>Organizational structure and their tasks</td>
</tr>
<tr>
<td></td>
<td>Description of program activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Description of Clients (Use separate sheet.)</th>
<th>Age range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cultural diversity</td>
</tr>
<tr>
<td></td>
<td>Educational level</td>
</tr>
<tr>
<td></td>
<td>Clients’ reasons for using services</td>
</tr>
<tr>
<td></td>
<td>Clients’ level of nutrition awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Specific Activities (Use separate sheet.)</th>
<th>Describe nutrition activities you performed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attach copies of nutrient analysis documents, if applicable (omit clients’ names)</td>
</tr>
<tr>
<td></td>
<td>Describe non-nutrition activities you performed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Client Education Materials</th>
<th>Describe nutrition education materials or presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attach copies of materials, lesson plan(s), &amp; readability score(s) (if applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections (Use separate sheet.)</th>
<th>Reflections about your learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflections about your supervised practice site staff interactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preceptor Feedback</th>
<th>Attach completed Preceptor Feedback Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attach a copy of your Thank You letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies Completed (Use separate sheet)</th>
<th>List competencies completed (by competency item #): _____________________</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

# Hours completed:  
This rotation: _________  
Cumulative: _________
College of Nursing, Health and Human Services
Department of Applied Health Sciences

**Student Outcomes Assessment – Coordinated Program in Dietetics**

1. **Objective** - Integrate scientific information and research into practice using critical thinking skills while reading and interpreting research, designing a project, collecting relevant data, interpreting and applying results to the practice setting. Crosslink - FCS 428/528 (CP1.1, CP1.2, CP1.4, CP1.5)

**Outcomes**

1. Students are able to design a food science research project on a specific food item while performing multiple variations on one-two ingredients from a basic recipe. 
   **Measure** - Ninety percent of the students will earn 80% of the possible points or better on a food science major project proposal.

2. Students are able to correctly collect data for their research project. **Measure** - Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the procedures section.

3. Students are able to correctly interpret data from their research project. **Measure** - Ninety percent of the students will earn 80% of the possible points or better on a food science major project final report; the remaining sections.

4. Students are able to communicate the results of their research project. **Measure** - Ninety percent of the students will earn 80% of the possible points or better on a food science major project presentation.

2. **Objective** - Perform nutrition assessments with diverse populations in various settings. Crosslinks - FCS 422 (325), FCS 424

**Outcomes**

1. Students are able to assess the nutritional status of diverse individuals in community settings. **Measure** – One hundred percent of the students will earn 80% of the possible points or better when assessing the nutritional status of diverse individuals in community settings where nutrition care is delivered (CP3.1.a.).

2. Students are able to assess the nutritional status of individuals, groups and populations of differing ages and health status using the Nutrition Care Process in a supervised practice setting. **Measure** - Ninety percent of the students will “meet” the required competency while performing the Nutrition Care Process. (CP3.1.a)

3. Students are able to diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements for individuals, groups and populations of differing ages and health status in a supervised practice setting.
Measure - Ninety percent of the students will “meet” the required competency while writing the PES statement. (CP3.1.b)

4. Students are able to plan and implement nutrition interventions for individuals, groups and populations of differing ages and health status in a supervised practice setting.

Measure - Ninety percent of the students will “meet” the required competency while planning and implementing nutrition interventions. (CP3.1.c)

5. Students are able to monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis for individuals, groups and populations of differing ages and health status in a supervised practice setting.

Measure - Ninety percent of the students will “meet” the required competency while monitoring and evaluating signs, symptoms, and the impact of interventions. (CP3.1.d)

3. **Objective** - Apply management principles in food service operations; human resources and operational resources.
   Crosslink - FCS 430

**Outcomes**

1. Students are able to plan a major quantity food service church dinner.
   **Measure** - Ninety percent of the students will earn 80% of the possible points or better on planning a major church dinner. (CP4.1, 4.3, 4.7, 4.9)

2. Students are able to implement a major quantity food service church dinner.
   **Measure** - Ninety percent of the students will earn 80% of the possible points or better on implementing a major church dinner. (CP4.1, 4.7, 4.9)

3. Students are able to evaluate a major quantity food service church dinner.
   **Measure** - Ninety percent of the students will earn 80% of the possible points or better on evaluating a major church dinner. (CP4.5, 4.9)

4. **Objective** - Communicate effectively with diverse individuals and groups.
   Crosslinks - FCS 424, FCS 431

**Outcome**

1. Students are able to develop and demonstrate effective communication skills using oral, print, visual, and electronic methods with patients/clients, internal and external stakeholders, and other health professionals in a supervised practice setting.
   **Measure** - Ninety percent of the students will “meet” or “exceed” the required communication competencies. (CP3.2, 2.5, 2.11)