

**DIETETIC INTERNSHIP
AND
MASTER OF SCIENCE IN DIETETICS
YEARLY ASSESSMENT REPORT
2007 – 2008**

The Dietetic Internship and MS in Dietetics are different, yet related, programs. Graduates of the Dietetic Internship Certificate Program accrue 21 graduate credit hours, which they may apply toward a Master's in Dietetics. The programs are closely linked and share many of the same goals, objectives, and assessment plans. Due to the many similarities, University Assessment recommended that a combined assessment report be completed for both programs. Such an assessment is presented below.

I. Program's Student Learning Outcomes

In past years, the Department of Dietetics focused on programmatic goals and objectives to assess the internship and graduate programs. During the 2007 – 2008 academic year, student learning outcomes were established for the internship; however, the Commission on Accreditation for Dietetics Education (CADE) recently revised its eligibility requirements and accreditation standards. Within the revisions are mandatory learning outcomes for all Dietetic Internship programs, which must be implemented by March 2009. Because of these mandatory changes for accreditation, the student learning outcomes identified for the 2007 – 2008 academic year will no longer be utilized. Instead, the Department will transition to the newly established standardized learning outcomes.

That said, the 2007 – 2008 student learning outcomes focused on four areas relevant to the field. These primary learning outcomes are listed below and are closely tied to the competency statements for entry-level practice in the field of Dietetics. For each outcome statement, four to five outcome measures were identified, and appropriate assessment methods and timelines determined. The primary learning outcomes are as follows:

Upon completion of the graduate program in Dietetics, students will be able to:

1. Choose appropriate techniques and tools to efficiently and effectively manage foodservice systems.
2. Provide appropriate, comprehensive nutrition care, including assessment and education.
3. Communicate effectively, both orally and in writing, in the discourse of the discipline.

4. Assess community needs and plan appropriate community nutrition programs based on analysis of these needs.

Because these learning outcomes were new, results are limited. The Dietetics faculty are working to design rubrics for assignments and projects and specific questions on examinations to better assess student learning in the future. These tools will be used to measure the outcomes being revised for the 2008 – 2009 academic year.

II. Assessment Activities

A. Assessment Measures

Appendix A illustrates the student learning outcomes and assessment methods designed for academic year 2007 – 2008. It is important to recall that these will not be used for the current academic year, but will be replaced by the mandated learning outcomes provided by CADE. Currently, faculty are collaborating to develop appropriate assessment tools for the mandated student outcomes and plan to provide results for one-third of the outcomes in the 2009 Assessment Report.

As previously discussed, assessment activities prior to this year focused primarily on programmatic outcomes. Data were collected and analyzed relative to program goals and outcomes, and much of the data were from indirect measures. While results from these data are useful for accreditation purposes, they were not appropriate for the assessment of student learning. This is another reason for the further development and revision of the assessment measures relevant to student learning.

B. Benchmarks

When referring to the learning outcomes identified in Appendix A, you will note that each primary outcome is followed by four – five specific outcome measures. These were specifically identified by CADE as ones required for entry-level practice; therefore, all (100%) graduates are expected to meet each of the identified outcome measures. In the future, it will be important to develop rubrics to assess student learning at various points throughout the graduate education process. More specific assessment measures will also assist the program in identifying areas for improvement in student learning.

C. Results/Analysis

Weekly reports, preceptor evaluations, menu analyses, sanitation audits, case studies, documentation in medical records, and education materials were reviewed for the 2007 – 2008 academic year. Analyses of the data indicated all outcome measures were achieved by 100% of dietetic interns.

D. Analysis/ Planned Action

It is believed the results obtained indicate that program graduates are prepared for entry-level practice in the field of Dietetics. However, program faculty and administration recognize the need for more clearly defined assessment measures and rubrics for the newly prescribed student learning outcomes. In the coming year, faculty will work to determine appropriate assessment strategies and benchmarks for these mandatory knowledge statements and learning outcomes.

III. Assistance Needed with Assessment:

Because the Dietetic Internship is nationally accredited, it is imperative to comply with CADE requirements and standards. While the knowledge requirements and learning outcomes are prescribed, the Department is responsible for determining appropriate assessment strategies and outcome benchmarks. Current faculty members have little experience developing rubrics to measure specific outcomes; thus, the process is quite time consuming. It would be beneficial to have someone with more knowledge and expertise in rubric construction to assist faculty in creating several rubrics to ensure they are appropriately measuring the respective outcome.

Assessment Plan for Marshall University Dietetic Internship- Student Learning Outcomes Management

Student Learning Outcome:

I. Upon completion of the program, students will be able to choose appropriate techniques and tools to effectively manage foodservice systems.

Outcome Measures	Data Needed	Data Already Available	Groups to be Assessed	Assessment Methods	Who Will Conduct Assessment?	Timeline
CD22. Supervise the integration of financial, human, physical, and material resources and services.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Management Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Management Rotation
CD26. Supervise design of menus as indicated by the patient's/client's health status.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Management Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Management Rotation
				Modified Menus and Analysis	Preceptor	During Management Rotation
CD28. Supervise procurement, distribution, and service within delivery systems.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Management Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Management Rotation
CD29. Manage safety and sanitation issues related to food and nutrition.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Management Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Management Rotation
				Sanitation Audit	Program Director and Preceptor	During Management Rotation

Assessment Plan for Marshall University Dietetic Internship- Student Learning Outcomes Clinical

Student Learning Outcome: I. Graduates will be able to provide appropriate, comprehensive nutrition care, including assessment and education.						
Outcome Measures	Data Needed	Data Already Available	Groups to be Assessed	Assessment Methods	Who Will Conduct Assessment?	Timeline
CD7. Supervise documentation of nutrition assessment and interventions.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Introduction to Clinical and Clinical Rotations
				Review of Medical Record Documentation	Preceptor	Daily during Introduction to Clinical and Clinical Rotations
				Clinical Case Study 1	Preceptors and Program Director	Spring Semester (Weeks 8 - 15)
				Clinical Case Study 2	Preceptors and Program Director	Summer Term (Weeks 4 – 8)
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Introduction to Clinical and Clinical Rotations
CD9. Supervise counseling, education, and/or other interventions in health promotion/disease prevention for patient/clients needing medical nutrition therapy for uncomplicated instances of common conditions, e.g., hypertension, obesity, diabetes, and diverticular disease.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Introduction to Clinical and Clinical Rotations
				Review of Medical Record Documentation	Preceptor	Daily during Introduction to Clinical and Clinical Rotations
				Clinical Case Study 1	Preceptors and Program Director	Spring Semester (Weeks 8 - 15)
				Clinical Case Study 2	Preceptors and Program Director	Summer Term (Weeks 4 – 8)
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Introduction to Clinical and Clinical Rotations
CD32. Assess nutritional status of individual patient/clients with complex medical conditions, eg, renal disease, multi-system disease, organ failure, and trauma.	Assessment by Preceptors and Program Director	Yes	Interns	Review of Medical Record Documentation	Preceptor	Daily during Introduction to Clinical and Clinical Rotations
				Clinical Case Study 1	Preceptors and Program Director	Spring Semester (Weeks 8 - 15)
				Clinical Case Study 2	Preceptors and Program Director	Summer Term (Weeks 4 – 8)
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Introduction to Clinical and Clinical Rotations
NT4. Select, monitor, and evaluate complex enteral and parenteral nutrition regimens, ie, more complicated health conditions in select populations, eg, renal disease, multi-system organ failure, trauma (perform)	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Weekly during Clinical Practice Rotation
				Review of Medical Record Documentation	Preceptor	During Clinical Practice Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Clinical Practice Rotations
				Exams in Advanced MNT II	Dr. Gould	Spring Semester
				Case Studies in Advanced MNT II	Dr. Gould	Spring Semester
NT6. Conduct counseling and education for patients/clients with complex needs, ie, more complicated health conditions in select populations, eg, renal disease, multi-system organ failure, trauma.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director	Weekly during Clinical Practice Rotation
				Review of Medical Record Documentation	Preceptor	Daily during Clinical Practice Rotation
				Preceptor Evaluation	Preceptor	Mid-Point and Final in Introduction to Clinical and Clinical Rotations

Assessment Plan for Marshall University Dietetic Internship- Student Learning Outcomes Communication

Student Learning Outcome:

I. Students will communicate effectively, both orally and in writing, in the discourse of the discipline.

Outcome Measures	Data Needed	Data Already Available	Groups to be Assessed	Assessment Methods	Who Will Conduct Assessment?	Timeline
CD8: Provide dietetics education in supervised practice settings (perform).	Assessment by Preceptors and Program Director	Yes	Interns	Nutrition Education	Program Director	Fall Semester
				Mini Case Study	LTC Preceptor	Fall Semester
				Management In-Service	Preceptor	Spring Semester (Weeks 1 – 7)
				Clinical Case Study 1	Preceptors and Program Director	Spring Semester (Weeks 8 -15)
				Clinical Case Study 2	Preceptors and Program Director	Summer Term (Weeks 4 – 8)
CD11. Develop and review educational materials for target populations (perform).	Assessment by Preceptors and Program Director	Yes	Interns	Community Nutrition Education Materials	Preceptors	Fall Semester
				Clinical Nutrition Education Materials	Preceptors	Spring Semester and Summer Term
CD9. Supervise counseling, education, and/or other interventions in health	Assessment by Preceptors and Program	Yes	Interns	Performance as Indicated on Preceptor Evaluations	Preceptors	Spring Semester and Summer Term

Assessment Plan for Marshall University Dietetic Internship- Student Learning Outcomes Community

Student Learning Outcome:

I. Students will assess community needs and plan appropriate community nutrition programs based on analysis of these needs.

Outcome Measures	Data Needed	Data Already Available	Groups to be Assessed	Assessment Methods	Who will conduct assessment	Who will conduct assessment	Timeline
CD41. Conduct assessment of the nutritional status of the population and/or community groups.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly	Program	Program	Fall Semester
				Preceptor Evaluations	Preceptor	Preceptor	Fall Semester – Upon Completion of Each Rotation
				Head Start Population Assessment	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
				Diabetes Population Assessment	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
				Weight Management Population	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
CD43. Conduct community-based health promotion/disease prevention programs.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
				Preceptor Evaluations	Preceptor	Preceptor	Fall Semester – Upon Completion of Each Rotation
CD45. Supervise community-based food and nutrition programs.	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
				Preceptor Evaluations	Preceptor	Preceptor	Fall Semester – Upon Completion of Each Rotation
CO3. Develop community-based food and nutrition programs (perform).	Assessment by Preceptors and Program Director	Yes	Interns	Weekly Reports	Program Director and Preceptor	Program Director and Preceptor	Fall Semester
				Preceptor Evaluations	Preceptor	Preceptor	Fall Semester – Upon Completion of Each Rotation
				Program Plan, Implementation, and	Program Director and Preceptor	Program Director and Preceptor	Fall Semester