

Dietetics Outcomes Data

Assessment of program and curricula is a continual quality monitoring and improvement process. Data are collected annually from all constituencies of the Dietetics Programs. This includes current students, alumni, preceptors, Dietetic Internship Directors, employers, and outside advisors. Data is also tracked for retention and program completion goals.

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Utah State University

Dietetics Students Senior Exit Interview Assessment CPD and DPD Pooled

Please rate your Dietetics major for each of the following:	Excellent	Good	Acceptable	Poor	N/A
Quality of advising from faculty	A 25 (71%)	B 10 (29%)	C	D	N/A
Variety of courses available	A 20 (56%)	B 16 (44%)	C	D	N/A
Extent to which NFS courses challenged your abilities	A 35 (95%)	B 2 (5%)	C	D	N/A
Extent to which your major requirements formed a well-coordinated program of study	A 33 (89%)	B 4 (11%)	C	D	N/A
Overall quality of instruction by dietetics professors	A 30 (81%)	B 7 (19%)	C	D	N/A
Accessibility of professors to meet with you outside of class	A 30 (79%)	B 8 (21%)	C	D	N/A
Amount of feedback on your performance in dietetics courses	A 22 (61%)	B 14 (39%)	C	D	N/A
Rate the overall quality of the dietetics programs	A 31 (89%)	B 4 (11%)	C	D	N/A

My Dietetics major helped me to develop the following general academic skills:	Excellent	Good	Acceptable	Poor	N/A
Writing clearly and effectively	A 14 (48%)	B 15 (52%)	C	D	N/A
Increased study skills and methods	A 26 (72%)	B 9 (25%)	C 1 (3%)	D	N/A
Library and other information-research skills	A 23 (64%)	B 13 (36%)	C	D	N/A
Ability to solve problems	A 26 (74%)	B 9 (26%)	C	D	N/A
Ability to work independently	A 31 (89%)	B 3 (9%)	C 1 (2%)	D	N/A
Ability to work in groups	A 34 (97%)	B 1 (3%)	C	D	N/A
Analyzing, synthesizing and evaluating complicated ideas	A 22 (63%)	B 13 (37%)	C	D	N/A
Appreciating uncertainty when searching for answers	A 22 (63%)	B 12 (34%)	C 1 (3%)	D	N/A

Students are assessed regularly using summative and formative methods.

- End of semester meetings are held with each student to assess individual progress in curriculum and to develop goals for performance. Portfolios are reviewed at each of these meetings. Students are encouraged to provide feedback on curriculum and program.
- Exit interviews are conducted with seniors and final portfolios are evaluated.
- Student feedback is summarized for annual review.

Program Outcomes CPD

CPD Program Goals

Outcome Measures	2004	2005	2006
The CPD will provide the framework for the undergraduate student to complete a Bachelor of Science degree through a broad education in social and behavioral sciences and an indepth education in chemistry and nutrition sciences.	11	13	12
Students entering junior level CPD coursework will graduate from program.	92%`	100%``	100%
Prepare graduates to successfully perform entry-level dietetics positions, or pursue graduate school. 1. Number employed within 6 months 2. Number in graduate school 3. Other		10 2 1	
Prepare graduates to successfully pass the Registration Exam for Dietitians upon graduation.	85%	100%	100% (to date)

CPD Alumni Assessment (1 year post graduation)

2005 Graduates

9 of 12 graduates responded to the Zoomerang online survey

Summary:

- 89% are currently employed in Dietetics
- 11%, the remaining 1 is in a graduate program
- 89% found employment within 3 months of graduation

	Very well prepared 5	4	3	2	Not prepared	N/A
General Overall Knowledge						
Registration Exam	56%	44%				
Clinical Nutrition Knowledge	44%	56%				
Normal Nutrition Knowledge	67%	33%				
Community Nutrition Knowledge	33%	67%				
Food science knowledge	44%	44%	11%			
Food Service Management	44%	44%				
Communication/Interpersonal Skills						
With patients/clients	56%	44%				
With administrators	22%	67%	11%			
With physicians	22%	44%	33%			
With other health care providers	22%	44%	33%			
Public Speaking Ability						
Small groups (5-25 people)	56%	44%				
Large groups (more than 25 people)	33%	56%				
Television	11%	0%	11%	33%	11%	
Radio	11%	0%	22%	33%	11%	
Writing Skills						
Charting	44%	33%	22%			
Professional Reports		44%	44%			
Newspaper/Magazine	22%	44%	11%			
Research publications		67%	11%	11%		
Education materials	67%	33%				
Management Skills						
Quality Assurance/Management	11%	44%	33%			
Clinical care for patients	22%	56%	11%			
Financial Management	11%	22%	56%			
Hiring/terminating employees	11%	33%	11%	11%		
Planning/forecasting budgets	22%	11%	44%			
Program development/initiation	33%	56%				
Complete the following statements						
I would rate my overall education preparation for my current position as:	44%	44%	11%			
I would rate the amount of active/collaborative learning in the program as:	56%	33%	11%			
I would rate the overall interaction between faculty and students in the program as:	67%	33%				
I would rate the overall quality of the program as:	67%	33%				

CPD Preceptor Assessment

PRECEPTORS RATING OF SENIORS PERFORMANCE IN THE COORDINATED PROGRAM IN DIETETICS Fall Semester 2005

I.

Skill	Strongly Agree	Agree	Disagree	Not Applicable
Knowledge of food and nutrition	40%	56%	0%	4%
Attitudes/values/professionalism	32%	52%	4%	12%
Counseling/interviewing/teaching	28%	52%	4%	16%
Creativity/resourcefulness	36%	44%	0%	20%
Initiative/independence/cooperation	56%	32%	0%	12%
Dependability/responsibility	56%	32%	0%	12%
Decisiveness/self-confidence	28%	60%	0%	12%
Judgment	28%	60%	0%	12%
Organization	32%	60%	0%	8%
Accomplished tasks with appropriate thoroughness and accuracy	32%	60%	0%	8%
Written communication	28%	52%	0%	20%
Oral communication	28%	64%	0%	8%
Professional appearance	40%	52%	0%	8%
Interpersonal relationships (adaptability, tactfulness, promptness, concern for others)	44%	40%	4%	12%
The student achieved entry level skills by completion of rotation	36%	40%	4%	20%

(Total of 25 responses)

Clinical Preceptor	15
Community Preceptor	7
Administrative Preceptor	1
Guest Lecturer	1
Other	

Comments from the following questions are summarized and reviewed at the June Dietetics Faculty Retreat.

1 Our major concern is to improve our professional program for training dietitians. We welcome your observations on any strengths or weaknesses in preparation that you have noted in the students being evaluated. If you have suggestions for correcting these weaknesses, please note these also.

2, How can better meet your needs?

CPD Employer Assessments

- Employers responding to surveys from 2001-2006 rated graduates at or beyond entry-level skills for positions they were employed in.
- We receive 1-3 responses from employers annually from the questionnaires we ask graduates to send on to their employers.
- We have moved to a Zoomerang online evaluation this year and hope we will get more employer responses.

The following is pooled data over five years:

1. Communication Skills	N/O	1	2	3	4
<input type="checkbox"/> Produces readable, well organized, and concise written work.				5	15
<input type="checkbox"/> Communicates effectively with others.					
<input type="checkbox"/> Gives well organized and concise verbal presentations.					
<input type="checkbox"/> Uses adequate Interpersonal skills					

2. Work Habits	N/O	1	2	3	4
<input type="checkbox"/> Manages time effectively.				5	15
<input type="checkbox"/> Completes assignments effectively.					
<input type="checkbox"/> Accepts suggestions constructively.					
<input type="checkbox"/> Demonstrates initiative.					
<input type="checkbox"/> Seeks advice/clarification when needed					

3. Stress Management	N/O	1	2	3	4
<input type="checkbox"/> Performs under stress effectively.				14	6
<input type="checkbox"/> Adapts to changing situations					

4. Leadership	N/O	1	2	3	4
<input type="checkbox"/> Demonstrates leadership ability.				12	8
<input type="checkbox"/> Acts responsibly.					

5. Professional Ethics	N/O	1	2	3	4
<input type="checkbox"/> Displays professional behavior with clients and staff				6	11
<input type="checkbox"/> Maintains confidentiality of information.					
<input type="checkbox"/> Sets and enforces high standards.					
<input type="checkbox"/> Exhibits appropriate interpersonal skills.					

6. Problem-Solving Ability <input type="checkbox"/> Seeks out and identifies problem areas <input type="checkbox"/> Offers alternative solutions. <input type="checkbox"/> Displays sound judgment	N/O	1	2	3	4
				9	11

7. Knowledge Base <input type="checkbox"/> Demonstrates capacity to acquire knowledge or grasp concepts. <input type="checkbox"/> Demonstrates appropriate knowledge and expertise in assigned tasks. <input type="checkbox"/> Completes assignments accurately.	N/O	1	2	3	4
				10	10

8. Medical Nutrition Therapy <input type="checkbox"/> Assesses the nutritional status of patients competently. <input type="checkbox"/> Develops/implements appropriate nutrition care plans. <input type="checkbox"/> Provides adequate follow-up care.	N/O	1	2	3	4
	4			4	12

9. Nutrition Counseling Skills <input type="checkbox"/> Assesses the educational needs of patients or clients. <input type="checkbox"/> Uses appropriate instructional aids. <input type="checkbox"/> Counsels patients/clients effectively.	N/O	1	2	3	4
	4			6	10

10. Food Systems Management <input type="checkbox"/> Determines production/staffing/equipment needs. <input type="checkbox"/> Plans procurement of food/nonfood supplies. <input type="checkbox"/> Supervises food preparation and distribution. <input type="checkbox"/> Monitors food safety and quality.	N/O	1	2	3	4
	11			3	6

Program Outcomes DPD

DPD Program Goals

Outcome Measures	2004	2005	2006
The DPD will provide the Framework for the undergraduate student to complete a Bachelor of Science degree through a broad education in social and behavioral sciences and an indepth education in chemistry and nutrition sciences.	5	12	22
Students entering the junior year DPD coursework will graduate senior year.	100%	93%	100%
Prepare graduates for successful supervised practice placement, graduate school, or employment in nutrition related areas. 1. Number of intern applicants/appointments received 2. Number in graduate school 3. Employed 4. Other	3 1 1 1 (1 in grad/intern program)	10 0 2 0	20 4 1 1 (4 in grad/intern program)
Prepare graduates to successfully pass the registration exam for dietitians within one year of completing a supervised practice program.	100%	100%	In internships right now

DPD Alumni Assessment (1 year post graduation)

2005 Graduates

6 of 12 graduates responded to the Zoomerang™ online survey

Summary:

- 83% are in internships
- 13%, the remaining 1 is employed in a nutrition related area and planning on applying for internship next year

	Very well prepared 5	4	3	2	Not prepared	N/A
General Overall Knowledge						
Registration Exam	20%	40%	20%			20%
Clinical Nutrition Knowledge	0%	40%	40%			20%
Normal Nutrition Knowledge	20%	40%	40%			20%
Community Nutrition Knowledge	40%	40%				20%
Food science knowledge	20%	40%	20%			20%
Food Service Management	40%	20%	20%			20%
Communication/Interpersonal Skills						
With patients/clients	40%	20%	20%			20%
With administrators	20%		60%			20%
With physicians		20%	20%	40%		20%
With other health care providers		40%	20%	20%		20%
Public Speaking Ability						
Small groups (5-25 people)	80%					20%
Large groups (more than 25 people)	40%		40%			20%
Television		20%		40%	20%	20%
Radio	20%	20%	20%	20%		20%
Writing Skills						
Charting		20%	40%	20%		
Professional Reports		40%	40%			
Newspaper/Magazine	20%	20%	20%	20%		
Research publications		60%	20%			
Education materials	40%	40%				
Management Skills						
Quality Assurance/Management	20%		60%			
Clinical care for patients		40%	40%			
Financial Management		40%	20%	20%		
Hiring/terminating employees	20%	20%	40%			
Planning/forecasting budgets	20%	20%	40%			
Program development/initiation		40%	20%	20%		
Complete the following statements						
I would rate my overall education preparation for my internship as:	20%	80%				
I would rate the amount of active/collaborative learning in the program as:	20%	80%				
I would rate the overall interaction between faculty and students in the program as:	80%	20%				
I would rate the overall quality of the program as:	60%	40%				

DPD Dietetic Internship Director Assessments

- Graduates are requested to forward an evaluation form to their internship directors following completion of the internship.
- We respond carefully to recommendations coming from the Directors and have been able to refine the DPD over time to best prepare students for strong internship performance.
- Students generally rate at expected level of performance or exceeds expected level of performance in the following areas:
 - Knowledge base
 - Medical Nutrition Therapy
 - Nutrition Counseling Skills
 - Food Systems Management
 - Communication Skills
 - Work Habits
 - Stress Management
 - Leadership
 - Professional Ethics
 - Problem Solving Ability

Outside Advisors

- Formal and informal methods are used to obtain external advice for programmatic challenges, recommendations for curriculum changes, current health care dynamics and academic trends. Some methods used include:
 - Focus groups
 - Formal advisors
 - Participation in local, state and national professional organizations specific to individual faculty expertise and responsibility in curriculum
 - Conference calls