

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Dietetics BS

As of: 11/01/2016 02:26 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

We will utilize outcome metrics to evaluate our teaching methodologies and student comprehension. This will provide the necessary data to allow us to consistently improve our teaching methodologies and to ensure the overall success of our students.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Senior Budget Project

Students are able to determine cost of services or operations, prepare a budget and interpret financial data.

Related Measures

M 1: Budget Assignment

Measured by completion of budget assignment in DIET 401 – Institutional Food Service Management. Instrument used is Budget Assignment Evaluation Forms, which include: Revenue Report, Expenditure Report, Revenue Budget Worksheet, and Expenditure Budget Worksheet. Multiple raters are the evaluation rubric completed by the professor for DIET 401 and a second professor in dietetics.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

At least 90% of the students will attain an average score of 80% or better on the budget assignment.

Finding (2015-2016) - Target: Not Met

Of the 17 students completing the Budget Cast Study Assignment, the average class score was 81%. Fifty-nine percent (10 out of 17) of the students attained an average score of 80% or better on the assignment.

Related Action Plans (by Established cycle, then alpha):

Assignment Development

More thorough assignments are being implemented into DIET 401 for the Fall 2010 semester based on student recommendations

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Implementation Description: ProSim computer simulation was purchased and instituted into DIET 401.

Reinforce project with a web based simulation program.

Action Plan: The ProSim Management web based simulation program was adopted to reinforce textbook information and included lessons on analyzing financial statements, differentiating various financial reports, dealing with the impact of businesses on financial decisions, pricing demand and analysis of a product mix, purchasing and the effect over inventory, impacting factors of revenue and cost, and developing and implementing a successful business plan. Ten mini – lessons lead up to a major culminating project which entails developing and maintaining a foodservice establishment. The class average for the lessons (dealing with financials) is a 94% and the average score for the major project was 99%. The hands-on learning method enriched the students' knowledge and allowed for a greater competence level than text based learning alone.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Implementation Description: Have implemented a web-based project called SimPro in course being taught at present. Will assess and reevaluate action plan.

Projected Completion Date: 12/2012

Budget

Will carry this parameter into next Fall 2013 to further assess and evaluate Budget Case Study in Diet 401.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Budget Case Study using Pro Sims (computer simulation)

Since target was not met in Fall 2012, will continue to measure this parameter in the Fall 2013 to further assess and evaluate Budget Case Study in Diet 401.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Improve sequencing of budget project within course

In the Fall 2013 semester, the budget assignment was introduced further along in the semester. The sequence of adding the budget lecture and student assignment was presented when the students had completed more time on their simulation case study. This may have resulted in the students scoring higher than the previous year. The action plan moving

forward will be to reassess if this sequence continues to assist with student's meeting the target values established. Budgeting group projects will remain to incorporate team building among students; however, each group will audit and critique other classmates budget assignments. This will build on-hands application skills.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Continuation of budget assignment target

The target will remain the same in an effort to better achieve the goal. At least 90% of the students will attain an average score of 80% or better on the budget assignment.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

Budget Assignment

A consultant has been hired to evaluate the dietetic curriculum and recommend content areas of improvement. Management of Food and Nutrition Programs is an area sited for improvement due to pass rate exam score results. To improve the area of financial management, more introduction and application within the food management courses will be suggested for curriculum revision. The course professor is mindful of the need for possible remediation at the senior level and will increase case studies and practice sessions for the students to identify knowledge deficit, prior to the graded Budget Case Study Assignment.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Budget Assignment | **Outcome/Objective:** Senior Budget Project

SLO 2: ACEND Accreditation

Graduates of the Dietetic Program will meet the Accreditation Council for Education in Nutrition and Dietetics (ACEND) standards that require a pass rate no less than 80% for first-time test takers over a five year period and a one-year pass rate above 80% over a five year period.

Related Measures

M 2: Registered Dietitian Exam

Registered Dietitian Exam. Scores received bi-annually by the Commission on

Dietetic Registration (CDR) from Pearson VUE Testing.

Source of Evidence: Certification or licensure exam, national or state

Target:

Alumni of the dietetic program will achieve an 80% or better pass rate over a 5 year period for their first time attempt of the test and an 85% or better pass rate for their first year test attempts of the RD exam.

Finding (2015-2016) - Target: Not Met

2011-2015 – 52 alumni took the RD Exam for the first time; 30 students passed the exam on their first attempt, 11 additional students passed the exam within the first year. $30/52 = 58\%$ first-time pass rate; $41/52 = 79\%$ one-year pass rate.

Related Action Plans (by Established cycle, then alpha):

RDEExam Pass Rate Improvement

Seniors will have access to an online RD Study Guide beginning their Fall semester through Spring graduation. Cap stone courses during this time line will require hours to be spent within each of the RD Exam domains to strengthen academic knowledge and embrace application principles included within exam questions. An annual report to the Dietetic Accrediting Agency (ACEND) is required by the program when pass rate scores fall below 80%. This document has been uploaded to provide details of the Action Plan.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Registered Dietitian Exam | **Outcome/Objective:** ACEND Accreditation

Connected Document

[RD Exam Pass Rate Improvement](#)

Registered Dietitian Exam

Dietetic Seniors will take a dietetic exit exam, which will be graded prior to graduation, to better prepare them for the Registered Dietitian Exam taken post graduate after an internship. Remediation will be conducted on content missed on the exam prior to graduation.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Registered Dietitian Exam | **Outcome/Objective:** ACEND Accreditation

SLO 3: Senior Exit RD Exam

1. Seniors will be able to use and apply knowledge learned throughout their education to successfully pass a dietetic exit exam.

Related Measures

M 3: Senior Exit RD Exam

RDStudy.com is a resource that supplies exam questions depictive of the application and knowledge required in the dietetic program for students. This program will be prescribed for each student enrolled in DIET 455 – Dietetic Practicum. Students will be assigned to complete test questions on each domain of the exam (Principles of Dietetics, Nutrition Care for Individuals and Groups, Management of Food and Nutrition Programs and Services, Food Service Systems). Every student student will successfully pass each domain with a score of at least 85%.

Source of Evidence: Standardized test of subject matter knowledge

Target:

At least 95% of the senior students will achieve an 80% or better on each domain of the dietetic exit exam.

Finding (2015-2016) - Target: Not Met

Of the 15 seniors completing RD Study exams, 7 scores out of 60 specific domain scores were at or above 80%, which is 11%. The average scores for each of the domains and their content follow:

Domain 1 – Principles of Dietetics (education and research) – 61.8%

Domain 2 – Nutritional Care (MNT) – 63.4%

Domain 3 – Management of Food and Nutrition Programs – 53.5%

Domain 4 – Foodservice Systems – 66.2%

This was the first year of this objective, thus the target plan may have been aggressive. This exam is intended for students who have completed an additional year or dietetic internship after graduation so our students are being tested on material and applications that are geared toward the 5th year dietetics student who has had additional course work and over 1000 hours of hands-on practice.

Related Action Plans (by Established cycle, then alpha):

Senior Exit RD Exam

Due to program enhancements from the administrative software company of RDStudy.com, the RD on-line exam was closed from December 1st through March 1st, 2016. Senior students did not have the adequate time to spend taking exams as the professor had planned. In 2016-2017, this new and improved RDStudy will be made available to the seniors for an entire year rather than ½ of a semester.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Senior Exit RD Exam | **Outcome/Objective:**
Senior Exit RD Exam

SLO 4: Sophomore to Junior Matriculation Progression

1. Dietetic sophomore students will have a positive matriculation progression to their junior year with the appropriate GPA requirements.

Related Measures

M 4: Sophomore/Junior Matriculation

Dietetic sophomore students successfully completing DIET 204 will be counted and evaluated for the proper GPA as they enter the junior class, DIET 314. 80% of all dietetic sophomores will matriculate to their junior year utilizing DIET 204 and DIET as the benchmark data.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

At least 80% of the sophomore dietetic students will matriculate to the junior year in dietetics with a 2.5 GPA or better.

Finding (2015-2016) - Target: Not Met

Thirty Sophomore were enrolled in DIET 204 in the Spring 2016 semester. All students earned a "C" or better in the course and were eligible to matriculate to their Junior year. At the time of this report, 19 students have scheduled DIET 314, entering their Junior year of study in dietetics, which is 63%. Of those students not scheduled or enrolled in DIET 314 the following data has been identified: 2 student have a GPA below 2.5 and will not be able to continue in dietetics; 1 student has changed her major to Speech Pathology; 2 students are transferring to another university, but will remain in Dietetics. The remaining 6 students have either not registered yet or their plans are unknown.

Related Action Plans (by Established cycle, then alpha):

Improve Matriculation

An introductory course, DIET 100- Introduction to Dietetics, will better prepare and make students aware of the gpa requirements and demands of the dietetic program. With this knowledge students not meeting the gpa requirements will seek other programs of interest before they are not allowed to continue in dietetics or reach their junior year of study. The importance of good grades will be discussed so that students will work harder to achieve the basic gpa requirements to stay in the dietetic program.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Sophomore/Junior Matriculation |

Outcome/Objective: Sophomore to Junior Matriculation Progression

Sophomore matriculations

The Dietetic program is experiencing changes and a teach-out plan. Sophomores may be concerned about the ability to adhere to the teach-out plan and be able to acquire a degree from an accredited dietetic program from this university. As identified in the findings section, several students are seeking to continue a dietetic degree at other universities. The dietetic faculty will continue to encourage these students to complete their dietetic degree.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Sophomore/Junior Matriculation |

Outcome/Objective: Sophomore to Junior Matriculation Progression

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results are shared with the director of Allied Health as he evaluates WEAVE documentation provided by unit coordinators.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

One of the most important action plans implemented was the use of the rdstudy.com software prescription throughout the senior year in dietetic capstone courses. Measurable effects included a higher domain score within each of the RD Domains from seniors in 2015 to 2016. It is the hope of the faculty that seniors will continue to gain and apply knowledge in their 5th year of internship study and be able to successfully pass the RD exam thereafter. Findings will be evaluated and recorded.

Two undergraduate courses were developed (DIET 100) and restructured (DIET 270) to provide students with a clearer vision and focus regarding the career and profession of dietetics. This action plan was successful, as a large majority of students matriculated into their junior year with an appropriate GPA and desire to stay in dietetics.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

The unit has learned that continued assessment is needed to evaluate the curriculum and topics needed for students to successfully pass the RD exam. Limited faculty, especially in the food service managerial courses, continues to be a concern not addressed, as well as administrative vision to reconstruct the curriculum/program with reduced faculty staffing.