

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2019**

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

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PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How will the results be used?
<p>1. Content Area Knowledge: Students will demonstrate the content knowledge related to the nutrition needs and processes through the life cycle in health and disease.</p> <p>Students will apply principles of education in the development of group and individual nutrition programs.</p>	<p>a. Medical Nutrition Therapy Mini Case Study Assignments: Students in NTR 5154 Medical Nutrition Therapy 2 complete case studies, evaluated by the NTR 5154 course instructors.</p> <p>b. Major Case Study Presentation: Dietetic interns presents a case study of the care of an actual patient. Presentations are evaluated by the DI coordinator.</p> <p>c. Comprehensive Knowledge (CCK) Written Paper: Students completing the written CCK will be directly evaluated on their knowledge and understanding of a nutrition topic. Evaluation</p>	<p>a. 85% of students will score at least 80% (out of 100%) or higher on this assignment.</p> <p>b. All students must meet expectations, as scored on a 3-point scale of exceeds expectations, meets expectations, and does not meet expectations.</p> <p>c. At least 80% of the evaluations submitted by faculty reviewer will rate students as competent (3 on a 4-point scale) or higher in their knowledge and understanding of</p>	<p>a. 18/18 (100%) received a score of 80% or greater on the MNT Mini Case Study assignment.</p> <p>b. 19/22 (86.4%) of students met or exceeded expectations on the first attempt. 3/3 students met or exceeded expectations on the second attempt.</p> <p>c. 13/19 (68%) received a competent or highly competent rating on content knowledge on the written CCK.</p>	<p>a. The MNT case study is evaluated by the NTR 5154 instructors. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>b. The major case study is completed during the dietetic internship and evaluated by the Dietetic Internship coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c. a. The CCK is evaluated by the NTR 5600 instructor and the graduate coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where</p>

	<p>of content knowledge will be on a 4-point scale: 4=highly competent 3=competent 2=minimally competent 1=not competent Highly competent is described as depth and complexity of ideas supported by rich, engaging, and/or pertinent details. Competent is defined as depth of idea development, supported by developed, relevant details.</p> <p>d. Staff relief performance final evaluation: Dietetic interns manage patient caseloads in clinical settings. Site preceptors provide evaluations of intern initiative, professional behavior, work ethic, critical thinking, interprofessional teams, cultural competency, nutrition and care processes, customer service, counseling skills, addressing patient questions and needs. Final evaluations are submitted to the DI coordinator electronically at the end of each rotation.</p> <p>e. RDN exam yearly pass rate: RDN exam pass rate data is reported annually by the commission on dietetic registration (CDR). Clinical and food service knowledge is assessed in the exam.</p>	<p>nutrition topics and theories.</p> <p>d. 100% of students will receive an average score of 3 or greater on the staff relief performance evaluation. Students who do not meet the expectations must remain in the rotation until the expectation has been met.</p> <p>e. 80% of alumni taking the exam will pass the exam within one year following the first attempt.</p>	<p>d. 22/22 (100%) received a rating of meets expectations or greater.</p> <p>e. Between July 2019-June 2020: 17/26 (65%) students passed RDN exam on the first attempt.</p>	<p>and how changes or improvements need to be made.</p> <p>d. The Staff Relief rotation is completed during the dietetic internship and evaluated by the DI site preceptor. The results are submitted to the DI coordinator and when necessary, disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>e. RDN exam pass rate data is reported in June and January of each year. The DI coordinator reviews this data, disseminates it to the Nutrition faculty during semester meetings where it is discussed</p>
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<p>2. Critical Thinking: Students will demonstrate critical thinking and problem solving in order to apply scientific principles and processes through the life cycle in health and disease to patient care.</p> <p>Students will also demonstrate the ability to function effectively within different health, education, and community organizational systems.</p>	<p>a. Performance on Charleston Transitional Facilities (CTF) education session: Students in NTR 5150 Medical Nutrition Therapy 1 develop a recipe for a specific population with various nutritional needs. They must also provide instruction on the preparation of the recipe. This assignment is graded by the NTR 5150 course instructors.</p> <p>b. Major Case Study Presentation: Dietetic interns presents a case study of the care of an actual patient. Presentations are rated on a 3-point scale of exceeds expectations, meets expectations, and does not meet expectations by the DI coordinator.</p> <p>c. Themed-meal assessment: DI interns plan and implement a themed-meal within the food service rotation. Meal service is evaluated by the student's DI site preceptor on program quality, customer service, the development of appropriate recipes, and financial data analysis on a 4-point scale (1- Does not meet expectations;</p>	<p>a. 85% of students will score at least 80% (out of 100%) or higher.</p> <p>b. All students must receive a rating of meets expectations or greater. Students will be instructed to repeat the case study until the requirement has been met.</p> <p>c. All students must receive a mean score of 3 or greater on all relevant questions from the themed-meal assessment.</p>	<p>a. 19/19 (100%) received scores greater than 80% on the CTF project evaluation.</p> <p>b. 22/22 (100%) received a rating of meets expectations or greater.</p> <p>c. 22/22 (100%) received a mean score of 3 or greater on the themed-meal assessment.</p>	<p>a. Performance on the CTF education session is evaluated by the NTR 5150 instructors. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>b. The major case study is completed during the dietetic internship and evaluated by the Dietetic Internship coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c. The themed-meal is completed during the dietetic internship and evaluated by the DI site preceptor. The results are submitted to the DI coordinator and when necessary, disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or</p>

	<p>2- Somewhat meets expectations; 3-Meets expectations; 4- Exceeds expectations).</p> <p>d. Diabetes Rotation: DI Interns are evaluated by the site preceptor on their performance during the Diabetes Rotation of the internship. Site preceptors provide evaluations of intern initiative, professional behavior, work ethic, critical thinking, interprofessional teams, cultural competency, nutrition and care processes, customer service, counseling skills, addressing patient questions and needs. Final evaluations are submitted to the DI coordinator electronically at the end of each rotation.</p>	<p>d. Students must receive an average score of 3 or greater across all questions on the diabetes rotation assessment.</p>	<p>d. 22/22 (100%) received a mean score of 3 or greater on the diabetes rotation.</p>	<p>improvements need to be made.</p> <p>d. The Diabetes Rotation is completed during the dietetic internship and evaluated by the DI site preceptor. The results are submitted to the DI coordinator and when necessary, disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>
<p>3. Oral and written communication skills: Students will demonstrate effective oral and written communication about nutrition education topics.</p>	<p>a) CCK Written Paper Total Score: Students will develop a systematic literature review paper for the CCK in NTR 5600. This paper is evaluated on writing focus (4pts), organization (4pts), style (4pts), mechanics (4pts), use of APA format for references and citations (2pts), depth of content knowledge (8pts), tables and figures (4pts), formatting of tables (2pts), appropriate sources (4pts), critical thought (8pts), and articulation of the methodology (6pts). Each of</p>	<p>a) At least 80% of the students will receive a total score greater than 70% (required score to pass) as scored by the instructor of the NTR 5600 course.</p>	<p>a. 19/19 (100%) students received a total score of 70% or greater on the CCK written paper. In addition, 2/19 passed with distinction, receiving a score greater than 92%.</p>	<p>a. The CCK written paper is evaluated by NTR 5600 course instructor and the student's advisor/graduate coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>

	<p>these categories are evaluated on a 4-point scale: 4=highly competent 3=competent 2=minimally competent 1=not competent The number of points given for each section is proportional to the total number of points in each section. The maximum score is 50/50.</p> <p>b) Systematic Review Oral Presentation Score: Students in NTR 5600 Research Methods (a required course) will be evaluated through an oral presentation of a systematic literature review conducted by the student.</p> <p>c. Medical Nutrition Therapy Case Study Assignments: Students in NTR 5154 Medical Nutrition Therapy 2 complete case studies, evaluated by the NTR 5154 course instructors.</p> <p>d. Major Case Study Presentation: Dietetic interns presents a case study of the care of an actual patient. Presentations are evaluated by the DI coordinator.</p>	<p>b) At least 80% of the students will score at least an 80% or greater on the assignment as graded by the course instructor.</p> <p>c. At least 85% of students will score at least 80% (out of 100%) or higher on this assignment.</p> <p>d. All students must meet expectations, as scored on a 3-point scale of exceeds expectations, meets expectations, and does not meet</p>	<p>b. 16/18 (88.9%) received a score of 80% or greater on the Systematic Review Oral Presentation.</p> <p>c. 18/18 (100%) received a score of 80% or greater on the MNT Mini Case Study assignment.</p> <p>d. 19/22 (86.4%) of students met or exceeded expectations on the first attempt. 3/3 students met or exceeded expectations on the second attempt.</p>	<p>b. The Systematic Review Oral Presentation is evaluated by NTR 5600 course instructor and the student's advisor/graduate coordinator. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c. The MNT case study is evaluated by the NTR 5154 instructors. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>d. The major case study is completed during the dietetic internship and evaluated by the Dietetic Internship coordinator. Results are disseminated to the Nutrition faculty during</p>
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		expectations. Students who do not meet this criteria on the first assessment must repeat the assessment until the expectation has been met.		semester meetings and discussed to ascertain where and how changes or improvements need to be made.
4. Advanced scholarship: Students will demonstrate advanced scholarship through research projects that advance the body of knowledge in nutrition and dietetics.	a. NTR 5600 Research Methods in Nutrition and Dietetics Poster Presentation: Students will develop a poster presentation on a nutrition education topic. This presentation will be graded by the instructor of the course.	a. At least 80% of the students will receive a score of 80% or greater for this assignment.	a. 18/18 (100%) received a score of 80% or greater on the NTR 5600 Poster Presentation assignment.	a. The poster assignment is evaluated by NTR 5600 course instructor. Results are disseminated to the Nutrition faculty during semester meetings and discussed to ascertain where and how changes or improvements need to be made.

PART TWO: Program's Assessment Accomplishments

1. The assessment and expectations of the learning outcomes were revised in 2020 to merge ACEND accreditation reporting standards with the learning objectives in for the graduate school. Additional detail was added to student outcome metrics to address previous graduate program review comments.

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

1. Based on comments from 2018-2019 Learning Assessment evaluation, the NDT faculty revised the evaluations listed 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. The special interest rotation, designed to provide students with 1-2 additional weeks of experience in an area of their interest at the end of their dietetic internship, will be implemented in January 2021. Considering declining national certification pass rates, we have investigated strategies to incorporate test preparation into the final phase of the DI experience. A draft proposal has been submitted to the CHHS dean to include a fee that would provide a subscription for each student to ACEND's test preparatory software system. That system would be used by the DI coordinator to facilitate test preparation and study group development for students to use during their experience and after graduation while preparing for the national RDN exam. The DI coordinator is working to expand organizational partnerships to provide enhanced student experiences in the DI and to expand the number of internship site locations which will directly affect recruitment and enrollment efforts. The DI coordinator sends out emails to update preceptors to changes for the internship curriculum. At least two times per year, the DI coordinator and the preceptors meet on EIU's campus to discuss revisions and changes that will need to be implemented to the DI. Onboarding preceptor training occurs to ensure the preceptors are providing adequate attention and information to the students, and additional trainings occur as needed. Preceptor's student evaluations have been placed on Qualtrics to ensure both students and preceptors complete them on a timely manner.

3. The program created a newly form curriculum committee. The DPD, DI faculty and interim chair have continued to meet 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. During AY 2020-2021, students in NTR 5153 Nutrition Education in the Life Cycle and 5155 Principles of Nutrition Education and Behavior will complete projects related to faculty research in food security to provide hands-on community nutrition education experience working with community partners in the East Central Illinois area. A mentoring experience has been added to NTR 5155 Principles of Nutrition Education and Behavior, where students were paired with undergraduate students in NTR 2750. In one strategy to address weaknesses in research skills, writing and communication, a new, required, undergraduate research methods course is being planned for SP2022 to help build research methods competency among EIU undergraduate students. This will improve their ability to interpret and translate research, a vital skill for all sectors of nutrition and dietetics as well as preparation for graduate education.