Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 15, 2019**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

## STUDENT LEARNING ASSESSMENT PROGRAM

***SUMMARY FORM  AY 2017-2019***

**Degree and**

**Program Name:  MS in Nutrition and Dietetics: Dietetic Internship**

# Submitted By: Melissa K. Maulding

# DI Coordinator

**PART ONE**

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| **What are the learning objectives?** | **How, where, and when are they assessed?** | **What are the expectations?** | **What are the results?  What do the numbers tell?1** |
| 1. Exhibit the professional competencies of a registered dietitian nutritionist as identified by the Academy of Nutrition and Dietetics. | 1.a  RDN exam pass rate data, reported annually by CDR  1.b  Program Exit Survey, reported annually by DI Coordinator | 1.a  80% of alumni will pass the RDN exam within one year following first attempt.  1.b\*  Mean score of 3/4 (meets expectations) on the overall ability as RDN question on Program Exit Survey/DI Exit Survey question 9 | 1.a  2017: 15/17 (88%)  2018: 19/24 (79%)  2019:  1.b  AY17\*: 4.3 (n=13)  AY18: Data not available  AY19: |
| 2. Apply scientific principles related to nutrition needs and processes through the life cycle in health and disease. | 2.a  Average performance on MNT case studies in FCS 5154, reported in Spring semester by course instructor.  2.b  Average performance in the staff relief portion of the DI, reported in Spring semester by the DI coordinator. | 2.a  85% of students in FCS 5154 will score a mean score of 80% or higher on all five of the MNT case studies.  2.b  Mean score of 3/4 (meets expectations) on the related question on Final-DI clinical evaluation question. | 2.a  2017: 24/25 (96%)  2018: 19/21 (88%)  2019: 22/22 (100%)  2.b  AY17: 100% (17/17)  AY18: 100% (15/15)  AY19: |
| 3. Demonstrate ability to function effectively within different health, education, and community organizational systems. | 3.a  Performance on Charleston Transitional Facilities (CTF) education session, reported in the Fall semester by course instructor.  3.b  Average performance of the diabetes rotation in the DI, reported in Spring semester by the DI Coordinator. | 3.a  85% of students in FCS 5150 will score 80% or higher on the implementation and evaluation phases of the CTF assignment.  3.b  Mean score of 3/4 (meets expectations) on the related question on the Diabetes Evaluation question 4.  Effective SP19, change to mean holistic score of 3/4 (meets expectations) on the Diabetes Mini Case Study. | 3.a  2017: 25/25 (100%)  2018: 23/23 (100%)  2019:  3.b  AY17: 100% (17/17)  AY18: 100% (15/15)  AY19: |
| 4. Apply principles of education in the development of group and individual nutrition programs. | 4.a  Nutrition Education Project Prospectus assignment in FCS 5155, reported annually by course instructor.  4.b  Average performance on the verbal Major Case Study in the DI, reported in Spring semester by the DI coordinator. | 4.a  85% of interns will score an 80% or higher on the education material development component of the Nutrition Education Project Prospectus.  4.b  Mean score of 3 out of 4 (meets expectations) on overall performance of the major case study. | 4.a  2017: 100% (25/25)  2018: 89% (16/18)  2019: 78% (7/9)  4.b  AY17: 100% (17/17)  AY18: 100% (15/15)  AY19: |
| 5. Demonstrate critical thinking, problem solving, and investigative skills. | 5.a  FCS 5600 systematic review paper, reported in Spring semester by course instructor.  5.b  Average performance of the themed-meal assignment within the foodservice staff relief in the DI, reported in the Spring semester by the DI coordinator. | 5.a  85% of interns will score an 80% or above on accuracy and appropriateness of content in the systematic review paper.    5.b  Mean score of 3/4 (meets expectations) on the related questions on the Themed-Meal evaluation questions 1, 5, and 7. | 5.a  2017: 100% (25/25)  2018: 91% (21/23)  2019:  5.b  AY17: 100% (17/17)  AY18: 100% (10/10)  AY19: |

**Note:** \* In AY 2017, the DI graduate survey had a Likert scale of 1 (does not meet expectations) to 5 (exceeds expectations). After the DI site review in December 2017, the site reviewers suggested the evaluations be more consistent, therefore all DI surveys are now on a scale of 1 (does not meet expectations) to 4 (exceeds expectations). Thus, from 2018 on, the data will be represented on a scale from 1-4.

**PART TWO: Program’s Assessment Accomplishments**

1. The assessment and expectations of the learning outcomes were revised in 2018 due to several curriculum changes that will take effect in Fall 2018 as well as the completion of the ACEND accreditation self-study and site visit.

2. Aspects of the DI curriculum – community, staff relief, and foodservice have been revised with the aid of the DPD and DI coordinators, and interim chair as well as the clinical nutrition preceptors at the 9-internship sites.

**PART THREE: Changes/Improvements in curriculum, instruction, and learning due to assessment plan. Future plans.**

1. Based on comments from 2015-2017 Learning Assessment evaluation as well as the DI site visit that took place in December 2017, the NDT faculty revised the evaluations listed as the second measure for each learning objective to ensure we are assessing graduate students in both their courses and throughout the Dietetic Internship. This allows the dietetics faculty, to ensure our program is up to ACEND standards and is at the rigor for graduates to pass the RDN exam on their first attempt.

2. In Fall 2018, the MSND: DI curriculum changed from 36-38 hours to 33 hours. Graduate students still have the option to complete an independent study or thesis. The rationale behind reducing the number of credit hours is for our graduate students to focus more on nutrition to be better prepared for their internship and ultimately the RDN exam. We have increased the number of credit hours of FCS 5156: Leadership Development in Nutrition and Dietetics and FCS 5600: Research Methods for Nutrition and Dietetics (formerly FCS 5152) from 1-2 credit hours, respectively, to 3 credit hours each. Additionally, FCS 5900 Research Methods in FCS and FCS 5460 Issues and Trends in FCS were deleted as required courses.

3. For the internship, the special interest week to have students spend one more week in staff relief to be better prepared as an entry-level dietitian. Additionally, we have focused the community week in which students have to attend the three community agencies that are most commonly questioned in the RDN exam as well as added a substantial focus in FCS 5153 Nutrition Education in the Life Cycle on food assistance programs available. Finally, the evaluations have been placed on Qualtrics to ensure both students and preceptors complete them on a timely manner.

4. For instruction, the DPD, DI faculty and interim chair have been meeting on a frequent basis to discuss the curriculum, issues/potential issues with graduate students and methods to enhance the classroom experience to ensure students are well-prepared upon entering their internships. On the preceptor side, the DI coordinator sends out emails to update preceptors to changes for the internship curriculum. At least two times per year, the DI coordinator, interim chair, and the preceptors meet on EIU’s campus to discuss revisions and changes that will need to be implemented to the DI. Finally, preceptor training will occur to ensure the preceptors are providing adequate attention and information to the students.