

# Food Science and Nutrition BS

## Achieving Knowledge and Skills

### Goal Description:

Graduates of the Food Science and Nutrition Program in the Family and Consumer Science Department will be adequately prepared to enter a supervised practice program as the next educational phase toward becoming a Registered Dietitian.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

### Knowledge and Skills

#### Learning Objective Description:

Graduates of the FSN student will demonstrate attainment of undergraduate competencies related to food science and nutrition and the ability to apply that knowledge by successfully earning a verification statement, completing a supervised practice experience, and passing the national credentialing examination. These competencies are required by the program's accrediting agency and are built into the courses throughout the degree plan. The indicators/criterion chosen are summative evaluations of the students' performance in the program.

RELATED ITEM LEVEL 2

### Knowledge and Skills Indicator Description:

1.

As required by the Accreditation Council for Education Nutrition and Dietetics (ACEND), at least 80% of graduates over a five-year period, will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.
2.

At least 90% of each graduating class will have met the program criteria to earn a verification statement from the FSN program indicating that they have met all competencies required by ACEND, earned a minimum overall GPA of 3.0, a DPD GPA of 3.0 or better, and a "C" or better in all FACS courses.
3.

Eighty percent of graduates will score a 75% or better on a mock RDN credentialing given in the semester of their graduation.

#### Criterion Description:

1.

As required by the Accreditation Council for Education Nutrition and Dietetics (ACEND), at least 80% of graduates over a five-year period, will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.
2.

At least 90% of each graduating class will have met the program criteria to earn a verification statement from the FSN program indicating that they have met all competencies required by ACEND, earned a minimum overall GPA of 3.0, a DPD GPA of 3.0 or better, and a "C" or better in all FACS courses.
3.

Eighty percent of graduates will score a 75% or better on a mock RDN credentialing given in the semester of their graduation.

#### Findings Description:

1.

Results for the past 3 of the 5- year cycle includes a pass rate of 91% which meets the current goal, however, the most recent pass rate is lower than the 80% goal.
2.

Based on the program's Verification Statement Policy of the student's catalog year, 100% (n=7) earned a verification statement.
3.

For the academic year of 2016-2017, no students scored 75% or better on the mock RDN exam. The fall 2016 graduates scored an average of 55.8% and the Spring graduates scored an average of 68.3%, indicating an improvement. The improvement is related to adjustments made to increase the rigor of the course content and adjusting the course sequencing to support progression of learning. It is noted that these graduates have only experienced some of the improvements in program related to the program improvements.

RELATED ITEM LEVEL 3

### Knowledge and Skills Action Description:

Continue to monitor the above three indicators

## 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.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

### Cultural Competence

**Learning Objective Description:**

Students will successfully develop and deliver a nutri on educa on program for a community based on their assessment of the community, which is age and culturally appropriate.

Students in the FSN are required to work in teams and in the community in areas of need to personally deliver a nutri on educa on program. This will require the ability to assess a community, design a program and educa onal materials for underserved popula ons as part of addressing health dispari es. Future work as professionals will require students to be culturally competent, and development of this skill is a required competency for program accredita on.

RELATED ITEM LEVEL 2

**Cultural Competence Indicator**

**Description:**

Students will successfully develop and deliver a nutri on educa on program for a community based on their assessment of the community, which is age and culturally appropriate.

Students in the FSN are required to work in teams and in the community in areas of need to personally deliver a nutri on educa on program. This will require the ability to assess a community, design a program and educa onal materials for underserved popula ons as part of addressing health dispari es. Future work as professionals will require students to be culturally competent, and development of this skill is a required competency for program accredita on.

**Criterion Description:**

- 1. Ninety-five percent of students will earn a 90% or be er on an examina on of cultural competence theory and knowledge while enrolled in the Community Nutri on Course.
- 2. Students will earn a score of 90% or be er on the major service-learning project as part of the Community Nutri on Course.
- 3. Ninety-five percent of students will receive an above-average ra ng or higher by their peers as part of a required peer evalua on related to the major service-learning project.

**Findings Description:**

This is a new goal. The course that will be used for this evalua on will be taught in Spring 2018.

RELATED ITEM LEVEL 3

**Cultural Competence**

**Action Description:**

Gather data regarding this program goal in Spring 2018. Ensure content is part of the course and evalua ons are in place.

**Quality Experiential Learning**

**Goal Description:**

The FSN program will provide quality experien al learning opportuni es in the areas of clinical nutri on, community nutri on and food service that will allow students to apply knowledge and develop professional prac ce skills.

RELATED ITEMS/ELEMENTS- - - - -

RELATED ITEM LEVEL 1

**Quality Experiential Learning**

**Learning Objective Description:**

Students will assess their experien al learning ac vi es as providing the opportunity to develop and demonstrate prac ce skills in the three major areas of the curriculum.

Prior to gradua on, FSN majors complete an exit survey that includes a ques on about quality experien al learning in clinical nutri on, community nutri on, and food service. The ques ons ask students to rate the quality of the experiences 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 prac ce skills. These prac ce skills are essen al to adequate prepara on for a post-graduate supervised prac ce program.

RELATED ITEM LEVEL 2

**Quality Experiential Learning**

**Indicator Description:**

Students will assess their experien al learning ac vi es as providing the opportunity to develop and demonstrate prac ce skills in the three major areas of the curriculum.

Prior to gradua on, FSN majors complete an exit survey that includes a ques on about quality experien al learning in clinical nutri on, community nutri on, and food service. The ques ons ask students to rate the quality of the experiences 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 prac ce skills. These prac ce skills are essen al to adequate prepara on for a post-graduate supervised prac ce program.

**Criterion Description:**

- 1. At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experien al learning was adequate to develop skills in Clinical Nutri on.
- 2. At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Community Nutrition.

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

**Findings Description:**

1. Seventy-one percent of graduates (5 of 7) indicated that they strongly-somewhat agreed that the experiential learning was adequate to develop skills in Clinical Nutrition. This result did not meet the goal of 80%. It was noted that 75% of those responding positively rated the experiential learning as “somewhat” met adequacy.
2. Seventy-one percent of graduates (5 of 7) indicated that they strongly-somewhat agreed that the experiential learning was adequate to develop skills in Community Nutrition. This result did not meet the goal of 80%. It was noted that 75% of those responding positively rated the experiential learning as “somewhat” met adequacy.
3. Seventy-one percent of graduates (5 of 7) indicated that they strongly-somewhat agreed that the experiential learning was adequate to develop skills in Food Service. This result did not meet the goal of 80%. It was noted that 42% of those responding positively rated the experiential learning as “somewhat” met adequacy.

**RELATED ITEM LEVEL 3**

**Quality Experiential Learning**

**Action Description:**

Faculty have worked to increase the number and quality of experiential learning activities during the 2016-2017 academic year. The current results do not reflect student outcomes as these students have not yet completed the exit survey.

## **Update to Previous Cycle's Plan for Continuous Improvement: 2016-17**

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

The DPD Director plans on reviewing course content in nutrition related courses to strengthen the knowledge and skills of DPD graduates. The DPD Director will work with the new faculty members in the area of Nutrition and Dietetics to make sure course content is meeting ACEND guidelines. This will make DPD graduates more desirable when applying to dietetic internships.

Sim Man has been purchased for the Nutrition Assessment lab and will be ready starting August 2016. Simulations will be added to DPD curriculum to enhance skills in nutrition assessment and clinical dietetics. The DPD Director will be looking to see what additional equipment can be added to the Nutrition Assessment lab in the coming year.

**Update of Progress to the Previous Cycle's PCI:**

The thrust of continuous improvement plans includes updates to the curriculum as required by the 2017 Standards from ACEND, the accrediting agency for the FSN program. Previous cycle plan also uses ACEND standards as a guide for program and student outcome improvement plans.

Clinical Nutrition experiential learning activities were a focus of improvement for the 2016-2017 academic year. Student evaluations of these new activities will be assessed by the program faculty and used as the basis for adjusting activities for the 2017-2018 academic year. Food service and community nutrition experiences were reviewed and will be focus of changes for the 2017-2018 academic year. The program director is seeking new affiliation agreements with community institutions and on-campus entities that can provide appropriate experiences. The program director and new faculty member teaching the clinical sequence of courses have developed on-campus relationships for developing practice skills in clinical nutrition. These indicators will continue to be evaluated.

## **Plan for Continuous Improvement**

**Closing Summary:**

The credentialing examination pass rate improvement plan consists of plans for continuous review of curricular content, rigor, and ability to meet the individual competency requirements. This past academic year, focus was placed on the Nutrition component of the program and the ordering of the coursework. Future work will add the focus on the Foods and Community Nutrition courses in the curriculum and the addition of courses needed to meet the new 2017 Standards provided by ACEND.

The Program Director and Faculty have developed a Verification Statement Policy that better reflects expectations for student performance and preparedness for post-graduate programs. With each academic year, a higher percentage of graduates will be subject to this policy which will allow for better assessment of student outcomes.

Program faculty will continue to improve course content and review current required courses, develop courses as necessary, and adjust requirements for foundation courses to support student learning and competency attainment. Faculty advisors and students will adhere to pre-requisite requirements in order to support student preparedness for course content.