

Food Science and Nutrition BS

Cultural Competence

Goal Description:

Students in the FSN major will demonstrate cultural competence and diversity-related knowledge and skills when working in student teams and with the community.

Providing Department: Food Science and Nutrition BS

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Cultural Competence - Culturally Appropriate Nutrition Education

Learning Objective Description:

Students will successfully develop a nutrition education program based on a community needs assessment that is culturally appropriate.

Description: Students in the FSN are required to work in teams and in the community to personally deliver a nutrition education program. This will require development of the skills to assess a community, design and deliver a program for underserved populations as part of addressing health disparities. Future work as professionals will require students to be culturally competent and be able to work in teams. These skills are required competencies for program accreditation.

RELATED ITEM LEVEL 2

Cultural Competence - Culturally Appropriate Nutrition Education

Indicator Description:

1. Cultural Competency Theory and Knowledge Exam
2. Score earned on the service-learning community education project

Criterion Description:

1. Ninety percent of students will earn a "B" or higher on an examination of cultural competence theory and knowledge while enrolled in FACS 3339: Community Nutrition Course.

- The cultural competency exam was developed from standardized questions obtained from the course textbook as well as faculty-developed questions. The textbook for this course is listed as a text used to develop national examination questions.

2. Students will earn a score of 90% or better on the major service-learning project as part of the FACS 3339: Community Nutrition Course.

- The grading rubric for the service-learning project is attached. This rubric has been developed by the faculty and refined over several years of use. Components of the rubric are aligned with knowledge requirements for accreditation.

Attached Files

[Service Learning Project Rubrics.doc](#)

[peer evaluation form spc \(4\).doc](#)

Findings Description:

1. Of the nine students enrolled in FACS 3339, Community Nutrition, during the spring semester, five (56%) out of nine earned a "B" or better on the cultural competence exam. However, this exam was not given as an exam; rather the exam was used as a case study.
2. Of the nine students enrolled in FACS 3339, Community Nutrition, six earned a score of 90% or better on the service-learning project.

RELATED ITEM LEVEL 3

Cultural Competence - Culturally Appropriate Nutrition Education

Action Description:

The action plan for cultural competence includes the following:

1. To more accurately reflect the objective related to this item, the cultural competence exam will be used as an exam, not a case study the next time FACS 3339, Community Nutrition, is offered.
2. For the service learning project, a sample project will be provided and students will be asked to submit their work in stages. Biweekly discussions of progress will also encourage students to perform better on the service learning project.
3. Students in FACS 4373, Cultural Nutrition, will be assigned a team nutrition education project; students will evaluate their peers on this assignment. (Assignment to be prepared by the course instructor for the fall semester.)

RELATED ITEM LEVEL 1

Cultural Competence - Teamwork Skills

Learning Objective Description:

Students will successfully develop teamwork skills while working on a community nutrition education project.

Attached Files

 [Service Learning Project Rubrics.doc](#)

 [peer evaluation form spc \(4\).doc](#)

RELATED ITEM LEVEL 2

Cultural Competence - Teamwork Skills

Indicator Description:

Peer evaluation form developed for the community nutrition education team project. This evaluation allows the student to reflect on their own performance as a team member and to provide an evaluation of their peers. A four point Likert-type scale ranging from Poor to Outstanding is utilized for the peer evaluation component of the evaluation. The form was developed by the faculty member for this specific project.

Attached Files

 [peer evaluation form spc \(4\).doc](#)

Criterion Description:

Ninety-five percent of students will receive an average rating of "3" or "4" by their peers for performance as a team member related to the community nutrition education project in the FACS 3339: Community Nutrition course.

Attached Files

 [peer evaluation form spc \(4\).doc](#)

Findings Description:

The peer evaluation was not included in the course this year.

RELATED ITEM LEVEL 3

Cultural Competence - Teamwork Skills

Action Description:

The next time that Community Nutrition, FACS 3339, is taught the peer evaluation will be completed as previously planned.

In addition, a peer evaluation of team members will be completed for the nutrition education project to be associated with Cultural Nutrition, FACS 4373.

Nutrition Counseling and Education Methods

Goal Description:

The FSN program will provide effective instruction for student skills development related to nutrition counseling and education methods to facilitate behavior change in clients.

Providing Department: Food Science and Nutrition BS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Nutrition Counseling and Education Methods - Near Peer

Learning Objective Description:

Students will demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for individuals.

RELATED ITEM LEVEL 2

Nutrition Counseling and Education Methods - Near Peer

Indicator Description:

Score on near-peer nutrition counseling assignment.

Evaluation of student performance is assessed by the course faculty. Students are assigned a "near-peer" student for whom they perform a nutrition assessment and facilitate development of client nutrition goal(s), and counsel clients on methods to obtain that goal(s).

Criterion Description:

Eighty percent of students will earn a "B" or better on the demonstration of wellness counseling as part of the Near-Peer consultation project in the FACS 4371: Nutrition Assessment course.

Findings Description:

There were 14 students enrolled in FACS 4371 during the spring semester. Of the 14, 100% earned a "B" or better on the wellness counseling project.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Near Peer

Action Description:

Although 100% of the students in FACS 4371, Nutrition Assessment, received a "B" or higher on the wellness counseling as part of the consultation project, this project will be reviewed to make sure that it meets the needs of the program, and student grades will again be included in the next program assessment.

RELATED ITEM LEVEL 1

Nutrition Counseling and Education Methods -Evidence-based practice

Learning Objective Description:

Students will demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions for client counseling and education.

RELATED ITEM LEVEL 2

Nutrition Counseling and Education Methods -Evidence-based practice

Indicator Description:

Case study assignment in the senior Clinical Dietetics course. See attached rubric. The Case Study Assignment rubric utilized has been developed by program director and has been refined over several years of use. It is made available to program faculty teaching the senior Clinical Dietetics course.

Attached Files

[Grading Rubric for Clinical Case Studies \(1\).docx](#)

Criterion Description:

Eighty percent of students enrolled in FACS 4360: Clinical Dietetics, will earn a “B” or higher on the component assessing the utilization of technology to identify a professional organizations guidelines/protocols to complete a case study.

Findings Description:

There were 15 students enrolled in FACS 4360, Clinical Dietetics, during the fall semester. Of those 15 students, 13 (87%) earned a B or higher on the case study related to professional organizations guidelines/protocols.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Evidence-Based Practice

Action Description:

Although 100% of the students in FACS 4371, Nutrition Counseling and Assessment, received a "B" or better, this assignment will be reviewed to make sure that it is meeting the program needs and will be reevaluated again during the next assignment period.

Quality Experiential Learning

Goal Description:

The FSN program will provide quality experiential learning opportunities in the areas of clinical nutrition, community nutrition and food service that will allow students to apply knowledge and develop professional practice skills.

Providing Department: Food Science and Nutrition BS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Quality Experiential Learning

Learning Objective Description:

Students will assess their experiential learning activities provided to develop and demonstrate practice skills in the three major areas of the curriculum: clinical nutrition, community nutrition and food service management.

RELATED ITEM LEVEL 2

Quality Experiential Learning - Clinical Nutrition

Indicator Description:

DPD Exit Survey

Senior level FSN students are asked to answer nutrition knowledge related content that reflects the coursework they completed in the FSN classes in a DPD exit Survey. The survey is administered during the final course of the FSN de

Attached Files

[Program Exit Survey.pdf](#)

Criterion Description:

The established minimum score for the knowledge survey is 80 percent which reflects a high application and understanding of the FSN course content.

Findings Description:

There were 11 students in FACS 4361 in the spring semester. Of these 11 students, 100% earned a "B" or better on this survey.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Clinical Nutrition

Action Description:

Due to the importance of this indicator item, this item will remain part of the program assessment.

RELATED ITEM LEVEL 2

Quality Experiential Learning - Community Nutrition

Indicator Description:

Program Exit Survey

Description: During the FSN program students are provided experiential learning experiences that they assess prior to graduation from the program by completing an exit survey. Students are asked to rate the quality of the experiential learning in community nutrition with a Likert-type scale ranging from strongly agreeing that they had quality experiences to strongly disagreeing that the experiences were of a quality that allowed them to develop practice skills. See attached survey.

Attached Files

[Program Exit Survey.pdf](#)

Criterion Description:

At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Community Nutrition.

The criterion was developed by the program faculty based on previous program evaluation results.

Findings Description:

A total of ten students graduated during the academic year of 2021-2022. Forty percent of the graduates responded to the program evaluation request. This was four out of ten graduates. Of those four, three (75%) indicated that they strongly or somewhat agree that the experiential learning was adequate to develop skills in community nutrition.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Community Nutrition

Action Description:

The indicator for this item was not met. The information will again be assessed and the item will remain in the assessment plan.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The BS in Food Science and Nutrition degree includes the 2017 standards for accreditation by ACEND. The new 2022 ACEND standards will continue to be implemented until all are met. The continuous plans for improvement are listed in the six specific actions below. Dr. Valencia Browning-Keen, PhD, RDN, LD will

be leaving her post as the DPD Director and Nutrition Coordinator in the coming academic year. Two new faculty joined our team last year and three additional faculty will be joining our team in the coming academic year (2021-2022). The ACEND accreditation report was submitted August 17, 2020 last year. The ACEND Virtual Site visit was completed in January of 2021 and the follow up in person visit from ACEND Education Management Team will take place September, 2021. Dr. Dana Smith, PhD, RDN, LD will be assuming the role of the DPD Director effective September 1, 2021. Significant improvements continue to be made to the classrooms and increased budgeting for instructional resources for the Food Science and Nutrition Program continue to be priorities in the department. The FACS Leadership Team is still in place within the same facilities. The new program director and new faculty need to assist in developing the action steps below for achieving the KRDN's in this ACEND accredited program for student success.

1. Students will be provided additional opportunities in FACS 3339 and FACS 4373 to be tested on cultural competency theory and knowledge.
2. Students will be provided various cultural competence teamwork skills in FACS 3339, FACS 4373, FACS 4360, and FACS 4361.
3. Evidence-based practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations will be used in FACS 4360, FACS 4361, and FACS 4371 in coordination with the Student Health Services referral consults and experiential learning opportunities.
4. Numerous Near-Peer nutrition counseling and development of nutrition education assignments will be offered in one or more of the following classes: FACS 3339, FACS 4360, FACS 4361, FACS 4371, and FACS 4373.
5. An experiential learning site will be provided for students to participate in secondary data management to complete medical nutrition therapy intervention of a specific disease state in FACS 4360 and FACS 4361.
6. Students will be provided opportunities in FACS 3339 and FACS 4373 experiential learning assignments during the spring of 2022.

Update of Progress to the Previous Cycle's PCI:

Update Summary

The undergraduate dietetics program was recently (August 2021) accredited by ACEND, the Accreditation Council for Education in Nutrition and Dietetics, and an in-person follow-up visit was completed in September, 2021.

During the 2021-22 academic year opportunities were provided related to **cultural competence** in FACS 3339 and FACS 4373. **Teamwork skills** were cultivated in various classes including FACS 3339, FACS 4373, FACS 4360, and FACS 4361. **Evidence-based** practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations were used in FACS 4360, FACS 4361, and FACS 4371. Although the Near-Peer nutrition counseling project was included in FACS 4371, this project should be reviewed to verify that it is meeting the needs of the students and the requirements of the associated KRDN. Other nutrition education assignments were included in FACS 3339, FACS 4360, FACS 4361, and FACS 4373. **Experiential learning assignments** were included in FACS 3339 and FACS 4373.

- 1.

New Plan for Continuous Improvement Item

Closing Summary:

Beginning with the 2022-23 academic year, there are new standards, and the program will need to continue to implement changes until all are being met. Most notably alternate assignments will need to be included for students that do not achieve the KRDN standards with the originally planned assignments; all KRDNs will need to be met by every student to receive a verification statement upon graduation. Since Dr. Dana Smith is

not returning Sam Houston University as the Dietetics Program Director (DPD), the new program director will work with the nutrition faculty to assure a plan for all KRDNs to be met in this ACEND accredited program.

2022-23 goals will continue to include the following:

1. Opportunities related to cultural competence in FACS 3339 and FACS 4373 .
2. Cultural competence teamwork skills in FACS 3339, FACS 4373, FACS 4360, and FACS 4361.
3. Evidence-based practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations FACS 4360, FACS 4361, and FACS 4371.
4. Review and inclusion of Near-Peer nutrition counseling project and nutrition education assignments one or more of the following classes: FACS 3339, FACS 4360, FACS 4361, FACS 4371, and FACS 4373.
5. Experiential learning assignments in FACS 3339 and FACS 4373.

An additional goal will focus on processes involved in delivering quality food service. Indicators will focus on cycle menu planning and purchasing, facility and equipment planning, and hazard analysis and critical control point (HACCP) planning.