

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM AY 2004-2005

Degree and
Program Name:

Bachelor of Science in Family and
Consumer Sciences: Dietetics Option*

Submitted by:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to the VPAA annually by **June 1**. For departments undergoing the IBHE program review, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review. For information about assessment, visit the Assessment webpage at <http://www.eiu.edu/~assess/>.

What are the learning objectives?	How, where and when are they assessed? Committee/person responsible?	What are the expectations?	What are the results?	How will the results be used? Committee/person responsible?
1. Demonstrate the ability to communicate effectively.	<p>a. Written communication as determined by the University Primary Trait Analysis (PTA) rubric administered while class is in session in FCS 3120, FCS 3755, FCS 4751 (Course instructors/semester)</p> <p>b. Oral communication skill as determined by University PTA rubric administered while class is in session in FCS 3120, FCS 4751, and FCS 4940 (Course instructors/ semester)</p> <p>c. Perceived improvement of written and oral communication skills based on program as determined by response on Senior Exit Survey (Assessment committee/annual)</p> <p>d. Perceived improvement of written and oral communication skills based</p>	<p>a. minimum mean score of 3/4</p> <p>b. minimum mean score of 3/4</p> <p>c. minimum mean score of 4/5</p> <p>d. minimum mean score of 4/5</p>	<p>a. FCS 3120: 100% FCS 3755: 93% FCS 4751: 96% (n=12)</p> <p>b. FCS 3120: 100% FCS 4751: 100% (n=12) FCS 4940: Fa: no data collected Sp: 100% (n=9), 3.5</p> <p>c. Written: 4.22/5.00 (n=14) Oral: 4.11/5.00 (n=14)</p> <p>d. Written: 4.25/5.00 Oral: 4.25/5.00</p>	<p>The results will be reviewed in the fall by the dietetics faculty with changes in instruction methods and/or curriculum implemented/ drafted.</p> <p>d. Determine a better method of collecting alumni data</p>

	on program opportunities as determined by Alumni Survey administered two years post graduation (DPD Coordinator/two years out)			
2. Work effectively as a dietetics professional individually and in a team environment.	<ul style="list-style-type: none"> a. Effective as a lab partner in FCS 2140 and 3120 as determined by a holistic score (Course instructor evaluation in FCS 3120/semester, peer evaluation in FCS 2140/semester) b. Participation and leadership in FCS 3151 nutrition education program as determined by a PTA rubric for effective team members (peer evaluation/semester) c. Articulate short and long term professional goals and career path alternatives in FCS 4150 and FCS 4750 (Course instructor/annual) d. Participate in professional development activities in FCS 4750 (Course instructor/annual) e. Perceived ability to work effectively in a team environment as determined by response on Senior Exit 	<ul style="list-style-type: none"> a. 85% of students will score at least a 3/4 for participation in FCS 2140 and a 4/5 in FCS 3120 b. 85% of students enrolled will score at least a 4/5 for effective group work c. 100% will articulate at least 2 short and long term goals and career path in an application letter d. Qualitative analysis of goal achievement e. Minimum mean score of 4/5. f. Minimum mean score of 4/5. 	<ul style="list-style-type: none"> a. 2140: Fa 92.3%, 3.4 2140: Sp 100% (n=2), 3.6 3120: 100% b. Fa: 100%, 90% ave Sp: 83%, 92% ave c. FCS 4150: 100% FCS 4750: 100% d. 100% completed a minimum of 8 hours e. 4.27/5.00 (n=15) f. 4.25/5.00 (n=4) 	These results will be used to strength the team skills displayed by dietetic students. The professional development assignments (objectives c and d) need to be strengthened with a clearer purpose identified

	<p>Survey (Assessment committee/annual)</p> <p>f. Perceived effectiveness as determined by response on by Alumni Survey administered two year post graduation (DPD Coordinator/ two years out)</p>			
<p>3. Apply critical thinking and research gathering skills in solving related problems.</p>	<p>a. Satisfactory completion of an individual research-based project in FCS 3120 (Course instructor/annual)</p> <p>b. Performance on Enteral Nutrition worksheet in FCS 4751 (Course instructor/ annual)</p> <p>c. Performance on Diabetes worksheet in FCS 4751 (Course instructor/annual)</p> <p>d. Perceived ability to conduct research improved during my program as determined by response on Senior Exit Survey (Assessment committee/annual)</p> <p>e. Perceived effectiveness as determined by response on Alumni Survey administered two year post graduation (DPD Coordinator/ two years out)</p>	<p>a-c. 85% of students will score a holistic, mean score of at least 4/5</p> <p>d. Minimum mean score of 4/5</p> <p>e. Minimum mean score of 4/5</p>	<p>a. 100%</p> <p>b. 100%</p> <p>c. 100%</p> <p>d. 4.27/5.00 (n=15)</p> <p>e. 4.25/5.00 (n=4)</p>	<p>Based on the strong mastery of the objectives a-c, more assignments, and thus, more objectives might need to be identified. A new research methods textbook will be requested for issuance in Food Science (FCS 3120) for next spring.</p> <p>Additionally, two dietetic students are completing the departmental honors program which includes conducting research. Both are survey research.</p>
<p>4. Effectively and efficiently use the techniques and tools for managing food</p>	<p>a. Plan a food service establishment, including facilities layout, menu development, budget, staffing, and equipment standards,</p>	<p>a. 80% of students enrolled will score at least a 4/5 with strengths and</p>	<p>a. Sp: 100%, 4.5, no trends shared</p>	<p>Alumni and RD exam first-take pass rate data indicate that mastery isn't as high as our</p>

<p>service systems.</p>	<p>in FCS 4940 (Course instructors/semester)</p> <p>b. Modify standardized recipes to meet needs of patients with varying disease states in FCS 4751 (Course instructor/ annual)</p> <p>c. Critique menus for compliance with requirements of specific disease states in FCS 4751 (Course instructor/annual)</p> <p>d. Create menus, following specific criteria, for special diet prescriptions in FCS 4751 (Course instructor/annual)</p> <p>e. Perceived effectiveness as determined by response on Senior Exit Survey (Assessment committee/annual)</p> <p>f. Perceived effectiveness as determined by response on Alumni Survey administered two year post graduation (DPD Coordinator/ two years out)</p> <p>g. RD Exam total and sub-test scores – reported twice annually by CDR</p>	<p>weaknesses noted for trends analysis</p> <p>b-d. 85% will score, holistically, at least a 4/5</p> <p>e. minimum mean score of 4/5</p> <p>f. minimum mean score of 4/5</p> <p>g. Pass rate of 80% with a sub-test score matching the national average</p>	<p>b. 100%</p> <p>c. 100%</p> <p>d. 100%</p> <p>e. 4.07/5.00 (n=14)</p> <p>f. 3.00-5.00</p> <p>g. 63% (nat'l 79%) 13.33 (nat'l 14.64)</p>	<p>direct measures show. Further examination of our course assignments needs to occur.</p> <p>An onsite commercial preparation facility will greatly assist us in providing more and better experiences.</p>
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<p>5. Synthesize the role of nutrients and food in the achievement and maintenance of human health and well-being.</p>	<p>a. Analysis of three day food record in FCS 2100 (Course instructors/semester)</p> <p>b. Final exam score in FCS 3755 (Course instructor/annual)</p> <p>c. Macronutrient learning activity in FCS 3755 (Course instructor/annual)</p> <p>d. Performance on FCS 2100 proficiency exam as taken early in FCS 4750</p> <p>e. Final exam score in FCS 4750 (Course instructor/annual)</p> <p>f. Perceived effectiveness as determined by response on Senior Exit Survey (Assessment committee/annual)</p> <p>g. Perceived effectiveness as determined by response on Alumni Survey administered two year post graduation (DPD Coordinator/ two years out)</p> <p>h. RD exam total score and sub-test score – collected twice annually</p>	<p>a. All students will score a 85% or higher.</p> <p>b. range of scores to follow standard bell curve</p> <p>c. 85% will score a grade of “B” or higher.</p> <p>d. 90% of students will score at least a 75%</p> <p>e. 90% of students will score at least a 70%</p> <p>f. minimum mean score of 4/5</p> <p>g. minimum mean score of 4/5</p> <p>h. Pass rate of 80% with a sub-test score matching the national average.</p>	<p>a. 100% (n=12) scored a 85% or higher.</p> <p>b. 2 A's, 3 B's, 5 C's, 1 D & 3 F's</p> <p>c. 100% scored a B or higher</p> <p>d. 40% scored at least a 75%</p> <p>e. 90% scored at least a 70%</p> <p>f. 4.14/5.00 (n=14)</p> <p>g. 4.00.5.00</p> <p>h. 63% (nat'l 79%) 13.33 (nat'l) 15.07</p>	<p>The low scores on the introductory nutrition proficiency exam indicate a critical need. The test was taken by graduating seniors who had completed our final advanced human nutrition course, but they had not 'studied' for this exam specifically. Again, many of our direct measures indicate that the students are mastering the content, but the RD exam scores and the FCS 2100 proficiency exam scores say something else.</p>
<p>6. Apply scientific knowledge and principles to medical nutrition therapy</p>	<p>a. Medical record charting completed in FCS 4751 (Course instructor/annual)</p>	<p>a. Minimum holistic, mean score of 15/20, based on grade, with improvements</p>	<p>a. mean = 17/20</p>	<p>Grading rubrics need to be developed for these activities.</p>

practices.	<p>b. Successful completion of case studies in FCS 4751 (Course instructor/annual)</p> <p>c. Perceived effectiveness as determined by response on Senior Exit Survey (Assessment committee/annual)</p> <p>d. Perceived effectiveness as determined by response on Alumni Survey administered two year post graduation (DPD Coordinator/two years out)</p>	<p>expected from the first note to the last.</p> <p>b. Minimum holistic, mean score of 20/25, based on grade, with improvements expected from the first to the last.</p> <p>c. Minimum mean score of 4/5.</p> <p>d. Minimum mean score of 4/5.</p>	<p>b. mean = 23/25</p> <p>c. 4.29/5.00 (n=14)</p> <p>d. 3.75/5.00 (n=4)</p>	
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* The Didactic Program in Dietetics is granted accreditation status by the Commission on the Accreditation of Dietetics Education, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

This is the first year we have data for all objectives. We piloted and revised our exit and alumni survey questions, and our assessment rubrics. The process for data collection is fairly seamless from class instructors to the Didactic Program in Dietetics (DPD) Coordinator. Now that we have a solid year of data and the faculty feel comfortable with the process, we are ready to reflect on the implications of the data, and formulate any changes that are necessary. We tend to do these activities in the fall semester.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

1. The faculty reflected and reflected on our low RD exam score passage rate. Student scores indicate mastery of the content seeming to meet or exceed all standards of performance with the exception of two items: level of confidence of alumni on being able to perform medical nutrition therapy, and the ability of graduating seniors to pass the proficiency exam for our beginning nutrition course! (Standards not met are highlighted in red.)
2. Changes in instruction are highlighted in yellow and include the addition of a portfolio assignment in FCS 4150 and RD exam simulation in FCS 4750.

Plans for the future:

1. Compare student learner outcomes with the new Foundation Knowledge and Skills Statements in accordance with our accreditation status.
2. Modify process of collecting alumni data – perhaps online.
3. Develop ‘employer’ survey to be administered to the alumni’s first employer.
4. Enhance more specific assessment activities for FCS 3120.
5. Continue to improve FCS 4150 and FCS 4750 assessment activities – streamline more with FCS portfolio, if possible.
6. Plan, secure funding, and remodel KH 1411 into a quantity foods lab to provide more/better experiences for students. (4f and 4g)