University of Colorado Colorado Springs

Didactic Programs in Dietetics Using the DP Standards

Program Assessment Report for Continued Accreditation

for

The Accreditation Council for Education in Nutrition and Dietetics (ACEND)

February 15, 2013

Application for Accreditation Cover Pages -- ACEND 2012 Accreditation Standards
Didactic Programs in Dietetics

Report being submitted (check one):

- [ ] Self-Study Report for New Program Application –Standards (1-3)
- [ ] Self-Study Report for Continued Accreditation
- [ ] Self-Study Report for New Program Application –Standards (1-23)
- [ ] Interim Report for Continued Accreditation
- [ ] Interim Report for New Program Accreditation
- [X] Program Assessment Report for Continued Accreditation

Date: February 1, 2013

Program name: Didactic Program in Dietetics

Sponsoring institution: University of Colorado Colorado Springs

City: Colorado Springs **State:** CO

Degree granted — (check all that apply):

- [X] Baccalaureate
- [ ] Master's
- [ ] Certificate Program for Post-graduate Students*

Distance Education — (check all that apply):

- [ ] General Education Courses
- [ ] One or more DP required courses (not general education)

Existing Didactic Program: Enter current enrollment.
New Didactic Program: Enter anticipated maximum number of students.

Didactic Program in Dietetics Using the DP Accreditation Standards					
	3rd Year Baccalaureate Degree DP	4th Year Baccalaureate Degree DP	Year 1 Completing Graduate Degree DP	Year 2 Completing Graduate Degree DP	*Post-graduate students with a BS degree or higher & only completing DP Requirements
Current Enrollment	**18**	**18**	**N/A**	**N/A**	**4**

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DPD Director
Title

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CDR Registration Number

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Web Address

The program is aware of and agrees to abide by the accreditation standards and policies and procedures established and published for accreditation by the Accreditation Council for Education in Nutrition and Dietetics.

Administrators: Provide names(s), credentials, title(s), and signature(s) of Administrator(s) to whom program director is responsible.

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**This form must be submitted with the application packet documenting compliance with ACEND's 2012 Eligibility Requirements and Accreditation Standards.*

***The Accreditation Council for Education in Nutrition and Dietetics will not process an application without the signature of the sponsoring institution's CEO or designated officer.*

If you used a consultant to prepare your report (paid or unpaid), please describe the nature of the services provided and include the name and contact information of the consultant. Indicate "N/A" if not applicable:

N/A

Consultant Name	Business Address
Title	
Telephone	E-mail

Program-Assessment Report
University of Colorado Colorado Springs

TABLE OF CONTENTS

Program Summary Information

Directions: The summary information on the following sheets is used by the review team and the ACEND board to assist for conducting your program's review. This information must be consistent with the detailed information in the self-study report, so be as accurate as possible. Please note that ACEND reserves the right to request additional information while conducting its review of the program.

Program Name:	Didactic Program in Dietetics
Sponsoring Organization:	University of Colorado Colorado Springs
Sponsor's Accreditor or Recognition Body	North Central Association of the Higher Learning Commission

Executive Summary of the Program

Briefly describe the program, its history, environment and its characteristics, including a description of the educational philosophy or primary methods used to teach the curriculum (problem based, blocks, lecture-discussion, etc.) and a summary of the program's strengths, challenges and weaknesses

The DPD program at the University of Colorado Colorado Springs is housed in the Department of Health Sciences in the Beth-El College of Nursing and Health Sciences. The Department of Health Sciences is one of 3 departments in the college which also includes the Graduate Nursing Department and Undergraduate Nursing Department.

The DPD program acquired developmental accreditation in late 2004 and full accreditation status in 2008. Since that time, the program has grown tremendously in both resources and the number of students. Currently the program has over 90 students in the freshman through senior classes accounting for approximately 25% of the total undergraduate enrollment in the Department of Health Sciences and the largest enrollment of the seven degree options. The number of nutrition faculty in the department has doubled from two to four (out of 10 total department faculty) since full accreditation status was achieved.

The educational philosophy in the Department of Health Sciences and the DPD program emphasizes courses that include problem-based learning as well as hands-on laboratory and classroom assignments combined with lecture-discussion courses. Many of the lower-division general education and humanities courses are taught in a lecture-discussion format. Once DPD students enter the upper-division courses housed primarily in the Department of Health Sciences, there is an increased emphasis on problem-based, hands-on learning. Many Health Science courses, including those in the DPD curriculum, involve real-life application of the principles discussed in the classroom. Some faculty have modified their courses and now require students to read the chapters before class and/or listen to the lecture portion of class via MediaSite presentations posted on the university's course management system allowing class time to be spent on problem sets, case studies, group assessment assignments, etc. The faculty believe this has enriched the classroom experience and allows more time for discussion of the 'what ifs' that are often encountered in the health care environment.

Strengths of the DPD program include the excellent faculty in the department who are dedicated to creating an active learning environment, the integration of the students from the DPD program with students from other Health Science degree options as well as the undergraduate nursing students allowing for intra- and interdisciplinary discussions in many classes and support within the department and college for a growing program. A challenge facing the DPD program is the revision of the general education goals and curriculum currently underway at the University of Colorado Colorado Springs (UCCS). UCCS approved new general education goals during Fall 2010 and a general education curriculum model at the end of Fall 2012. Implementation of the new general education curriculum is the next step. As part of this process the DPD faculty evaluated the DPD curriculum in relationship to the new general education model to determine where changes might be required. The DPD faculty determined that implementation of the new general education curriculum should have a positive impact on the DPD curriculum by allowing students more elective options. This also helps address one of the weaknesses of the DPD curriculum which was too few elective credits available within the curriculum restricting students' ability to explore areas of interest not covered by the required courses.

Briefly summarize any changes that have occurred in your sponsoring institution/organization over the last 5 years related to the following resources and how they have affected the program:

- **Administrative support:**

  There have been several changes over the last 5 years in the Beth-El College of Nursing and Health Sciences including a new Dean of the College. Nancy Smith, PhD, APN-BC, FAANP, moved from the position of Associate Dean to Dean when Dr. Carole Schoffstall retired in 2008. The college added a second Associate Dean position in 2010 and hired Deborah Kenny, PhD, RN, EdM as the Associate Dean of Research. Travis Peterson, PhD assumed the role of Associate Dean of Academics and Operations as well as serving as the Health Sciences Department Chair in 2009. In Spring 2011, one of our DPD faculty, Andrea Hutchins, PhD,

RD, assumed the role of Health Sciences Department Chair thus eliminating the split administrator role of Dr. Peterson. After Dr. Peterson left UCCS for a position at Utah State University, Timothy Behrens, PhD, CHES, FACSM, a Department of Health Sciences faculty member, was named Associate Dean of Academics & Operations for the college in 2012. This has continued to strengthen the support of the DPD program within the department, college and university.

- **Financial support:**

  During the past 5 years the University of Colorado system has experienced a significant decline in funding support from the state. Despite the challenging financial climate, the Beth-El College of Nursing and Health Sciences and the Department of Health Sciences have received stable budget allocations from the University. Currently the resources for the DPD program account for approximately 25% of the department budget which is proportional with the enrollment in the DPD program compared to the total enrollment for the department.

  The college has moved from a centralized budgeting system where all funds were housed in central college accounts to departmental budgets. Due to the change in budgeting processes during the past 5 years it is difficult to determine if the financial support for the DPD program has changed. Financial support has been and will continue to be sufficient to maintain the program.

- **Curricular Changes**

  After a two-year phase-in process from the old curriculum to the new curriculum, all students now take two MNT courses, two Food Systems Management courses and two Advanced Nutrition courses. This has allowed for more thorough coverage of clinical content, food systems management content and advanced science content to include more comprehensive coverage of both macronutrients and micronutrients.

- **Program Changes (e.g. new tracks, degrees, etc.):**

  The DPD Program is in the process of submitting an ISPP application with the intent to start an ISPP program in Fall 2013. This program with offer a pathway for our DPD graduates who were unable to match through the D & D Digital process.

- **Learning Resources:**

  Additional resources added to the program include incorporation of ProSim, a restaurant simulation program. This has allowed the students in the Foodservice classes to gain more practical experience in many aspects of running a foodservice operation by seeing changes in their "businesses" as a result of the decisions they make. Students in the medical nutrition therapy classes utilize the Department DXA (dual energy x-ray absorptiometry) and BIA (bioelectrical impedance analysis) equipment during anthropometric assignments. Students also use BodyBuggs during energy balance assignments and glucometers during glucose assessment and diabetes assignments.

  In August 2012 the College opened a simulation laboratory (SimLab) for the undergraduate nursing program. The DPD program will have the opportunity to use the SimLab in the future and DPD faculty will be developing case scenarios for use with the medical nutrition therapy classes.

- **Faculty/preceptors:**

  The program added two new faculty since our site visit. Nanna Meyer, PhD, RD, CSSD, joined our faculty in 2008. She has taught in the DPD Program and serves as an instrumental liaison to Community outreach opportunities for both undergraduate and graduate students. Margaret Harris, PhD, joined our faculty in 2012. She brings an extensive background in Community Nutrition and Public Health. She currently teaches our Community Nutrition course in the DPD Program and also serves as a liaison to the Community outreach opportunities.

- **Facilities:**

  Ground has been broken on the Lane Center with a January 2014 completion date predicted. The 54,000 square foot four-story building will be home to the Lane Family Senior Health Center (Peak Vista), as well as the CU Aging Center, the Gerontology Center, the Trauma Health and Hazards Center and clinics operated by the Beth-El College of Nursing and Health Sciences. The first floor of the building will house the Peak Nutrition Clinic operated by the Department of Health Sciences, the nutrition teaching kitchen and an activity center where activity classes and balance and mobility assessments will be held. The building also provides space for expansion of the CU School of Medicine. UCCS faculty will use the Lane Center to demonstrate models where physical and mental health care are closely integrated and to provide UCCS students with hands-on patient experiences.

- **Support Services:**

  UCCS utilizes central advising for all undergraduate students. During the past 5 years the advisor for the department of Health Sciences and the DPD program has changed four times. For the last year-and-a-half, Brett Fugate has served as the advisor for Department of Health Science students which has stabilized the guidance and advice provided. DPD director Kim Schenck and Mr. Fugate communicate about students in the DPD program on a regular basis and Ms. Schenck provides additional program-specific advising to the DPD students.

Summary of the Self-Study Process

Explain how the self-study process took place, and listing and briefly describing how internal stakeholders (administrators, faculty/preceptors, students, graduates) and external stakeholders (employers, practitioners, other program directors, faculty/staff from other disciplines) have participated in program evaluation and planning.

The Self-Study for the DPD Continued Accreditation has been primarily a responsibility of the Program Director. Numerous individuals participate in a systematic process of planning, implementation and evaluation of all components of the program and its effectiveness on a regular and continuous basis. Feedback and input from all constituents, including the Nutrition Advisory Board, the DPD Faculty, Health Sciences Faculty, Health Sciences Department Chair, students, graduates and internship directors are used to further develop curriculum and/or practice related experience so that students' competencies will meet or exceed the national average and students will be marketable for dietetic internships and job opportunities.

A variety of evaluative processes are in place to provide regular and continuing input from administrators, faculty, students, and community advisors. University of Colorado Colorado Springs mandates regularly scheduled, formal external program reviews, which are completed every 7 years and the ACEND site visits which occur every 10 years. Site visit feedback was incorporated into the curriculum and program.

In addition to formal external reviews, departmental faculty provide continuous input into the implementation and evaluation of the DPD Program. Each year, the DPD faculty meet to discuss course syllabi, curriculum concerns and learning outcomes in an effort to optimize progressive learning, minimize unnecessary duplication and ensure coverage of all of the expected competencies. The DPD comprehensively reviews its program on an annual basis to make any changes/adjustments within the program.

DPD students have several opportunities to evaluate the program's faculty and courses. UCCS faculty are required to provide Faculty Course Questionnaires (FCQ) for each class they teach every semester. Students evaluate the instructor and course and are also able to submit comments. FCQ results are reviewed and appropriate course adjustments can be made as deemed necessary.

The UCCS Nutrition Advisory Board meets on a semi-annual basis. The Board advises the faculty and provides input on program evaluation and planning. The Board has been very helpful and supportive of the DPD Program.

Feedback is also sought from the preceptors used for Nutrition Practicum that DPD students complete the last semester of their senior year. This information is also incorporated into program evaluation and planning.

Program Mission, Goals and Objectives

To provide students with a comprehensive, rigorous core of knowledge and professional skills to ensure future success in their chosen endeavors. Graduates of the Nutrition Option within the Department of Health Sciences are proficient in the use of food and nutrition in health and disease.

Program Goal 1: Through motivation and support, DPD faculty and staff will encourage students to complete their dietetics program of study in a timely manner.

Program Objectives for Goal 1:

- Seventy percent of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will successfully complete it within 3 years of declaration.
- Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the advising and counseling services provided by Student Services as "satisfactory" or better.
- Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the motivation, support and encouragement provided by DPD faculty as "satisfactory" or better.

Program Goal 2: The DPD will prepare graduates for a dietetic internship.

Program Objectives for Goal 2:

- Of those DPD graduates applying for an internship for the first time, 75% will be accepted during the match (first or second round) process.
- Eighty-five percent of DPD graduates will rate themselves as "prepared" or "very prepared" for their dietetic internship.

Program Goal 3: The DPD will prepare graduates for the Registration Exam

Program Objectives for Goal 3:

- Eighty percent of the DPD graduates who take the RD exam with successfully pass the RD exam on the first attempt.
- Ninety percent of the DPD graduates who take the registration exam will eventually pass the registration exam.

Program Goal 4: The DPD faculty will encourage graduates to contribute to the field of dietetics and nutrition.

Program Objectives for Goal 4:

- Within one year of graduation, 60% of the students will have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs
- Within 5 years of graduation, 80% of the graduates will have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs

Program Goal 5: The DPD will prepare graduates for one or more of the following: employment in the field of dietetics and nutrition, advanced education, community contribution and professional leadership.

Program Objectives for Goal 5:

- Eighty-five percent of employed graduates will rate themselves as prepared or very prepared for their first position
- During the first year of employment, at least seventy-five percent of employers will rate DPD graduates as "average" or "above average" in professional knowledge and skills.

Required Program Timeframes

Please provide the information requested in the section below. Spreadsheets are available to assist you in performing the calculations. If your program has multiple pathways (e.g. distance, graduate, ISPP) with different timeframes, submit a separate sheet for each pathway.

Program Pathway Name: Didactic Program in Dietetics

Calculate the maximum program completion time in weeks or years

4 years	x 1.5 =	6 years
Normal Program Length		Max. Program Completion

Directions: Submit the minimum number of supervised-practice hours that your program requires in each rotation. If your program allows a range of supervised practice hours, then also include the maximum hours possible.

	Hours in U.S. Rotations		Hours in Foreign Rotations	
Rotations Area	**Minimum**	**(Maximum)**	**Minimum**	**(Maximum)**
Name of area 1	0		0	
Name of area 2	0		0	
Name of area 3 ... etc	0		0	
	0		0	
Insert additional lines if needed	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
	0		0	
Total Supervised Practice Hours	N/A		N/A	

Sum of Minimum U.S. & Foreign Hours

N/A
Min. U.S. + Min. Foreign Hrs

Sum of Maximum U.S. & Foreign Hours if a range is allowed

N/A
Max. U.S. + Max. Foreign Hrs

Pass Rate Monitoring and Improvement

All programs must undertake comprehensive analyses to determine factors influencing their pass rates and take steps to improve student performance using the findings.

1 **Complete the following table for each of the last six years (if available). Discuss the number of students taking the CDR exam, the program's pass rate for first time test takers and for those passing the exam at any time within one year of their first attempt at the exam. Include the results on an annual basis and across a five-year window.**

List years sequentially from most recent to least recent (e.g., 2011, 2010...2006)	# of Students Taking Exam	First Time Pass Rates		One-Year Pass Rates	
		One Year Window	Five-Year Window (if available)	One Year Window	Five-Year Window (if available)
Most Recent 2011	7	100%		N/A	
2010	3	67%		100%	
2009	3	100%	84%	N/A	100%
2008	7	85%		100%	
2007	5	80%		**100%	
Least Recent 2006	3	67%	N/A	100%	N/A%

* 2006 was the first year the DPD students took the registration exam.
** In 2007, one student was a repeater and did not pass. She did pass it on a subsequent attempt.

Twenty-five students have taken the RD exam in the last 5 years, with 21 passing on their first attempt. The remaining 4 students passed it on a subsequent attempt.

2. **Describe the trend(s) in your program's benchmarks over the past five years by placing an "X" in the appropriate box.**

Annual Benchmarks	Constant	Declining	Increasing	Inconsistent	Missing Data
First Time Pass Rate			X		
One Year Pass Rate	X				

3. **Identify factors from the areas listed below that influence your program's pass-rate. In doing so, consider the methods and the internal and external stakeholders that your program uses to evaluate the effectiveness of those areas.**

Program Curriculum:
Based on the feedback from the Nutrition Advisory Board, the additional courses added in clinical, foodservice and advanced nutrition have helped to strengthen the curriculum and provide more comprehensive coverage of crucial content. Feedback from the students has been very favorable regarding the expanded format.

Teaching & Learning Methods:
More emphasis has been placed on having the students read the text and any other additional material before the topics are covered in class. This has allowed more in-depth class discussions about the application of the material and in-class work. Student response system questions are incorporated into each of the lectures, allowing more immediate feedback on the comprehension of the material and key points.

Faculty and Preceptors:
The growth of the DPD faculty has been an additional asset to the program's pass rate. Students are exposed to different principles from people with diverse backgrounds, providing a well-rounded, comprehensive approach to the curriculum. The preceptors the students have during Nutrition Practicum also allow the students to see the concepts learned in class in a "real world" environment which further solidifies the classroom materials/prerequisites.

Academic Counseling:
With our designated academic advisor, the students are able to learn early on in the program the academic rigor of the DPD program. Emphasis is placed on not only the importance of GPA, but also the importance of the comprehension of material in the prerequisite (especially science courses).

Student Support Services:

The Academic Centers for Excellence (ACE) at the University of Colorado Colorado Springs include the Language Center, the Mathematics Center, the Communication Center, the Science Center, and the Writing Center. The academic centers are designed to provide critical academic and individual support to all students in the University in all major academic areas, both within and beyond the classroom.

Each Center offers students a unique program of academic support that is based on the principles of collaborative learning, individualized assistance, and the intelligent use of technology. All five Centers are staffed with peer undergraduate and/or graduate assistants who are committed to the principle of students helping students, offering the best in peer collaboration and learning. The resulting peer tutor-student connection is one that strengthens student confidence, facilitates student understanding, and helps insure student success.

Educational Resources:
Students are required to purchase the most recent versions of the required textbooks and reference books. This helps to ensure they are getting the most up-to-date material/references. Students in the three-course clinical sequence are required to create a reference notebook containing assessment and evaluation information from each topic which assists them in not only synthesizing the material in each class, but allows them to see how it is utilized during the Nutrition Care Process. The incorporation of ProSim, a restaurant simulation program, has allowed the students in the Foodservice classes to gain more practical experience in many aspects of running a foodservice operation by seeing changes in their "businesses" as a result of the decisions they make.

Program Assessment Process:
The Program Assessment Process provides the opportunity to continually reassess and make any necessary adjustments to the program. This contributes to the increase of the first-time and one-year window pass rates. Having more students graduate from the program has also helped increase our five-year pass rate.

4. **Describe any processes used for screening students who are applying to your program to assure that they have the knowledge, skills and values to successfully complete it and how you know whether they are effective. (e.g., GPA, GRE Scores, essays, interviews, letters of recommendation, work experience, etc.)**
Students must have a minimum 2.8 (on a 4.0 scale) and a C or better in all prerequisite courses to start the nutrition sequence. They must also earn a C or better in all courses required for their degree in order to continue in the sequence. Grades are checked by the academic advisor prior to entrance in the nutrition sequence. Grades are also checked by the DPD Director each semester once the students start the nutrition sequence.

5. **Describe the criteria and process used to identify students who are having difficulty in the program and what is done to improve their learning. (e.g., performance on assignments, evaluation by preceptors, etc.)**
Students are encouraged by the academic advisor and DPD Director to contact their course instructors any time they are having difficulty in their classes. DPD faculty make themselves available to meet with any students that are having difficulties in the class to provide any additional guidance as needed. Help is available to the students through the Excel Centers on the UCCS campus and students are encouraged to use the centers to improve their academic performance. Peer assessment of work prior to submission for grading and submission of multiple drafts for comment and feedback are used in some courses.

6. **Describe how students are advised when they are not meeting program expectations or options offered as a last resort?**
If a student does not meet the minimum 2.8 GPA, they are not allowed to start the nutrition sequence. When the academic advisor meets with the student, he advises them on whether their GPA can get up to an acceptable level in a reasonable amount of time. In the event it is determined the student will either not meet the required 2.8 GPA to start the sequence or is not likely to succeed based on other factors in addition to their GPA, the student is advised to explore other career options. Based on their alternate academic plan, HSCI and UCCS faculty can meet with them to discuss the alternate field and career options available.

Program Assessment (Standard 7): For each program goal, follow the steps below to document whether your program is meeting its goals and steps are being taken to maintain program strengths or correct weaknesses.

Program Goal 1: Through motivation and support, DPD faculty and staff will encourage students to complete their dietetics program of study in a timely manner.

Program Objectives for Goal 1:

- Seventy present of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will successfully complete it within 3 years of declaration.
- Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the advising and counseling services provided by Student Services as "satisfactory" or better.
- Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the motivation, support and encouragement provided by DPD faculty as "satisfactory" or better.

Program Goal 2: The DPD will prepare graduates for a dietetic internship.

Program Objectives for Goal 2:

- Of those DPD graduates applying for an internship for the first time, 75% will be accepted during the match (first or second round) process.
- Eighty-five percent of DPD graduates will rate themselves as "prepared" or "very prepared" for their dietetic internship.

Program Goal 3: The DPD will prepare graduates for the Registration Exam

Program Objectives for Goal 3:

- Eighty percent of the DPD graduates who take the registration exam will successfully pass the registration exam on the first try.
- Ninety percent of the DPD graduates who take the registration exam will eventually pass the registration exam.

Program Goal 4: The DPD faculty will encourage graduates to contribute to the field of dietetics and nutrition.

Program Objectives for Goal 4:

- Within one year of graduation, 60% of the students will have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs
- Within 5 years of graduation, 80% of the graduates will have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs

Program Goal 5: The DPD will prepare graduates for one or more of the following: employment in the field of dietetics and nutrition, advanced education, community contribution and professional leadership.

Program Objectives for Goal 5:

- Eighty-five percent of employed graduates will rate themselves as prepared or very prepared for their first position
- During the first year of employment, at least seventy-five percent of employers will rate DPD graduates as "average" or "above average" in professional knowledge and skills.

- **In your narrative, describe the stakeholders involved and the process used to develop the assessment plan for the program.**

  The assessment plan was established based on feedback from the site visit. Stakeholders involved include the DPD faculty, the Health Science department faculty, and the Nutrition Advisory Board which includes practicum preceptors, an internship director and potential employers. Goals and outcome measures were developed from data available from graduate surveys, internship director surveys and employer surveys. The surveys are administered to the appropriate groups listed in the Program Goals Assessment Planning Matrices.

- **In your narrative, explain how the assessment process has been implemented over the past five years, including how, when and which groups were contacted for feedback or data.**

  Data has been collected from 2008 to present. Graduating student exit surveys are administered the last month of program completion. Retention figures are examined to determine if students are completing the nutrition option within 3 years of declaration. Online surveys are utilized for the graduates, internship directors and employers. D&D data is utilized to track students applying to and matching with internships.

- **Include a copy of your completed Program Goals Assessment Planning Matrices either with the narrative or in the appendices. (Note: The matrices should include the objectives (expected outcomes) for each goal; qualitative and quantitative data collected to assess the expected outcome including response rate and when data were collected; and a summary of the feedback and data collected over past five years.)**

  Please see Appendix D for the Program Goals established after the Site Visit Report.

  1. **For each goal, discuss how the objectives (expected outcomes) for the goal compare with the actual outcomes, and describe all relevant findings in your narrative. For programs with different degrees, tracks, options, distance education pathways, etc., be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.**

Based on your program assessment data, state if your program is meeting the goal, and if "no", please explain why.

The expected outcomes for Goal 1 are comparable to the actual outcomes. One-hundred percent of students who have declared the nutrition option in Health Sciences (defined as spring junior year) have successfully completed the program within 3 years of declaration. Data collected from the graduating student exit surveys (90% response rate) indicate 83% of students choosing the nutrition option in Health Sciences rated the advising and counseling services provided by Student Services as "satisfactory" or better. Eighty-seven percent of the students rated the motivation, support and encouragement provided by DPD faculty as "satisfactory" or better. The percentages have remained strong and have increased slightly since our interim report. This is likely the result of the addition of valuable faculty and the designated academic advisor for the nutrition option students.

Based on the program assessment data, the program is meeting Goal 1.

The expected outcomes for Goal 2 are partially comparable to the actual outcomes. Results from the D&D Digital data indicate that since the 2008-2009 academic year, the program has a 57% match rate for the first and second round match processes combined. Data from the graduate surveys (70% response rate) indicate 100% of students rated themselves as "prepared" or "very prepared" for their dietetic internship. Data from the internship director surveys (73% response rate) indicate 100% of the directors rated the overall preparation of program graduates as "average" or "above average".

Based on the Program Assessment Data, the program is not fully meeting Goal 2. A 57% match rate does not meet the 75% match rate outcome measure. Several of our students are limited geographically which reduces the number of programs to which they choose to apply. Extra emphasis is now being placed on the importance of applying to distance internships in order to complete the supervised practice requirements without having to relocate. It is worth noting, of the students who did not receive a match, 18% applied and were accepted into graduate school and another 20% secured jobs in the nutrition field. While we are pleased the 57% match rate is above the national match rate, the program is working to improve that percentage. Also, once the ISPP program is established, we anticipate that more of our graduates will be able to proceed to the internship and be eligible for the RD exam.

The expected outcomes for Goal 3 are comparable to the actual outcomes. The current five year pass rate is 84%, up from 67% at the time of the self-study. One-hundred percent of the students who have taken the registration exam have eventually passed it.

Based on the Program Assessment Date, the program is meeting Goal 3.

The expected outcomes for Goal 4 are comparable to the actual outcomes. Data from the graduate surveys (70% response rate) indicate 67% of students in the graduating classes of 2008-2012 have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs within 12 months of graduation. The DPD program only has three years of data for the five year outcome data since the first graduating class was in 2005. Data from the graduate surveys (70% response rate) indicate 82% of the graduates from the years 2005-2007, have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs.

Based on the Program Assessment Date, the program is meeting Goal 4.

The expected outcomes for Goal 5 are comparable to the actual outcomes. Data from the graduate surveys (70% response rate), 94% of graduates rated themselves as "prepared" or "very prepared" for their first position. Data from the employer surveys (50% response rate) rated DPD graduates as "average" or "above average".

Based on the Program Assessment Date, the program is meeting Goal 5.

Ongoing Curricular Improvement (Standard 14): Respond to the following questions to document ongoing, formal review of the curriculum.

- **Describe the process that was used to review the DP curriculum, including didactic course objectives and content, length and educational methods.**

  The DPD faculty meets to discuss course syllabi, curriculum concerns and learning outcomes in an effort to optimize progressive learning, minimize unnecessary duplication and ensure coverage of all of the expected competencies. Input from the Nutrition Advisory Board, HSCI faculty, and Nutrition Practicum preceptor feedback is taken into consideration as well.

- **What is the schedule for reviewing the curriculum?**

  The curriculum for the DPD program is reviewed on an annual basis to make any changes/adjustments within the program. If concerns arise from the DPD Director or faculty between the reviews, they are addressed as needed.

- **Who are the individuals involved in reviewing the curriculum?**

  The Program Director, DPD faculty and the Nutrition Advisory Board are involved in reviewing the curriculum.

- **Describe how the results of student learning and program outcomes assessment processes were used to determine strengths and areas for improvement for the program curriculum.**

  The Program Director, DPD faculty and the Nutrition Advisory Board looked at both the breadth and depth of the curriculum and compare that to the student learning and program outcomes assessment data. If a student learning or program outcome is not meeting the benchmark set, then the Program Director, DPD faculty and Nutrition Advisory Board examine the data collected and the curriculum to determine which courses may need to be strengthened or revised in order to address the identified issues.

- **How is information about new knowledge and technology impacting dietetics practice obtained and integrated in the curriculum?**

  The DPD faculty regularly review the literature to stay current on their dietetics/nutrition knowledge. Different technologies are incorporated into the DPD curriculum. In Nutrition Assessment, the students have a DXA scan and BIA assessment performed on them as part of an assignment. A metabolic cart is also used to measure resting metabolic rates. BodyBuggs are utilized during energy balance assignments. During Medical Nutrition Therapy I, the students complete a Diabetes assignment, in which they are each provided with glucometers and they test their blood glucose regularly throughout the day while also keeping track of their diet via carbohydrate counting. ProSim, a restaurant simulation program, is now being utilized during Food Systems Management II, which allows the students to get "live" feedback on the decisions they make for their foodservice operation.

- **How is comparability of educational experiences and consistency of learning outcomes assessed and maintained?**

  With the annual review of curriculum, there is consistency in how the learning outcomes are assessed and maintained. Syllabi are regularly reviewed to confirm expected course coverage is accurate. The HSCI department requires "approval syllabi" on file for all of the HSCI courses. This ensures that the same class objectives and learning outcomes are achieved regardless of who teaches the courses. Feedback from the Nutrition Practicum preceptors can also provide insight to the students' knowledge/application of material when they are out in different types of nutrition settings.

Describe overall curriculum strengths and areas for improvement based on cumulative assessment of student learning outcomes and program outcomes.

Some strengths of the DPD program include the excellent faculty in the department who are dedicated to creating an active learning environment, the interdisciplinary integration of the students and the depth and breadth of key DPD content, including clinical, foodservice and community. The main area for improvement is the more specific, data-driven tracking of learning assessment. This will be facilitated through the Learning Assessment Matrix (Appendix B).

Assessment of Learning (Standard 13): Follow the steps below to document whether students in the program are meeting the learning objectives (expected learning outcomes) and steps are being taken to maintain program strengths or correct weaknesses.

- **Describe the stakeholders involved and the process used to develop the plan for assessing competency/learning outcomes.**

  Stakeholders involved include the DPD Director, DPD Faculty and HSCI Faculty. Competencies were reviewed to establish which courses and the activities in those courses best met each competency. If necessary, adjustments were made to course content or assignments to assure coverage of the necessary Student Learning Outcomes for Foundation Knowledge, Skills and Competencies without unnecessary repetition of information.

Briefly describe how the assessment process has been implemented over the past five years, including how and when student learning was assessed.

With courses identified to meet the different competencies, the DPD Director would remind the faculty for those courses that assessment should occur during and at the end of the semester. After completion of courses each semester, the DPD Director requested feedback from the instructors for the courses regarding student performance in the course during the semester. The DPD Director was also available to meet with the course instructors in the event there were any concerns that warranted attention before the end of the semester.

Include a copy of your completed Learning Assessment Matrix and Program Concentration Matrix for Learning Assessment either with the narrative or in the appendices. (Note: The matrices should include the objective (expected outcome) and the assessment methods used; and qualitative and quantitative data collected to assess the objective (expected outcome) including response rate and when data were collected. You may also include a summary of the feedback and data collected over past five years if desired.)

1. **Discuss how the learning objectives (expected learning outcomes) compare with the actual learning outcomes and include all relevant findings in your narrative. For programs with different degree, option, or distance education pathways, be sure to summarize the findings for each pathway separately, and provide an analysis of comparability across pathways.**

   The Assessment Plan for Student Learning Outcomes (2002) Foundation Knowledge, Skills and Competencies is included in Appendix E. The Self Study was completed using the 2002 Standards. While formal expected learning outcomes were not a part of the Matrix at that time, our expectations were similar to what we will expect with the new Learning Assessment Matrix completed with the 2012 Standards, in that the majority of students should be earning an 80% or higher on the assessment methods. The primary focus for the past five years was on the upper level courses, especially the DPD classes. Different instructors have taught the courses over the years but the assessment methods have remained the same. Also, the course numbers have since changed to 4-digit numbers (with a zero added at the end).

   Learning Outcome 1: Students will demonstrate the ability to communicate effectively with individuals of diverse backgrounds via a variety of communication tools.

   The students have several opportunities to improve their communication skills, including use of a variety of tools, with individuals of diverse backgrounds. Courses listed in the matrix provide multiple class discussions as well as assignments that allow the students to improve their proficiency at communication. The prerequisite courses provide the opportunity for them to work on these skills and the DPD courses provide the opportunity for the skills to be in applied in different dietetics situations such as clinical, foodservice and community.

   Are students achieving the learning objective (expected learning outcome) for Learning Outcome 1? Yes [X]/No [ ].

   Learning Outcome 2: Students will acquire a strong knowledge base in nutrition and related sciences.

   The DPD curriculum provides a very strong science base for the students beginning with the foundation level 100 (1000)-200 (2000) level courses and progressing through the 300 (3000)-400 (4000) level courses, including Organic Chemistry, Biochemistry and Pathophysiology. Prerequisites are strictly enforced, ensuring the learning is progressing in sequence. When the students begin their nutrition sequence, they then apply the nutrition and related science knowledge to dietetic situations.

   Are students achieving the learning objective (expected learning outcome) for Learning Outcome 2? Yes [X]/No [ ].

Learning Outcome 3: Students will successfully analyze, synthesize and evaluate nutrition knowledge obtained in the classroom and use that information to reach evidence-based and ethical decisions and conclusions.

The curriculum places a strong emphasis on evidence-based and ethical decisions and conclusions. The clinical courses continually refer to the EAL Library and similar courses. The case studies incorporated in these classes also reinforce making decisions based on evidence and taking into consideration any ethical implications. The foodservice classes look at this as well, especially within the context of ethical and sound business decisions. The AND Code of Ethics is also always emphasized and referred to when applicable.

Are students achieving the learning objective (expected learning outcome) for Learning Outcome 3? Yes [X]/No [ ].

Learning Outcome 4: Students will demonstrate a broad knowledge of food technologies and methodologies, as well as resource management to enhance health and promote wellness.

The students obtain a broad knowledge of food technologies and methodologies, as well as resource management to enhance health and promote wellness. These competencies are especially emphasized in the food science and foodservice courses. Sustainability has been incorporated more in the community foodservice classes.

Are students achieving the learning objective (expected learning outcome) for Learning Outcome 4? Yes [X]/No [ ].

- **Complete a new Learning Assessment Matrix and new Program Concentration Matrices for the next 5 years either with the narrative or in the appendices. (A blank is available for your convenience)**

The new Learning Assessment Matrix is located in Appendix B.

C.A.P.E: Planning Improvements

On-going Program Improvement (Standard 8): For each identified Program Strength or Area Needing Improvement, follow the steps below to determine whether the program is taking actions necessary to meet or maintain strengths and correct weaknesses.

- **Include a copy of your completed Program-Improvement Planning Matrix either with the narrative or in the appendices. (Note: The matrix should include the area of strength or area in need of improvement; actions to be taken and the individuals taking the action, the timeframe, and a summary of the feedback and data collected over past five years.)**

A Program-Improvement Matrix was not a part of the Self-Study process under the 2002 Standards. Below are some of the strengths and areas of improvement identified in the narrative of our self-study.

1. **For each area of strength or area in need of improvement, discuss the degree to which actions by the program maintained strengths or brought about needed improvements. Include all relevant findings in your narrative.**
2. **Does the program's action maintain strength or cause improvements? Yes [ ]/No [ ]. If "no", please explain why.**

(Note: Repeat steps 1 and 2 for each action.)

Areas of strength identified in the self-study, included:

A designated academic advisor who advises all DPD students on their academic plan.

In the last 5 years, the person holding that position has changed four times. Our current advisor has been in the role for the last year and a half and has been instrumental in stabilizing the guidance and advice provided. The academic advisor and the DPD Director communicate regularly on student progress and questions.

Does the program's action maintain strength or cause improvements? Yes [X]/No [ ].

Expanding DPD Faculty

Our DPD faculty now consist of 5 full-time faculty in the Departments of Health Sciences and Biology including two Assistant Professors (both Health Science faculty), an Associate Professor (who also serves as the Health Sciences Department Chair), a full Professor (PhD, RD faculty member in the Biology Department), and the DPD Director (in the Department of Health Sciences).

Does the program's action maintain strength or cause improvements? Yes [X]/No [ ].

Areas of concern identified in the self-study:

Not meeting the first-time pass rate threshold for the RD exam.

More web-based quizzes were incorporated and formative questions were included more during classes. The program now has a five-year 84% first-time pass rate. There are also more students who have taken the exam in the last five years.

Does the program's action maintain strength or cause improvements? Yes [X]/No [ ].

Limited alumni support

The limited support was largely due to the small number of graduates thus far and the limited ability to track those graduates. Since that time, graduate surveys were developed and are being administered on an annual basis. This has facilitated better follow-up and contact with the graduates. Several alumni are now colleagues in the area and some take our students as practicum students and distance interns. The incorporation of the surveys and follow-up contact has resulted in improvement in alumni support.

Does the program's action maintain strength or cause improvements? Yes [X]/No [ ].

Lack of data from employers of DPD program graduates.

Surveys were developed and administered on an annual basis.

Does the program's action maintain strength or cause improvements? Yes [X]/No [ ].

The program's action definitely caused improvement in the program.

- **Guideline 8.1: The program must implement and monitor action plans to improve all aspects of the program not limited to the mission, goals and objectives and provide evidence of the improvements, including graduate performance on the registration exam.**

  Addressed in the new Program-Improvement Planning Matrix in Appendix C.

  Guideline 8.2: Short and long-term strategies must be designed to maintain or improve future program effectiveness and achievement of goals and objectives

  Addressed in the new Program-Improvement Planning Matrix in Appendix C.

- **Guideline 8.3: Costs to accomplish short- and long-term strategies should be included in the budgeting process**

  - **Explain what funds are reserved through the budgeting process to accomplish short- and long-term strategies.**

    Due to the integrated nature of the degree options in the Department of Health Sciences, funds are not set aside for any particular degree option. Instead, funds are centralized in the department and available to support all degree options across the department. Funds from department program fees are available for the purchase and maintenance of equipment or programs used in the DPD courses including but not limited to: licenses for Food Processor food analysis program for the student computer lab as well as for DPD faculty; glucometer testing supplies; food and supplies for food preparation courses; ProSim annual license for faculty and students; etc . Funds are available to support use of internal or external online survey tools for collection of data from students, employers and DI directors as well as the purchase of assessment data collection and monitoring tools. Each year the DPD program purchases the Dietetic Internship applicant guide to help students choose the dietetic internships to which they want to apply. Funds are also available to support DPD faculty travel to conferences or workshops which enhance teaching.

- **Guideline 8.4: Programmatic planning and outcomes assessment should be integrated with institutional planning and assessment**

  - **Briefly describe the institution's planning and assessment processes, and describe how the program planning and assessment processes fit in it.**

    Departments at UCCS are on either an annual or every other year assessment cycle. Currently the Department of Health Sciences is on an every other year assessment cycle. Departments must establish goals and objectives for all degrees/degree options housed in their department. They then identify formative and summative assessment methods that measure students' attainment of the identified objectives. In the Department of Health Sciences, the assessment methods occur in the four core courses for the Department, HSCI 3201 Health Behavior Change, HSCI 3520 Health Communication, HSCI 3630 Culture and Health and HSCI 4010 Health Science Research. These courses are taken by all Health Science students regardless of which degree option they are pursuing. The assessment methods used in these courses are also incorporated into the DPD planning and assessment processes.

APPENDIX A

Program Assessment Matrices (Standard 7) for Dietetics Programs Using the DP Standards
Assessment Period from 2013 to 2018

Background: The Program Goals Assessment Planning Matrices are used to document whether the program is meeting its goals over a five-year period. At the end of five years, the fully-completed form should be used as evidence of the degree to which the program is achieving outcomes that support the goals.

Directions: Write the program's goals; then list the desired outcome measures that accompany each one. Describe the data to be assessed and its source for each outcome measure. Specify the assessment methods and identify the individuals or groups responsible for ensuring that assessments take place along with the timeframe for collecting the data. The actual outcomes will be recorded over the five-year lifetime of the plan.

Mission of the Dietetics Program Using the DP Standards (Standard 4)

To provide students with a comprehensive, rigorous core of knowledge and professional skills to ensure future success in their chosen endeavors. Graduates of the Nutrition Option within the Department of Health Sciences are proficient in the use of food and nutrition in health and disease.

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #1 - Through motivation and support, DPD faculty and staff will encourage students to complete their dietetics program of study in a timely manner.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Seventy percent of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will successfully complete it within 3 years of declaration.	Academic advisor	Review graduation records annually.	Program Director	• Identify students at risk • Advisor meets with students to make sure they are on track with GPA and prerequisite coursework	Annually each June	(data due in 5 yrs)
Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the advising and counseling services provided by Student Services as "satisfactory" or better.	Graduating student exit survey	Review Graduating exit survey	Program Director	• Use survey data to discuss suggestions to maintain and improve the advising and counseling services with the academic advisor each year	Annually each June	(data due in 5 yrs)
Seventy-five percent of the students choosing the nutrition option in Health Sciences will rate the motivation, support and encouragement provided by DPD faculty as "satisfactory" or better.	Graduating student exit survey	Review Graduating exit survey	Program Director	• Discuss survey data with the DPD faculty each year in order to maintain and improve the motivation, support and encouragement provided by DPD faculty	Annually each June	(data due in 5 yrs)

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)
Goal #2 - The DPD will prepare graduates for a dietetic internship.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Of those DPD graduates applying for an internship for the first time, 75% will be accepted during the match (first or second round) process.	Data from D & D Digital	Review data after each match round	Program Director	• Administer handout to all students in the nutrition option on the application process and ways to strengthen application • Incorporate regular meetings with students applying for internships to assist them with the application process starting the first semester of the nutrition sequence	April and November each year	(data due in 5 yrs)
Eighty-five percent of DPD graduates will rate themselves as "prepared" or "very prepared" for their dietetic internship.	Graduate surveys	Review data from surveys	Program Director	• Continue the emphasis on the current curriculum, making any changes based on information from program assessment	Annually	(data due in 5 yrs)

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)
Goal #3 - The DPD will prepare graduates for the RD exam.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Eighty percent of the DPD graduates who take the RD exam with successfully pass the RD exam on the first attempt.	Data from ACT	Review data after reports are received	Program Director	• Continue the emphasis on the current curriculum, making any changes based off program assessment	April and November each year	(data due in 5 yrs)
Ninety percent of the DPD graduates who take the RD exam with successfully pass the RD exam on the first attempt.	Data from ACT	Review data after reports are received	Program Director	• Continue the emphasis on the current curriculum, making any changes based off program assessment	Annually	(data due in 5 yrs)

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)
Goal #4 - : The DPD faculty will encourage graduates to contribute to the field of dietetics and nutrition.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Within one year of graduation, 60% of the students will have either applied for a dietetic internship or advanced education program or	Graduate surveys	Review data from surveys	Program Director	• Administer handout to all students in the nutrition option on the application process and ways to strengthen application	April and November each year	(data due in 5 yrs)

have found employment in nutrition-related jobs				• Incorporate regular meetings with students applying for internships to assist them with the application process starting the first semester of the nutrition sequence • Provide guidance to those not applying for dietetic internships on other employment options		
Within 5 years of graduation, 80% of the graduates will have either applied for a dietetic internship or advanced education program or have found employment in nutrition-related jobs	Graduate surveys	Review data from surveys	Program Director	• Administer handout to all students in the nutrition option on the application process and ways to strengthen application • Incorporate regular meetings with students applying for internships to assist them with the application process starting the first semester of the nutrition sequence • Provide guidance to those not applying for dietetic internships on other employment options	Annually	(data due in 5 yrs)

Program Goal, Objectives and Assessment (Standards 5, 6, 7 and 8)

Goal #5 - The DPD will prepare graduates for employment in the field of dietetics and nutrition.

Objectives (Guideline 7.1a)	Data Assessed and the Data Source (Guideline 7.1b & c)	Data Assessment Method(s) (Guideline 7.1d)	Assessed by: (Guideline 7.1e)	Actions to Assure that the Outcome is or Will Be Met (Guideline 8.2)	Timeframe (finished?) (Guideline 7.1f)	Actual Outcome (Guideline 7.2 b)
Eighty-five percent of employed graduates will rate themselves as prepared or very prepared for their first position.	Graduate surveys	Review data from surveys	Program Director	• Administer handout to all students in the nutrition option on the application process and ways to strengthen application • Incorporate regular meetings with students applying for internships to assist them with the application process starting the first semester of the nutrition sequence	April and November each year	(data due in 5 yrs)
During the first year of employment, at least seventy-five percent of employers will rate DPD graduates as "average" or "above average" in professional knowledge and skills.	Employer surveys	Review data from surveys	Program Director	• Continue the emphasis on the current curriculum, making any changes based on the information obtained through program assessment	Annually	(data due in 5 yrs)

APPENDIX B

Learning Assessment Matrix (Standard 13)
Ongoing Assessment of Core Knowledge for the RD
Assessment Period from 2013 to 2018

Background: The Learning Assessment Planning Matrix is used to assess the Foundation Knowledge & Competencies/ Learning Objectives specified in Appendix A of ACEND's Accreditation Standards and to document learning outcomes over a five-year period. At the end of five years, the completed portions of the form can be used as evidence of the degree to which the program is helping students to learn.

Directions: List at least one assessment method with the learning objectives per competency. Specify the rotation in which the assessment will occur and identify the individuals or groups responsible for ensuring that the assessment takes place and the timeframe for collecting the data. Optional: Feel free to also include the actual outcomes over the five-year lifetime of the plan.

1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice					
	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.	80% of students will receive a grade of 80% or higher on the fact sheet and Final Project 80% of students will receive a grade of 80% or higher on the Literature Review Paper; Executive Summary; Health Professional Handout; Client Handout	HSCI 3920 Community Nutrition HSCI 4960 Medical Nutrition Therapy II	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.					
	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 2.1: The curriculum must include opportunities to develop a variety of	80% of students will receive a grade of '80% or higher on the fact sheet	HSCI 3920 Community Nutrition	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement

communication skills sufficient for entry into pre-professional practice.	and Final Project 80% of students will receive a grade of 80% or higher on the 24 Hour Recall & Diet Analysis assignment 80% of students will receive a grade of 80% or higher on the Literature Review Paper; Executive Summary; Health Professional Handout; Client Handout	 HSCI 4920 Nutrition Assessment HSCI 4960 Medical Nutrition Therapy II	 Instructor Instructor	 End of semester End of semester	is now optional.
KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.	80% of students will receive a grade of 80% or higher on the fact sheet and Final Project 80% of students will receive a grade of 80% or higher on the 24 Hour Recall & Diet Analysis assignment	HSCI 3920 Community Nutrition HSCI 4920 Nutrition Assessment	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.	80% of students will receive a grade of 80% or higher on Code of Ethics assignment 80% of students will receive a grade of 80% or higher on exam questions related to the Nutrition Care Process and Health Care System	HSCI 4020 Food Systems Management II HSCI 4930 Medical Nutrition Therapy I	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations					
	Learning objective and the assessment methods that	**Rotation or class in which assessment will occur**	**Individuals responsible for ensuring assessment**	**Timeline for collecting formative and summative**	**Resulting Data and Date Collected**

	will be used (Guideline 13.1a & b)	(Guideline 13.1c)	occurs (Guideline 13.1d)	data (Guideline 13.1e)	
KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.	80% of students will receive a grade of 80% or higher on the 24 Hour Recall & Diet Analysis assignment and Anthropometric assignment 80% of students will receive a grade of 80% or higher on exam questions on Nutrition Care Process 80% of students will receive a grade of 80% or higher on 80% of assigned case studies	HSCI 4920 Nutrition Assessment HSCI 4920 Nutrition Assessment HSCI 4960 Medical Nutrition Therapy II	Instructor Instructor Instructor	End of semester End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.	80% of students will receive a grade of 80% or higher on the Fact Sheet, Final Project and Community Site Assessment 80% of students will a grade of 80% or higher on exam questions related to weight management	HSCI 3920 Community Nutrition HSCI 4930 Medical Nutrition Therapy I	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 3.3: The curriculum must include education and behavior change theories and techniques.	80% of students will receive a grade of 80% or higher on project 80% of students will receive a letter grade of 'B' or higher on 80% of assigned case studies	HSCI 3201 Health Behavior Change HSCI 4930 Medical Nutrition Therapy I	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations					
	Learning objective and the	Rotation or class in which	Individuals responsible for	Timeline for collecting	Resulting Data and Date

	assessment methods that will be used (Guideline 13.1a & b)	assessment will occur (Guideline 13.1c)	ensuring assessment occurs (Guideline 13.1d)	formative and summative data (Guideline 13.1e)	Collected
KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.	80% of students will receive a grade of 80% or higher on exam questions related to management and business theories and principles	HSCI 4020 Food Systems Management II	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
	80% of students will receive a grade of 80% or higher on the Business Plan Assignment	HSCI 4020 Food Systems Management II	Instructor	Instructor	
KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.	80% of students will receive a grade of 80% or higher on the ProSim assignment	HSCI 4020 Food Systems Management II	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
	80% of students will receive a grade of 80% or higher on the Business Plan Assignment	HSCI 4020 Food Systems Management II	Instructor	End of semester	
KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.	80% of students will receive a grade of 80% or higher on the fact sheet and Final Project	HSCI 3920 Community Nutrition	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
	80% of students will receive a grade of 80% or higher on exam questions related to Nutrition Care Process and Health Care System	HSCI 4930 Medical Nutrition Therapy I	Instructor	End of semester	
KRD 4.4: The curriculum must include content related to health care systems.	80% of students will receive a grade of 80% or higher on iClicker questions related to Health Care System	HSCI 4930 Medical Nutrition Therapy I	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
	80% of students will receive a grade of 80% or	HSCI 4960 Medical Nutrition Therapy II	Instructor	End of semester	

	higher on 80% of assigned case studies				
KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers	80% of students will receive a grade of 80% or higher on exam questions related to Health Care System 80% of students will receive a grade of 80% or higher on exam questions related to nutrition support and renal disease	HSCI 4930 Medical Nutrition Therapy I HSCI 4960 Medical Nutrition Therapy II	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.

5. Support Knowledge: knowledge underlying the requirements specified above.

	Learning objective and the assessment methods that will be used (Guideline 13.1a & b)	Rotation or class in which assessment will occur (Guideline 13.1c)	Individuals responsible for ensuring assessment occurs (Guideline 13.1d)	Timeline for collecting formative and summative data (Guideline 13.1e)	Resulting Data and Date Collected
KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.	80% of students will receive a grade of 80% or higher on Cycle Menu assignment 80% of students will receive a grade of 80% or higher on Quantity Food assignment 80% of students will receive a grade of 80% or higher on Modified Meal assignment	HSCI 3940 Nutrition Science and Food Preparation HSCI 3950 Food Systems Management I HSCI 4960 Medical Nutrition Therapy II	Instructor Instructor Instructor	End of semester End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.
KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content	80% of students will receive a grade of 80% or higher on the Specialty Vitamin/Mineral Supplement assignment	HSCI 4440 Advanced Nutrition II	Instructor	End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.

must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism and nutrition across the lifespan.	80% of students will receive a grade of 80% or higher on 80% of assigned case studies 80% of students will receive a grade of 80% or higher on 80% of assigned case studies	HSCI 4930 Medical Nutrition Therapy I HSCI 4960 Medical Nutrition Therapy II	Instructor Instructor	End of semester End of semester	
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology	80% of students will receive a grade of 80% or higher on the Fact Sheet, Final Project and Community Site Assessment 80% of students will receive a grade of 80% or higher on the Research Project	HSCI 3920 Community Nutrition HSCI 3630 Culture and Health	Instructor Instructor	End of semester End of semester	Reporting aggregate data to ACEND on every knowledge requirement is now optional.

APPENDIX C

Standard 8: On-going Program Improvement
Program Improvement Summary Matrix Covering 2013 to 2018

Background: Using information identified through the data-collection and assessment process, the Program Improvement Summary Matrix summarizes actions to maintain or improve the program and documents the resulting outcomes of those actions over a five-year period. At the end of five years, the completed portions of the form should be used to document program improvements through the self-study process. *The program is free to limit responses to only the areas that are relevant for improving the program.*

Directions: List the program strengths and areas for program improvement for the relevant Program Components, identifying each using the check boxes. If no strengths or areas for program improvement were identified, check ***N/A***. Describe specific actions for addressing each item, checking ***Action for Pass Rate Improvement*** if the action is intended to improve the pass rate. Identify the individuals or groups performing the actions and the timeframe for the action to take place. The impact of the actions will be documented as the Resulting Data.

Program Components	Describe each Program Strength (ST) or Area Needing Improvement (NI)	Describe Actions to Maintain Strength or Make Improvement	Individuals or Groups Performing the Action	List the Timeframe for Actions	Resulting Data
Program Policies	The program currently has a 2.8 minimum GPA requirement in order to start the nutrition sequence to start the 3 semester Nutrition Option sequence. **ST[X] NI [ ] N/A [ ]**	The program will continue to monitor student progress through the program to confirm eligibility for entry into the nutrition option. **Action for Pass Rate Improvement [X]**	Academic advisor and DPD Director	Annually	(results due in 5 years)
Procedures	The program currently does not have a formalized method of distributing dietetic internship application information when students are in the first two years of the program. **ST[ ] NI [X] N/A [ ]**	Administer handout to all students in the nutrition option on the application process and ways to strengthen internship application **Action for Pass Rate Improvement [ ]**	Academic advisor and DPD Director	Continually	(results due in 5 years)
Curriculum	The curriculum contains very thorough coverage of community, foodservice, and clinical topics, with a strong science emphasis. **ST[X] NI [ ] N/A [ ]**	The program will continue to reassess the course content, including assignments and projects to assure the KDR are being met. **Action for Pass Rate Improvement [ ]**	DPD Director, DPD Faculty & Nutrition Advisory Board	Annually	(results due in 5 years)
Teaching & Learning Methods	The curriculum has increased emphasis on pre-class preparation so in-class time can be more application based. **ST[X] NI [ ] N/A [ ]**	The program will continue this emphasis to provide more hands-on in-class application of material. **Action for Pass Rate Improvement [X]**			(results due in 5 years)
Faculty/ Preceptors	The DPD program has strengthened and diversified its faculty since the site visit, with 5 full-time DPD faculty.	The program will continue to utilize the full resources of the DPD faculty.	DPD Director & faculty	Annually	(results due in 5 years)

	ST[X] NI [ ] N/A [ ]	**Action for Pass Rate Improvement [ ]**			
Academic Counseling	The Program has a designated advisor for the Nutrition Option students. **ST[X] NI [ ] N/A [ ]**	The program will continue to utilize the resources of the academic advisor **Action for Pass Rate Improvement [X]**	Academic Advisor and DPD Director	Annually	(results due in 5 years)
Student Support Services	The University has a Student Success Center which offers assistance to undergraduate students to develop academic plans and life goals, and progress toward those goals by completing a Bachelor's degree at UCCS. **ST[X] NI [ ] N/A [ ]**	The program will continue to refer the students to the Student Success Center for assistance. **Action for Pass Rate Improvement []**	DPD Director & faculty	Annually	(results due in 5 years)
	The university has a Career Center which assists students in gaining knowledge and skills to make educated career decisions by advising them through the process of identifying a major, exploring career interests, and securing post-graduate opportunities. **ST[X] NI [ ] N/A [ ]**	The program will continue to refer the students to the Student Success Center for assistance. **Action for Pass Rate Improvement []**	DPD Director and faculty	Continually	(results due in 5 years)
Educational Resources	The program has a variety of technological resources incorporated into the curriculum. **ST[X] NI [ ] N/A [ ]**	The program will continue to utilize the technological resources as well as identify potential new ones. **Action for Pass Rate Improvement [ ]**	DPD Director & faculty	Annually	(results due in 5 years)
Other Resources	**ST[ ] NI [ ] N/A [X]**	**Action for Pass Rate Improvement [ ]**			(results due in 5 years)
Program Assessment Process	**ST[ ] NI [ ] N/A [X]**	**Action for Pass Rate Improvement [ ]**			(results due in 5 years)
Other	The program has submitted an ISPP application with the intent of starting the ISPP fall 2013. **ST[X] NI [ ] N/A [ ]**	The program will administer information about the ISPP Program to graduates and current students. **Action for Pass Rate Improvement [ ]**	DPD Director	Continually	(results due in 5 years)

APPENDIX D

Program Goal 1
Through motivation and support, DPD faculty and staff will encourage students to complete their dietetics program of study in a timely manner.

Program Mission Reference
Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional competencies to prepare for future success in the field of dietetics and nutrition.

Outcome Measures	Data Needed	Data Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
Seventy percent of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will successfully complete it within 3 years of declaration.	Retention figures	Yes	Students who declare the nutrition option	Descriptive statistics	Program Director & Academic advisor	Annually
Seventy-five percent of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will rate the advising and counseling provided by Student Services as "satisfactory" or better	Graduating student exit survey	Yes	Graduates	Survey	Program Director	Annually
Seventy-five percent of the students who declare the nutrition option in Health Sciences (defined as spring junior year) will rate the motivation, support and encouragement provided by DPD faculty as "satisfactory" or better	Graduating student exit survey	Yes	Graduates	Exam	Program Director	Annually

Program Goal 2
The DPD will prepare graduates for a dietetic internship

Program Mission Reference
Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional competencies to prepare for future success in the field of dietetics and nutrition.

Outcome Measures	Data Needed	Data Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
Of those DPD graduates applying for a dietetic internship, 75% will be accepted the first time	Internship match rates	Yes	Graduates	Student records/survey	Program Director	Annually
Eighty-five percent of DPD graduates will rate themselves as "prepared" or "very prepared" for their dietetic internship	Results of graduate survey	Yes	Graduates	Survey	Program Director	Annually
Seventy-five percent of dietetic internship directors will rate the overall preparation of program graduates as "average" or "above average"	Results of internship director surveys	Yes	Dietetic Internship directors	Survey	Program Director	Annually

Program Goal 3
The DPD will prepare graduates for the Registration Exam.

Program Mission Reference
Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional competencies to prepare for future success in the field of dietetics and nutrition.

Outcome Measures	Data Needed	Data Already Available	Groups Assessed	Assessment Methods	Who Will Conduct Assessment	Timeline
Eighty percent of the DPD graduates who take the registration exam will successfully complete the registration examination on the first try.	RD exam scores	Yes	Graduates	RD Exam Reports	Program Director	Annually
Ninety percent of the DPD graduates who take the registration exam will eventually pass the registration examination.	RD exam scores	Yes	Graduates	RD Exam Reports	Program Director	Annually

Program Goal 4 The DPD faculty and staff will encourage graduates to contribute in the field of dietetics and nutrition.						
Program Mission Reference Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional competencies to prepare for future success in the field of dietetics and nutrition.						
Outcome Measures	**Data Needed**	**Data Already Available**	**Groups Assessed**	**Assessment Methods**	**Who Will Conduct Assessment**	**Timeline**
Within one year of graduation 60% of the DPD graduates will have applied for a dietetic internship.	Internship application rates	Yes	Graduates	Student records/ Survey	Program Director	Within 1st year of graduation
Within five years of graduation, 80% of the graduates will have applied to a dietetic internship or advanced education program or employed in nutrition-related jobs.	Results from graduate/ alumni surveys	Yes	Graduates	Survey	Program Director	Within 1st, 3rd and 5th years of graduation

Program Goal 5 The DPD will prepare graduates for employment in the field of dietetics and nutrition.						
Program Mission Reference Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional competencies to prepare for future success in the field of dietetics and nutrition.						
Outcome Measures	**Data Needed**	**Data Already Available**	**Groups Assessed**	**Assessment Methods**	**Who Will Conduct Assessment**	**Timeline**
Eighty-five percent of employed graduates will rate themselves as "prepared" or "very prepared" for their first position.	Results from graduate/ alumni surveys	No	Graduates	Survey	Program Director	Within 1st, 3rd and 5th years of graduation
During the first year of employment, at least seventy-five percent of employers will rate DPD graduates as "average" or "above average" in professional knowledge and skills.	Results of employer surveys	No	Employers	Survey	Program Director	Annually

APPENDIX E

ASSESSMENT PLAN FOR STUDENT LEARNING OUTCOMES (2002) FOUNDATION KNOWLEDGE, SKILLS AND COMPETENCIES

Learning Outcome 1: Students will demonstrate the ability to communicate effectively with individuals of diverse backgrounds via a variety of communication tools.
Mission Reference: Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional skills to ensure future success in their chosen endeavors.

Foundation Knowledge or Skill	Data Needed	Data Already Available	Groups to Be Assessed	Assessment Method(s)	Who Will Conduct Assessment	Timeline
Negotiation techniques	Evidence of student progress	Y	Nutrition and Community HSCI 392	Class discussions	Instructor	End of semester
			Food Systems Management HSCI 402	Class discussions, assignments, exams	Instructor	End of semester
Lay and technical writing	Evidence of student progress	Y	Nutrition and Community HSCI 392	Assignments	Instructor	End of semester
			Health Science Research HSCI 401	Project	Instructor	End of semester
			Nutritional Assessment HSCI 492	Assignments	Instructor	End of semester
Media presentations	Evidence of student progress	Y	Nutrition and Community HSCI 392	Project	Instructor	End of semester
			Health Behavior Change HSCI 420	Class presentation	Instructor	End of semester
			Health Teaching HSCI 452	Class presentation	Instructor	End of semester
Interpersonal communication skills	Evidence of student progress	Y	Health Teaching HSCI 452	Case studies, class activity	Instructor	End of semester
			Culture and Health HSCI 463	Class discussions, assignments Assignments	Instructor	End of semester
			Nutritional Assessment HSCI 492	Class discussions, assignments Assignments	Instructor	End of semester
Counseling theory and methods	Evidence of student progress	Y	Health Behavior Change HSCI 420	Class discussions	Instructor	End of semester
			Health Teaching HSCI 452	Assignment	Instructor	End of semester
			Nutritional Assessment HSCI 492	Class discussions	Instructor	End of semester
Interviewing techniques	Evidence of student progress	Y	Health Behavior Change HSCI 420	Class discussions	Instructor	End of semester
			Health Teaching HSCI 452	Class discussions, assignment, class activity	Instructor	End of semester

			Nutritional Assessment HSCI 492	Assignments	Instructor	End of semester
Educational theory and techniques	Evidence of student progress	Y	Health Teaching HSCI 452	Class discussions, assignments	Instructor	End of semester
Concepts of human and group dynamics	Evidence of student progress	Y	Health Behavior Change HSCI 420	Exams	Instructor	End of semester
			Health Teaching HSCI 452	Assignments, class presentation	Instructor	End of semester
			Nutrition Practicum HSCI 494	Presentation	Instructor	End of semester
Public speaking	Evidence of student progress	Y	Nutrition and Community HSCI 392	Class Presentation	Instructor	End of semester
			Health Science Research HSCI 401	Class Presentation	Instructor	End of semester
			Health Behavior Change HSCI 420	Class Presentation	Instructor	End of semester
			Health Teaching HSCI 452	Class Presentation	Instructor	End of semester
Educational materials development	Evidence of student progress	Y	Nutrition and Community HSCI 392	Assignment	Instructor	End of semester
			Health Teaching HSCI 452	Assignments, class presentation	Instructor	End of semester
			Nutritional Assessment HSCI 492	Assignment	Instructor	End of semester
			Nutrition Practicum HSCI 494	Project	Instructor	End of semester
Use oral and written communications in presenting an educational session for a group	Evidence of student progress	Y	Nutrition and Community HSCI 392	Class Presentation	Instructor	End of semester
			Health Science Research HSCI 401	Class Presentation	Instructor	End of semester
			Health Behavior Change HSCI 420	Class Presentation	Instructor	End of semester
			Health Teaching HSCI 452	Class presentation, project	Instructor	End of semester
Document appropriately a variety of activities	Evidence of student progress as demonstrated by portfolio components	Y	Nutrition and Community HSCI 392	Paper	Instructor	End of semester
			Nutrition Science and Food Preparation HSCI 394	Assignment	Instructor	End of semester
			Food Systems Management	Assignment	Instructor	End of semester

			HSCI 402 Advanced Nutrition HSCI 442 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493 Nutrition Practicum HSCI 494	Assignment Assignment Review paper Project	Instructor Instructor Instructor Instructor	End of semester End of semester End of semester End of semester
Use current information technologies	Evidence of student progress	Y	Food Systems Management HSCI 402 Health Teaching HSCI 452 Nutritional Assessment HSCI 492	iClicker Video simulation Food analysis database, Evidence Analysis Library (EAL)	Instructor Instructor Instructor	End of semester End of semester End of semester
Work effectively as a team member	Evidence of student progress	Y	Nutrition and Community HSCI 392 Nutrition Science and Food Preparation HSCI 394 Health Science Research HSCI 401 Health Teaching HSCI 452 Medical Nutrition Therapy HSCI 493	Project Labs, project Class project Assignments Assignments	Instructor Instructor Instructor Instructor Instructor	End of semester End of semester End of semester End of semester End of semester
Public policy development	Evidence of student progress	Y	Nutrition and Community HSCI 392	Assignment, exams	Instructor	End of semester
Psychology	Evidence of student progress	Y	Health Behavior Change HSCI 420 Health Teaching HSCI 452	Class discussions, exams Class discussions, assignments	Instructor Instructor	End of semester End of semester
Health behaviors and educational needs of diverse populations	Evidence of student progress	Y	Nutrition and Community HSCI 392 Culture and Health HSCI 463 Health Teaching HSCI 452	Project Class discussions, assignment Assignments, quizzes	Instructor Instructor Instructor	End of semester End of semester End of semester
Economics and nutrition	Evidence of student progress	Y	Nutrition and Community HSCI 392	Project	Instructor	End of semester

			Culture and Health HSCI 463	Class discussions	Instructor	End of semester
Diversity issues	Evidence of student progress	Y	Nutrition and Community HSCI 392 Health Teaching HSCI 452 Culture and Health HSCI 463	Class discussions, assignment Class discussions, quizzes Class discussions, assignment	Instructor Instructor Instructor	End of semester End of semester End of semester
Develop a personal portfolio	Evidence of student progress	Y	Nutrition Practicum HSCI 494	Project	Instructor	End of semester

Learning Outcome 2: Students will acquire a strong knowledge base in nutrition and related sciences.
Mission Reference: Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional skills to ensure future success in their chosen endeavors.

Exercise physiology	Evidence of student progress	Y	Nutrition for Health Science Professionals HSCI 207 Advanced Nutrition HSCI 443	Class discussions, exams Class discussions, exams, case studies, project	Instructor Instructor	End of semester End of semester	
Genetics	Evidence of student progress	Y	Advanced Nutrition HSCI 443 Nutritional Assessment HSCI 492 Medical Nutriton Therapy HSCI 493	Case Studies, exams Class discussions Class discussions, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Organic chemistry	Evidence of student progress	Y	Organic Chemistry and Lab CHEM 330 & 340 Medical Nutriton Therapy HSCI 493	Labs, exams Case studies	Instructor Instructor	End of semester End of semester	
Biochemistry	Evidence of student progress	Y	Biochemistry Principles BIOL 483 Advanced Nutrition HSCI 443	Exams Class discussions, case studies, exams	Instructor Instructor	End of semester End of semester	
Physiology	Evidence of student progress	Y	Human Anatomy and Physiology I and II BIOL 201 & 202 Advanced Nutrition HSCI 443 Medical Nutrition Therapy HSCI 493	Exams/Labs Class discussions, case studies, exams Case studies, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Microbiology	Evidence of student progress	Y	Microbiology BIOL 203 & 213	Labs, exams	Instructor	End of semester	

			Community and Nutrition HSCI 392	Class discussions, exams	Instructor	End of semester	
			Nutrition Science and Food Preparation HSCI 394	Exams	Instructor	End of semester	
			Food Systems Management HSCI 402	Exams	Instructor	End of semester	
Nutrient metabolism	Evidence of student progress	Y	Advanced Nutrition HSCI 443	Case studies, project, exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Case studies, exams	Instructor	End of semester	
Pathophysiology	Evidence of student progress	Y	Pathophysiology HSCI 301	Exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Case studies, exams	Instructor	End of semester	
			Medical Nutriton Therapy HSCI 493	Case studies, exams	Instructor	End of semester	
Fluid and electrolytes	Evidence of student progress	Y	Nutrition for Health Science Professionals HSCI 207	Exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Case studies, exams	Instructor	End of semester	
Pharmacology: nutrient-nutrient and drug-nutrient interaction	Evidence of student progress	Y	Nutritional Assessment HSCI 492	Class discussions, exams,	Instructor	End of semester	
			Medical Nutriton Therapy HSCI 493	Case studies, exams	Instructor	End of semester	
Calculate and interpret nutrient composition of foods	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207	Exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Assignments, exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Case studies	Instructor	End of semester	
Influence of age, growth, and normal development on nutritional requirements	Evidence of student progress	Y	Nutritional Assessment HSCI 492	Class discussions, exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Exams	Instructor	End of semester	
Nutrition and metabolism	Evidence of student	Y	Biochemistry Principles BIOL 483	Exams	Instructor	End of semester	

	progress		Medical Nutrition Therapy HSCI 493 Advanced Nutrition HSCI 443	Exams Project, case studies, exams	Instructor Instructor	End of semester End of semester	
Health promotion and disease prevention theories and guidelines	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207 Nutrition and Community HSCI 392 Health Behavior Change HSCI 420	Exams Class discussions, exams Paper, presentation	Instructor Instructor Instructor	End of semester End of semester End of semester	

Learning Outcome 3: Students will successfully analyze, synthesize and evaluate nutrition knowledge obtained in the classroom and use that information to reach evidence-based and ethical decisions and conclusions.

Mission Reference: Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional skills to ensure future success in their chosen endeavors.

General health assessment	Evidence of student progress	Y	Nutrition for Health Science Professionals HSCI 207 Nutritional Assessment HSCI 492	Project Assignments	Instructor Instructor	End of semester End of semester	
Interpret medical terminology	Evidence of student progress	Y	Human Anatomy & Physiology BIOL 201 & 202 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Labs, exams Case studies, exams Case studies, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Interpret laboratory parameters relating to nutrition	Evidence of student progress	Y	Advanced Nutrition HSCI 443 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, exams Case studies, exams Case studies, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Biochemical assays	Evidence of student progress	Y	Advanced Nutrition HSCI 443 Nutritional Assessment HSCI 492	Case studies, exams Case studies, class discussions, exams	Instructor Instructor	End of semester End of semester	
Research methodologies	Evidence of student progress	Y	Personal Nutrition HSCI 106 Health Science Statistics HSCI 206	Class discussions Class discussions	Instructor Instructor	End of semester End of semester	

			Nutrition for Health Professionals HSCI 207	Exams	Instructor	End of semester	
			Health Science Research HSCI 401	Project, exams	Instructor	End of semester	
Needs assessments	Evidence of student progress	Y	Nutrition and Community HSCI 392	Project	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Assignments	Instructor	End of semester	
			Health Teaching HSCI 452	Project class presentation	Instructor	End of semester	
Outcomes-based research	Evidence of student progress	Y	Health Science Research HSCI 401	Assignments, project	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Assignments	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Assignment	Instructor	End of semester	
Scientific method	Evidence of student progress	Y	Health Science Statistics HSCI 206	Class discussions, exams	Instructor	End of semester	
			Health Science Research HSCI 401	Project, class presentation, exams	Instructor	End of semester	
Interpret current research	Evidence of student progress	Y	Health Science Statistics HSCI 206	Assignments, exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Assignments	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Assignment	Instructor	End of semester	
Interpret basic statistics	Evidence of student progress	Y	Health Science Statistics HSCI 206	Assignments, exams	Instructor	End of semester	
			Health Science Research HSCI 401	Exams	Instructor	End of semester	
Evolving methods of assessing health status	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207	Class discussions, exams	Instructor	End of semester	
			Nutritional Assessment HSCI 492	Exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Assignments, case studies	Instructor	End of semester	
Assessment and treatment of nutritional health risks	Evidence of student progress	Y	Nutritional Assessment HSCI 492	Case studies, exams	Instructor	End of semester	
			Medical Nutrition Therapy HSCI 493	Case studies, exams	Instructor	End of semester	

			Advanced Nutrition HSCI 443	Case studies, exams	Instructor	End of semester	
Medical nutrition therapy	Evidence of student progress	Y	Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, exams, Case studies, assignments, exams	Instructor Instructor	End of semester End of semester	
Strategies to assess need for adaptive feeding techniques and equipment	Evidence of student progress	N	Medical Nutrition Therapy HSCI 493	Case studies, exams	Instructor	End of semester	
Complementary and alternative nutrition and herbal therapies	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207 Medical Nutrition Therapy HSCI 493	Exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Dietary supplements	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207 Advanced Nutrition HSCI 443 Medical Nutrition Therapy HSCI 493	Exams Case studies, exams Case studies, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Calculate and/or define diets for health conditions addressed by health promotion/disease prevention activities or uncomplicated instances of chronic diseases of the general population	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207 Nutrition and Community HSCI 392 Medical Nutrition Therapy HSCI 493	Case studies, class discussions, exams Class discussions, exams Exams, case studies, assignments	Instructor Instructor Instructor	End of semester End of semester End of semester	
Screen individual for nutritional risk	Evidence of student progress	Y	Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, assignments, exams Case studies, assignments, exams	Instructor Instructor	End of semester End of semester	
Collect pertinent information for comprehensive nutrition assessments	Evidence of student progress	Y	Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, assignments, exams Case studies, assignments, exams	Instructor	End of semester End of semester	
Determine nutrient requirements across the lifespan	Evidence of student progress	Y	Nutrition and Community HSCI 392 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, assignments, exams Case studies, assignments, exams Case studies, assignments, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Translate nutrition needs into food choices and menus for people of diverse cultures and	Evidence of student progress	Y	Nutrition and Community HSCI 392	Assignment	Instructor	End of semester	

religions			Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Assignments Case studies, exams	Instructor Instructor	End of semester End of semester	
Measure, calculate, and interpret body composition data	Evidence of student progress	Y	Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Assignment Case studies	Instructor Instructor	End of semester End of semester	
Calculate enteral and parenteral nutrition formulations	Evidence of student progress	N	Medical Nutrition Therapy HSCI 493	Case studies, assignments, exams	Instructor	End of semester	
Health care policy and administration	Evidence of student progress	N	Nutrition and Community HSCI 392 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Exams Assignment Class discussions, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Health care delivery systems	Evidence of student progress	N	Nutrition and Community HSCI 392 Food Systems Management HSCI 402 Medical Nutrition Therapy HSCI 493	Class discussions, exams Case studies, exams Class discussions	Instructor Instructor Instructor	End of semester End of semester End of semester	

Learning Outcome 4: Students will demonstrate a broad knowledge of food technologies and methodologies, as well as resource management to enhance health and promote wellness.

Mission Reference: Provide students with a comprehensive, rigorous academic core of knowledge grounded in the basic sciences and professional skills to ensure future success in their chosen endeavors.

Apply microbiological and chemical consideration to process control	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394 Food Systems Management HSCI 402	Labs, exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Quality improvement methods	Evidence of student progress	Y	Food Systems Management HSCI 402 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Case studies, exams Case studies, exams Class discussions, case studies	Instructor Instructor Instructor	End of semester End of semester End of semester	
Food technology	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394	Labs, exams	Instructor	End of semester	
Biotechnology	Evidence of	Y	Nutrition and Community	Class discussions	Instructor	End of semester	

	student progress		HSCI 392 Advanced Nutrition HSCI 443	Class discussions, project	Instructor	End of semester	
Culinary techniques	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394	Labs, exams	Instructor	End of semester	
Sociocultural and ethnic food consumption issues and trends	Evidence of student progress	Y	Nutrition and Community HSCI 392 Culture and Health HSCI 463 Nutritional Assessment HSCI 492 Medical Nutrition Therapy HSCI 493	Project Class discussions Class discussions, exams Case studies	Instructor Instructor Instructor Instructor	End of semester End of semester End of semester End of semester	
Food safety and sanitation	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394 Food Systems Management HSCI 402	Labs, exams Case Studies, exams	Instructor Instructor	End of semester End of semester	
Food delivery systems	Evidence of student progress	Y	Community and Nutrition HSCI 392 Food Systems Management HSCI 402	Case studies, class discussion, exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Food and nonfood procurement	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Availability of food and nutrition programs	Evidence of student progress	Y	Community and Nutrition HSCI 392 Culture and Health HSCI 463	Case studies, exams, project Class discussions	Instructor Instructor	End of semester End of semester	
Local, state, and national food security policy	Evidence of student progress	Y	Community and Nutrition HSCI 392 Culture and Health HSCI 463	Class discussions, exams Class discussion	Instructor Instructor	End of semester End of semester	
Food production systems	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394 Food Systems Management HSCI 402	Exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Environmental issues related to food	Evidence of student progress	Y	Community and Nutrition HSCI 392	Class discussions, exams	Instructor	End of semester	
Role of food in promotion of a healthy lifestyle	Evidence of student	Y	Nutrition for Health Professionals HSCI 207	Exams	Instructor	End of semester	

	progress		Nutritional Assessment HSCI 492 Medical Nutriton Therapy HSCI 493	Case studies, class discussions, exams Case studies, class discussions, exams	Instructor Instructor	End of semester End of semester	
Promotion of pleasurable eating	Evidence of student progress	Y	Nutrition for Health Professionals HSCI 207 Nutrition Science and Food Preparation HSCI 394 Food Systems Management HSCI 402	Exams Labs, exams Case studies, exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Food and nutrition laws/ regulations/policies	Evidence of student progress	Y	Community and Nutrition HSCI 392 Food Systems Management HSCI 402 Medical Nutrition Therapy HSCI 493	Case studies, exams Case studies, exams Class discussions	Instructor Instructor Instructor	End of semester End of semester End of semester	
Food availability and access for the individual, family, and community	Evidence of student progress	Y	Community and Nutrition HSCI 392 Culture and Health HSCI 463	Project Class discussions	Instructor Instructor	End of semester End of semester	
Applied sensory evaluation of food	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394 Food Systems Management HSCI 402	Labs, exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Determine recipe/formula proportions and modifications for volume food production	Evidence of student progress	Y	Food Systems Management HSCI 402	Assignment, exams	Instructor	End of semester	
Apply food science knowledge to functions of ingredients in food	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394	Labs, exams	Instructor	End of semester	
Demonstrate basic food preparation and presentation skills	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394	Labs, exams	Instructor	End of semester	
Modify recipe/formula for individual or group dietary needs	Evidence of student progress	Y	Nutrition Science and Food Preparation HSCI 394 Medical Nutrition Therapy HSCI 493	Labs, exams Assignment	Instructor Instructor	End of semester	
Program planning, monitoring and evaluation	Evidence of student progress	Y	Nutrition and Community HSCI 392 Culture and Health	Exams	Instructor	End of semester	

			HSCI 463	Class discussions	Instructor		
Strategic management	Evidence of student progress	Y	Food Systems Management HSCI 402	Exams	Instructor	End of semester	
Facility management	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Organizational change theory	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Risk management	Evidence of student progress	Y	Nutrition and Community HSCI 392 Food Systems Management HSCI 402	Class discussions, exams Case studies, exams	Instructor Instructor	End of semester	
Management theories	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Human resource management, including labor relations	Evidence of student progress	Y	Nutrition and Community HSCI 392 Food Systems Management HSCI 402	Class discussion Case studies, exams	Instructor Instructor	End of semester	
Materials management	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Financial management, including accounting principles	Evidence of student progress	Y	Intro to Financial Accounting ACCT 201 Food Systems Management HSCI 402	Assignments, exams Case studies, exams	Instructor Instructor	End of semester	
Quality improvement –	Evidence of student progress	Y	Food Systems Management HSCI 402 Medical Nutrition Therapy HSCI 493	Case studies, exams Class discussions	Instructor Instructor	End of semester	
Information management	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Systems theory	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	
Marketing theory and techniques	Evidence of student progress	Y	Principles of Marketing MKTG 300 Nutrition and Community HSCI 392 Food Systems Management HSCI 402	Exams Class discussions Exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Determine costs of services/operation	Evidence of student progress	Y	Food Systems Management HSCI 402	Case studies, exams	Instructor	End of semester	

Prepare a budget	Evidence of student progress	Y	Food Systems Management HSCI 402	Class discussions, assignment	Instructor	End of semester	
Interpret financial data	Evidence of student progress	Y	Principles of Accounting ACCT 201 Food Systems Management HSCI 402	Exams Case studies, exams	Instructor Instructor	End of semester End of semester	
Apply marketing principles	Evidence of student progress	Y	Principles of Marketing MKTG 300 Nutrition and Community HSCI 392 Food Systems Management HSCI 402	Assignments, exams Class discussions Exams	Instructor Instructor Instructor	End of semester End of semester End of semester	
Current reimbursement issues, policies, and regulations	Evidence of student progress	Y	Nutrition and Community HSCI 392 Medical Nutrition Therapy HSCI 493	Class discussions Class discussions	Instructor Instructor	End of semester End of semester	